

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

LEA name:

Laton Unified School District

CDS code:

10-622810000000

Link to the LCAP:

(optional)

N/A

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.)*

Laton Unified School District will apply for the following ESSA Programs:

Title I, Part A – Improving Basic Programs Operated by State and Local Educational Agencies.

Title II, Part A – Supporting Effective Instruction

Title III, Part A – Language Instruction for English Learners

Title IV, Part A – Student Support and Academic Enrichment Grants

Laton Unified School District will not be applying for Title III, Part A -
Immigrant Students Funds.

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.

Laton Unified School District(LUSD) continues to develop an annual three-year plan, through our LCAP, to describe how district funds will be used from the California Local Control Funding Formula (LCFF) which is reviewed and revised annually. Laton Unified School District obtains feedback from multiple stakeholders including but not limited to student, parent, employees and community stakeholders along with established learning strategies and pedagogy to create an action plan of services primarily supporting English learner, low-income students, foster and homeless youth. The LUSD Local Control Accountability Plan possesses four goals: (1) Professional Growth: Building a culture for our staff that is family-oriented and creates a supportive working environment, that fosters a low turnover rate. Ensuring that all staff become lifelong learners with standards-aligned professional development by utilizing the PLC process to build efficacy within each individual teacher. The partnership between teachers, administrators and support staff will ensure support is provided for each and every one of our students. (2) Climate and Culture: Improving facilities to ensure that all stakeholders have a safe, clean, and appropriate working and learning environment by maintaining facilities according to FIT standards. In addition, the school district will continue to ensure staff and student safety by installing more video cameras as well as, extending the contracted hours of our campus security officer to include after school program hours. Improving school safety will work to build a safe and nurturing culture to encourage student engagement and socio-emotional and academic success; while decreasing chronic absenteeism, bullying, suspensions, and expulsions. More attention will be paid to anti-bullying through adherence positive school climate processes and procedures, as well as presentations and counseling. (3) Student Learning: Laton Unified School District is committed to providing access to a broad course of study and assessment data to inform teacher, students and parents of progress towards College and Career Readiness and student fitness. Laton Unified School District believes all students can become proficient in common core content areas and that achievement gaps will be minimized for all sub-groups. To provide the students of Laton Unified with the most enriching education possible, the district is committed to expanding the music program to include performing bands at our middle school and providing beginning instruments to our elementary school students. Supplies, instruments and uniforms will be provided to students in an effort to prepare them to a variety of music competitions.

(4) Community Engagement: Building a community culture that allows the school sites/district to experience a high-level of parent involvement in all school events and decision-making opportunities. Making adjustments to schedules for better parent access, dual language meetings for all stakeholders and continuing with parent

workshops that will keep the community feeling like they have a say in their child's education. To promote a collaborative and sustained home/school connection, the district is committed to hiring a full time Community Liaison to conduct home visits as well as coordinating, planning and facilitating parent/district workshops, trainings and community events. Many of the students in our district are identified as "unduplicated". These students qualify for federal funds through activities, programs and support. It is the responsibility of Laton Unified School District to use the federal funds within the context of our LCAP.

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 continued discussions with all stakeholders, Laton Unified School District continues to focus their Local Control Accountability Plan on four goals mentioned: (1) Professional Growth, (2) Climate and Culture, (3) Student Learning and (4) Community Engagement. By way of LCAP meetings and discussions, LUSD continues to examine their use of federal funds to ensure that activities, funds and programs are in alignment with the district's LCAP. The primary objective under Goal 1, Professional Growth, the primary objective is a system of communication across the organization that provides accountability, support, and meets the needs of instructional practices. Goal 2, primarily focuses on creating a safe and welcoming environment for all learners. The focus of Goal 3 is to ensure systematic supports are in place to support English Language Development and close the achievement gap. In the area of Goal 4, the main objective is to increase parent services and involvement so they are a contributing factor within the district.

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:

Laton Unified School District provides educational services to their students by offering Transitional Kindergarten through 5rd grade at Laton Elementary School, 6th - 8th grade at Laton Middle School, and 9th – 12th grade at Laton High School. While there are more than one offerings of K-6, each grade level is contained at a single site. Since there is no overlap, there are no disparities amongst schools that would indicate that low-income and minority students are being taught at higher rates than other students by ineffective, ineffective, inexperienced, or out-of-field teachers.

