

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## LEA name:

Petaluma Joint Union High

## CDS code:

49708620000000

## Link to the LCAP:

*(optional)*

<https://www.petalumacityschools.org/cms/lib/CA02204883/Centricity/Domain/73/PCS%20LCAP%202019-2020%20FINAL.pdf>

## For which ESSA programs will your LEA apply?

Choose from:

### TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

### TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

### TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

*In the following pages, ONLY complete the sections for the corresponding programs.*

# Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The Petaluma City Schools' LCAP addresses four major focus areas: college and career readiness, academic supports and rigor, parent/guardian participation, support and engagement, and student support and engagement.

We have concentrated its resources and efforts to continuing its high graduation rate, English Language Arts progress, and academic advancement. Through the implementation and support of teachers using new math curriculum and new English Language Arts and English Language Development curriculum in grades TK-8, we will be monitoring our students for improvement in these core areas.

A new student data management system and the implementation of an early warning system in the secondary schools will help us identify students in need of intervention and track their progress, so we can respond and adjust to the students' needs with greater ease and timeliness. With our Supplemental and Federal dollars, we can support our neediest students with district-wide interventions and supports, such as Reading Specialists, Bilingual Resource Teachers and Instructional Assistants, and district provided intervention programs such as LEXIA Reading. School sites also utilize supplemental and Federal funds to tailor targeted interventions to unduplicated students through various supports, including tutoring and software programs for remediation.

PCS has also allocated base, supplemental and federal resources to our students' social-emotional well-being with specific actions addressing mental health and counseling support, and multiple tiers of academic and social emotional programs, trainings and support.

In addition to closing our performance gaps and maintaining our progress in our areas of strength, a continued focus area for the 2019-2020 school year will be to increase parent/guardian participation and communication with more frequent communications regarding the LCAP process, a more developed website, and the expansion of PIQE (Parent Institute for Quality Education), a parent education series of meetings.

To assure that our Federal Dollars are supplementing programs and services to our identified neediest students, the district is using the California State Dashboard and local assessments to identify needs for subgroups of students at the district and at the site level. The district level needs are detailed below. School sites analyze their school data and allocate their resources through the Single School Plan process. All schools

Single Plans are aligned with the district LCAP goals and each school receiving federal funds detail their needs, actions and services using base, supplemental, and federal funds.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Through the development of the LCAP and determining how to best meet the needs of our students, Petaluma City Schools has made efforts to use federal funds as part of a progression. All students are provided support using base funding. LCFF supplemental funds are used by targeting more specific student needs, and federal funds are used to supplement and enhance or extend the base and LCFF supplemental funding.

All School Plans for Student Achievement share the district LCAP goals and each school details their needs, targeted actions, and services, using base, supplemental, and when applicable, federal funds. School sites analyze their school data and allocate their resources through the Single School Plan process and detail how their students will benefit from the targeted or additional services or actions in their plans using metrics and goals for progress as well as a similar process as the annual update in the district LCAP.

At both the district level and the site level, all sources of funding are discussed and delineated when drafting and finalizing the site and district plans. Input from all stakeholders at the District Leadership Team/LCAP Development Committee, School Site Councils, and English Learner Advisory Committee/ELAC, and the District English Learner Advisory Committee/DELAC have regular meetings throughout the year to review and discuss the district and site progress on each goal and give input on the actions and services in both the district and site plans.

The district uses federal funds to supplement LCFF supplemental funded actions/services in the LCAP in the following ways:

- 1.6: Additional certificated staffing is funded to lower the target staffing ratio to 15:1 for the Alternative Education programs.
- 2.3: Additional substitute and curriculum consultant costs are funded to support the work of curriculum committees focused on CCSS ELA and Math, Next Generation Science Standards (NGSS) including Environmental Literacy, English Language Development (ELD) standards, and State of California curriculum frameworks.
- 2.4: Professional development with an emphasis on CCSS ELA and Math, NGSS, ELD, school culture/climate, student engagement, strategies for students with disabilities, Career Tech Education (CTE), and State of California curriculum frameworks.
- 2.7: Professional development to assist in the implementation of a student data management system that will be used to monitor student progress.
- 2.8: Software licenses for online credit recovery for credit-deficient secondary students, and software licenses and instructional materials targeted for students needing reading support.
- 2.10: Additional reading and math instructional support for elementary students in the summer.
- 2.14: Additional college/career planning counseling support will be funded to targeted unduplicated junior high students.

# ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

## TITLE I, PART A

### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 ( <i>as applicable</i> )

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 ( <i>as applicable</i> )

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

### Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 ( <i>as applicable</i> )

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

## TITLE I, PART A

### Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

# ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

## TITLE I, PART A

### Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Our district followed the Educator Equity: LCAP Addendum Criteria & Guidance resources to collect data from DataQuest and local personnel information, in order to identify any disparities of low-income and minority students being taught at higher rates than other students. After collecting the data, we used the Equity Data Collection and Analysis Tools provided by CDE to populate the tables with the data we collected. The data we collected was taken from the 2017-2018 school year—which is the most recent school year for which we have data from all sources. We then met with our Equity Team to involve other stakeholders to analyze review, and answer the narrative questions the accompanied the data tables to analyze the information. Based on that analysis, we then followed the Root Cause Analysis guidance and Potential Root Causes Tool provided by CDE to identify any root causes. With our Equity Team we then discussed teacher recruitment and retention strategies—again using the tools provided by CDE. Our Equity Team consisted of staff from the Educational Services and Human Resources departments, as well as certificated staff from our schools, including union members.

Based on our data collection and analysis, we found the following:

- Low-income students were not taught at higher rates than other students by ineffective/misassigned teachers or by out-of-field teachers. The district did not have any teachers who met the definitions of ineffective/misassigned or out-of-field.
- Low-income students were taught at higher rates than other students by inexperienced teachers at four of our twelve schools (Mary Collins Charter School, Kenilworth Junior High School Gateway to College Academy, and Petaluma High School). The other eight schools had no inexperienced staff members. The district average percentage of low-income students

was 29.9% with an average percentage of 4.5% inexperienced teachers. Six schools had a low-income percentage of students higher than that (Kenilworth Junior High School at 36.1%, Crossroads Community Day School at 100%, Carpe Diem High School at 39.1%, San Antonio High School at 67.9%, Sonoma Mountain High School at 52.4%, and Casa Grande High School at 35.1%). However, only two of those six schools had any inexperienced teachers (Kenilworth Junior High School 6.5%, and Casa Grande High School 3.75%--which was lower than the district average of 3.9%).

- Minority students were not taught at higher rates than other students by ineffective/misassigned teachers or by out-of-field teachers. The district did not have any teachers who met the definitions of ineffective/misassigned or out-of-field.
- Minority students were taught at higher rates than other students by inexperienced teachers at four of our twelve schools (Mary Collins Charter School, Kenilworth Junior High School Gateway to College Academy, and Petaluma High School). The other eight schools had no inexperienced staff members. The district average percentage of minority students was 39.9% with an average percentage of 4.5% inexperienced teachers. Five schools had a minority percentage of students higher than that (Kenilworth Junior High School at 48.8%, Crossroads Community Day School at 81.8%, Gateway to College Academy at 45.9%, San Antonio High School at 76.9%, and Casa Grande High School at 51.6%). However, only two of those six schools had any inexperienced teachers (Kenilworth Junior High School 6.5%, Gateway to College Academy 50%, and Casa Grande High School 3.75%--which was lower than the district average of 3.9%). Gateway to College Academy is a small alternative early college high school program with only two staff members—one of which was a new hire, thus making the percentage of inexperienced staff at 50%.

After conducting a root cause analysis, we determined that there is no equity gap at any of our schools. At the schools with the highest percentage of minority and low-income students, Crossroads and San Antonio High School, there were no inexperienced teachers on staff at all. At the schools that did have inexperienced staff, these new hires represented a very small percentage of the total staff and there was no obvious inequity.

## **Parent and Family Engagement**

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

For schools identified for that meet the criteria for Comprehensive Support and Improvement (CSI), Petaluma City Schools will involve parents and family members in jointly developing the CSI plan as part of the annual School Plan for Student Achievement (SPSA) process. The CSI plan becomes an integral part of the SPSA and is also a required component for CSI schools. Each CSI school's SPSA uses the results of state (Dashboard) and local metrics to identify areas of need. The criteria that resulted in the identification of CSI schools is included in the SPSA as a focus area of need. Parents and family members are members of each schools' site council and provide valuable input and feedback as the SPSA is developed. As the SPSA is being developed, it is also shared with the larger



body of parents at periodic evening meetings so that more parents have the opportunity to consult and review the CSI plan included in the SPSA.

Petaluma City Schools will engage parents and families in a variety of ways. As part of the Local Control Accountability Plan (LCAP) development, the district meets and consults with an on-going District Leadership Team (DLT)/Local Control Accountability Plan (LCAP) committee. The DLT/LCAP is configured of parents, English Learner parents, parents of Low-Income students, District English Learner Advisory Committee (DELAC) representatives, students, teachers, district office staff, administrators, classified employees, community members, and board members. Committee members serve as liaisons and are consulted with for ongoing input. Each iteration of the LCAP is saved as a separate document, with edits/changes/additions—as a direct result from stakeholder input. Opportunities to provide verbal and written feedback/input on the LCAP draft revisions are given to DLT/LCAP committee members, DELAC representatives, district administrators, and Executive Cabinet members. Responses to questions and the feedback provided by these groups are shared, in writing, at the DLT/LCAP committee meetings. The feedback received includes requests to clarify, critiques of the LCAP, and suggested modifications to metrics, expected outcomes, and actions/services.

Parents of English Learners also participate in site-level decision-making as members of an English Learner Advisory Committee (ELAC). Parents are also engaged in a number of other committee opportunities, including the Superintendent's Advisory Council, Principal Advisory Councils, parent-teacher organizational meetings, and more.

Parents and families are also surveyed annually to assess current and past stakeholder participation in school and district related decision-making, as well as how the district could best include stakeholders in decision-making, and how best to communicate these opportunities and results with them.

The district also provides parent education opportunities through a variety of school site parent information meetings, and district-provided parent education classes through the Parent Institute for Quality Education (PIQE) partnership. Parents learn about such topics as the challenging State academic standards, State and local academic assessments, and how to monitor progress and work with their children to improve their children's achievement.

Petaluma City Schools offers preschool opportunities for students, as well as parent education support for preschool parents--through programs like AVANCE and Pasitos.

Informational/educational material is available to parents in a variety of ways and formats, including the district and school websites, online archives of meeting presentations, materials, and minutes, emails to families, a mobile phone application, shared Google Apps for Educational files, all in English and Spanish.

Parents are integral members of each school's School Site Council (SSC) which oversees the development of the Single Plan for Student Achievement (SPSA). SSC's at each CSI identified school developed goals/actions in their SPSA to specifically address the criteria for which they were identified for--low graduation rates and high suspension rates. These goals and actions form the CSI plan which is part of each school's SPSA. Each CSI plan was developed in collaboration with and inclusion of parents at the identified schools and the CSI plans were shared with the larger school community, district, board of education, and public. There are no schools identified as ATSI or TSI in the district.

Petaluma City Schools' parent and family engagement policy was developed by a large group of stakeholders, including board members, district leadership, certificated and classified staff, and parents and families of students. The district strategically and purposefully provides a variety of ways for parents and families to engage with and play a meaningful role in the education of their students. A Communication Coordinator position was created as a result of the parent and family engagement

policy and this position oversees and coordinates all of our communications--district and school--to and from families in their language. Annually, parents and families are surveyed to learn how we may need to adjust our engagement policy to more effectively involve our parents the way that best meets their needs, including any activities that they may request.

The district and individual school sites provide assistance to parents in understanding a variety of topics including State academic standards, State and local academic assessments, how to monitor a child's progress and work with educators to improve the achievement of their children, and materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology. This is achieved through a variety of efforts, including district led parent education workshops, Parent Institute for Quality Education (PIQE) parent education workshops, school led parent education events, online and in print communications sent to families, SSC, LCAP, DELAC, and ELAC meetings, and parent-teacher conferences.

As part of professional development (four non-student staff development days) that teachers, specialized instructional support personnel, principals, and other school leaders, and other staff participate in each year, workshops are included with a focus on the value and utility of contributions of parents, and how to communicate with, and work with parents as equal partners to build ties between parents and the school.

The district integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs like AVANCE and Pasitos, and provides a Family Resource Center that encourages and supports parents in more fully participating in the education of their children.

Parents of English Learners also participate in site-and-district-level decision-making as members of an English Learner Advisory Committee (ELAC) and the District English Learner Advisory Committee (DELAC). Translation services are provided for parents at all district meetings when parents and families are involved. Meeting agendas, minutes, materials, newsletters, and websites are accessible in a variety of formats so that parents who speak a language other than English or who may have special needs can correspond with and to the district.

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

SWP: A needs assessment is conducted at each of our SWPs annually and the results are included in each schools SPSA. Based on our needs assessment our SWPs have been focusing on reading (ELA/ELD) and math intervention, and parent and family engagement. Students' reading level is assessed four times per year using STAR Reading. Our SWPs also use the results of the SBAC ELA & Math and specifically target the reading claim score and math claims. For math needs, we also use

the MDTP at a variety of grade levels. These data points are used to identify students who may need intervention. Students identified for intervention are placed in a reading intervention (Read 180 or other intervention program) to accelerate them back to grade level, and/or placed in a math support period in addition to their grade-level math class.

Parent engagement is also a focus for our SWP schools based on feedback received from parent surveys. A parent and family engagement policy was developed by a large group of stakeholders, including board members, district leadership, certificated and classified staff, and parents and families of students. The district strategically and purposefully provides a variety of ways for parents and families to engage with and play a meaningful role in the education of their students. A Communication Coordinator position was created as a result of the parent and family engagement policy and this position oversees and coordinates all of our communications--district and school--to and from families in their language.

TAS: For our targeted schools, we follow a similar process as the SWPs. Based on our needs assessment, we have the same focus areas and in addition to the intervention supports included in the above paragraphs, we fund additional instructional support for our most needy students. Additional certificated and classified staff have been funded to provide more targeted support to students in reading (ELA/ELD), math, and parent engagement. The additional certificated staff follows the co-lab/co-teaching model where smaller groups of students are taught by two teachers at the same time in the same classroom. This allows for targeted differentiation in real time and smaller group instruction. The additional classified staff assist our English Learners in their non-ELD classes--particularly ELA and math. Bilingual classified staff have also been funded to serve as a liaison between the school, teachers, and parents to have more effective communication.

Neglected or delinquent: N/A

A needs assessment is conducted at each of our TASs annually and the results are included in each schools SPSA. Based on our needs assessment our TASs have been focusing on reading (ELA/ELD) and math intervention, and parent and family engagement. Students' reading level is assessed four times per year using STAR Reading. Our TASs also use the results of the SBAC ELA & Math and specifically target the reading claim score and math claims. For math needs, we also use the MDTP at a variety of grade levels. These data points are used to identify students who may need intervention. Students identified for intervention are placed in a reading intervention (Read 180 or other intervention program) to accelerate them back to grade level, and/or placed in a math support period in addition to their grade-level math class.

## **Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Homeless children are enrolled upon arrival in our district. Our homeless liaison is notified and makes contact with the student and family as soon as possible. The homeless liaison works with the schools to ensure that homeless students are properly placed and receive any partial credit (secondary students) on their transcripts for work already completed in prior districts. The homeless liaison serves as a case manager for these students and regularly follows up with the student, family, and

school personnel to promote and track student attendance. Depending on the student's needs, the homeless liaison may make health care referrals, arrange transportation to and from school, and coordinate other needs as necessary with appropriate public service agencies and community services.

Title I funds are reserved to partially fund the salary and benefits of the homeless liaison and other reserved funds are used to provide free transportation for the students.

## **Student Transitions**

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Petaluma City Schools provides information and opportunities for students and families transitioning from elementary to junior high, from junior high to high school, and from high school to college and/or career. Informational events may include:

- Preview Nights
- School Tours with the principal
- Coffee with the Principal gatherings
- 8th Grade Student High School Visits/Tours
- Shadow Days
- College & Career planning and options
- Course selection and scheduling
- Post-secondary financial planning and options
- Transportation will be provided for students participating in school visits/tours

## **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Petaluma City Schools has allocated Title 1 Other Authorized Activities Reservation funds to provide a bridge summer school program, which directly serves students from transitioning from 8th grade to high school. Our summer bridge program is targeted to serve low-income students who need additional support and intervention in reading and math skills to better prepare them for success as they enter high school.

## **TITLE II, PART A**

### **Professional Growth and Improvement**

#### **ESSA SECTION 2102(b)(2)(B)**

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Title II funds will be used to support new teachers, experienced teachers, principals and site instructional leaders and support personnel. Targeted trainings will be tied to the the newly adopted English language arts materials as well as the recent math adoption. Both adoptions are aligned to the new California frameworks and common core standards. Workshops, three professional development days, conference attendance, and district committees will be provided on instructional strategies, grouping students for intervention, assessment of progress, and assigning intervention tied to the assessment data. Specific workshops and trainings will also be provided for English language development instruction both integrated and designated. We will also be supporting committee work to research instructional materials and strategies to support Next Generation Science Standards/NGSS, and designate trainings and coaching to extend NGSS implementation to all classrooms.

Principals attend two meetings a month with one of those meetings dedicated to professional development tied to instruction. Topics include frameworks, what to look for in classrooms for new curriculum implementations, how to support staff and lead curricular implementations at your individual site. The District provides coaches for all new administrators as well as supporting the administrator induction program. District consultation and support is provided by the district's Educational Support division weekly or monthly to all administrators dependent on administrator need.

New teachers receive training in the adopted curriculums as well as new teacher orientations. The beginning teacher induction program is supported as well as support providers for each new teacher. Both experienced and new teachers will attend monthly professional learning committee

meetings/PLN's to further their work and support each other in various educational topics and concerns.

Site instructional leaders such as reading specialists, bilingual support teachers, counselors, and special education teachers also attend district committee meetings, trainings and workshops that are job specific to align their work with supporting students in the new state frameworks, common core standards, and college career preparedness.

## **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The district professional development goals and funding are driven by the LCAP progress and growth metrics. The California School Dashboard as well as local measures are analyzed to help determine need. The District Leadership Team which consists of parents, teachers, classified personnel, administrators and community members analyze the data to prioritize areas of need. This committee meets between four and six times per year. Once an area of need has been identified, a committee of teachers and administrators discuss professional development opportunities and trainings to align professional development opportunities with needs, goals, and funding

If a school site or a district demographic groups should fall into the continuous are targeted improvement area, funds would be aligned to the identified area needing improvement. The district also works with site administrators on the development and alignment of their single plans. If student needs or school growth warrants comprehensive or targeted assistance, it will be addressed during these consultations so base, supplemental, and federal funds can be aligned to address any areas of concern in the schools single plan as well as the district's LCAP.

The District also works closely with the Sonoma County Office of Education to utilize their expertise, resources and trainings whenever possible.

## **Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

A district committee of K-12 teachers, site administrators, and the Director and Assistant Superintendent of Education Services meet together four times a year to assess need, plan trainings, and review results of district professional development days. Both teacher satisfaction- assessed through surveys and feedback provided to the K-12 committee representatives, as well and student outcomes - the state assessments- CAASPP tests and ELPAC- and local assessments- STAR Reading Inventory, student eligibility in AP classes are examined are reviewed to determine progress towards LCAP goals and for calibration of professional development activities. Consultation with the

sites to support individual site plan goals also occurs each spring to assist in planning professional development plans for the upcoming school year.

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The LEA provides professional development to classroom teachers, principals, and other school leaders, administrators or community-based organizational personnel in a variety of ways, including four professional development days that are part of the contractual teacher work year calendar. The specific training topics that are provided are decided on by a Professional Growth and Learning committee comprised of teaching staff, instructional assistants, Bilingual Resource Teachers (BRT), English Learner Resource Teachers (ELRT), and administrators from all schools and district staff. Specific trainings related to supporting the instruction and needs of English Learners are included on these four professional development days. There is also an English Learner committee, with teacher and administrative representatives from every school in the district, that attends the EL Collaborative series of meetings/trainings hosted by the Sonoma County Office of Education. In addition to participating in the collaborative the committee reserves a room at the county office of education in the afternoon following the collaborative meetings to debrief and make plans for how to best implement what has been learned.

Teacher representatives, BRT's, ELRT's, and site and district administration train the EL committee representatives in a train-the-trainer model on topics including the EL Roadmap, updated EL Reclassification guidance, updated EL Placement, and best instructional practices. Representatives from the committee then return to their schools to train and work with their colleagues on what they have learned. These site representatives use staff meeting time, as well as collaborative time on shortened-Wednesday schedules, to provide professional development to all teachers and staff involved in the support and instruction of English Learners. BRT's and ELRT's also provide instructional professional development to teachers at their schools.

Teachers and administrators have also participated in EL Shadowing training and we will be continuing this professional development this year at the district level. As part of the EL Shadowing, teachers and administrators shadow specific EL's throughout a typical school day observing and detailing the opportunities and time that students use academic language, as well as their engagement level in each of their classes. After observations are complete, the group reconvenes to review the gathered data and makes plans on how to better train staff so that all students, and specifically EL's, have increased opportunities--and are required--to use academic language.

The LEA piloted and adopted new English Language Arts (ELA) and English Language Development (ELD) curriculum for students in grades TK-8 in the 2018-2019 school year. Training for all ELA and ELD teachers will continue this year to support our EL's in both areas.

## **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## **Title III Programs and Activities**

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The LEA piloted and adopted new English Language Arts (ELA) and English Language Development (ELD) curriculum for students in grades TK-8 in the 2018-2019 school year. This process included both ELA and ELD to ensure coherence of our instructional program for EL's across all grades and schools in the district. All teachers are trained in evidence-based instructional practices, differentiation, and intervention. Professional development and trainings have focused on ELA and ELD standards, and how ELA teachers can use the supports included in the curriculum to differentiate for EL's needs at their specific level--emerging, expanding, bridging. This aligned curriculum will help English learners increase their English language proficiency and meet the challenging State academic standards as the implementation continues this year.

The LEA funds Instructional Assistants (IA) and Bilingual Instructional Assistants (BIA) that support English Learners. They are scheduled and deployed to specifically support English Learners in whatever class or school they attend in the district. Instructional assistants push-in to a variety of content areas where English Learners are scheduled. In secondary settings, Bilingual Instructional Assistants groups EL students within a classroom to help with language supports, translation, and classwork.

Recently Arrived English Learners, are provided access to Rosetta Stone, a language-learning software program, that students can use on their district-provided iPad or Chromebook.

To more effectively support English Learners, the LEA engages and educates parents/guardians of English Learners in a number of ways. For parent conferences, translators are provided so that parents and teachers can better communicate and understand how their student is doing and how to support their learning. The LEA has a partnership with the Parent Institute of Quality Education (PIQE) to provide eight parent education classes to be able to better advocate and navigate the school system with the goal of post-secondary education for all students. PIQE classes are offered in the language of the parents/guardians and include specific information about English Learners, reclassification, and college preparation. The LEA will offer PIQE classes for EL parents/guardians this year at their elementary schools (which are on a rotation each year).



## **English Proficiency and Academic Achievement**

### **ESSA SECTION 3116(b)(2)(A-B)**

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The District English Language Advisory Committee (DELAC), monitors student progress annually. The DELAC reviews the state assessment of English proficiency (ELPAC), and math, English language arts, and science results from the state assessments, (CAASPP). The committee is looking for progress and subject areas or sites needing extra support. Their recommendations are forwarded to the district K-12 committee and the District Leadership Team so professional development and resources can be directed to students in need using the LCAP planning process and the professional development resources.

The District also using a student data management system, Illuminate, that collects all student data and assists in disaggregating the data in real time so interventions and instruction can be monitored for progress on the individual student, classroom school site or demographic levels. Individual teachers, site administrators, and district administrators can review students data at anytime to assess the progress of the English language learners. School site intervention teams use this data to assign resources and specific interventions for students in need. These practices are monitored at the District level through regularly scheduled site consultations and district consultation and review of single site plan development and implementation.

Monitoring the reclassification rate of English language learners is also done at the site level and district level. Through analyzing this data, and following the progress of recently reclassified English learners, the district can assess the progress of English language learners in all subject areas.

When needed, subject specific interventions can be assigned. Recently, math was identified as an area of concern for a school site with a high English Learner population. This site dedicated a large portion of the their professional development into the use of Academic Conversations and by focusing more language instruction into their math instruction, the English language learners at this site saw a Significant Increase of 22.7 points on the California Dashboard for mathematics.

Through district and site monitoring, the district ensures that all schools with English language learners are achieving English proficiency on the ELPAC and the challenging state standards as assessed on the CAASPP tests.

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

#### **ESSA SECTION 4106(e)(1)**

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

As part of the LCAP needs assessment, the district engaged stakeholders in a process to develop a plan for Title IV funds to support a well-rounded education, and safe and healthy students throughout the district.

To support a well-rounded education, the district will use some of the funds to develop an International Baccalaureate Primary Candidate Program at one of our Title I schools (Valley Vista Elementary). Funds will be used to support staff training and release time for the development of lessons using the IB pedagogy. The IB program provides a curricular framework for all core subjects as well as instruction in a foreign language (Spanish was chosen by the stakeholders at the school). There are thematic elements of the curriculum that engage students in activities that help them gain a more broad world view. Through this rigorous program, it is expected that students will increase in ELA and Math performance, as well as be prepared to take an advanced Spanish pathway upon enrollment at junior high.

To support safe and healthy students, the district will use funds to partner with local community organizations and trainers to work with both students (mentoring) and staff (diversity, inclusivity, equity). It is expected that as a result of the student mentoring support and staff trainings, that incidents of bullying will decrease, along with increased attendance and a decrease in suspensions and expulsions related to bullying. We also expect to see higher results on the California Healthy Kids Survey when it is administered later this schools year, specifically in regards to school connectedness and students feeling safe at school.