Laton Unified School District does go through a process to identify each students entering the district beginning with the student registration process. The registration process is centralized at each school site and the district office. Paperwork is collected and verified, and the information is entered into the student data information system. Clerical staff at each school site reviews the data in the informational system with their files. For the reason that there is a high population of “unduplicated students”, Laton Unified School District is identified as a Title I School District. The structure of the student body results in a diverse grouping of students throughout the educational programs. Laton Unified School District is aware of the student composition and their various needs as individuals and as a whole. Classes at each grade level are created with a balanced number of students with varying needs including ethnicity, English learner status, gender (male/female), and special Education service/needs. Class compositions are generated by school site administration and reviewed by district personnel to ensure balanced classes without disparities.

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:

The Governing Board of Laton Unified School District recognizes that parents/guardians play an imperative roll in the development of students. They are their student's first and most influential teachers and that continued parental involvement in education of children I a contributing factor to student achievement and conduct. Parents/guardians have the opportunity to directly affect student academic success by supporting their children's motivation and commitment to education. Laton Unified School District will include parent involvement strategies as a component of instructional planning. By working together, teachers and parents/guardians can better understand and meet student needs. Our Sites have an obligation to communicate frequently with the home and help parents/guardians develop skills and family management techniques, which support classroom learning. Administrators and teachers must communicate frequently with parents/guardians to keep them well informed about school expectations and teach them when and how they can assist their children in support of classroom learning activities.

The district shall invite all parents/guardians of eligible children to attend the districts public meetings throughout the school year in order to discuss Title I, Title II, Title III and Title IV programs and parent involvement activities and solicit parent's input. These meetings are hosted by the district periodically throughout the year to inform parents of their right to consult in the planning, design, implementation and evaluation of Title I programs and parent involvement. These meetings include but are not limited to School Site Council (SSC) meetings, Local Control and Accountability Plan (LCAP) meetings, English Learner Advisory Committee (ELAC) meetings and District English Learner Advisory Committee (DELAC) meetings, The Superintendent or Designer shall assure opportunities for parent/guardian involvement by which may include:

1. Notifying each child's parent/guardian that the child has been selected to participate and giving reasons for the selection.
2. Informing each child's parent/guardian of specific instructional objectives for the child.
3. Reporting to each child's parent/guardian on the child's progress.
4. Scheduling conference between individual parents/guardians and teachers.
5. Providing materials and suggestions whereby parents/guardians may help promote their children's education at home.
6. Providing timely information about Title I, Title II, Title III and Title IV program plans and evaluations.
7. Soliciting parental suggestions in the planning, development, and operation of the program.
8. Consulting with parents/guardians about how the school can work with them to achieve the program's objectives.
9. Providing timely responses to parent's/guardian's recommendations.

10. Facilitating volunteer participation by parents/guardians in school activities.
11. Establishing parent/guardian advisory councils.
12. Provide opportunity for parents to participate in workshops/sessions where they can learn new tools and gain knowledge on how to effectively support their children's educational success.

Laton Unified School District continues to provide learning opportunities as a means of assistance to parents. Parents learn the importance and Impact of understanding such topics as State academic standards, State and local academic assessments, how to monitor their child's progress and working with educators to improve the achievement of their children. Parents who have taken advantage of these opportunities have become empowered. Various materials that focus on specific topics are provided at meetings/workshops and parents are encouraged to work with their children to improve their child's achievement.

Laton Unified School District uses various methods to reach out and connect with parents and community stakeholders. Bilingual supports are found through school site/district mailings, publications, and verbal interactions. Bilingual supports are also available at the district level and at each school site. Translators are always available and are used for various meetings such as: parent conferences, Open House/Back to School Night, community events, and Special Education meetings. Through various conversations with parents, the parents have communicated their appreciation for the ability to communicate with school officials and staff concerning the educational progression of students. Laton Unified School District is committed to continuing numerous opportunities to increase opportunity to connect with parents and community stakeholders.

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:

Through its process of identifying each student, Laton Unified School District is able to identify neglected or delinquent children within the district. The district employs two fulltime counselors. One is currently assigned to the elementary and middle school and the other is assigned to the high school. A full time Psychologist is employed by the district and provides psychological services. Some services are also available through county office of education support services. The Fresno County Office of Education offers numerous programs that LUSD is able to connect with students and families. Departments such as the Student Intervention and Prevention Department (S.I.P.D.) and All4Youth behavioral health are available to provide a variety of services through their public education system. Teachers, administrators and support personnel such as Counselors and a

District Psychologist work collaboratively with families to provide support for students who are identified as being eligible for services.

Annual trainings are provided to help identify the eligible children in need of services. Trainings occur through the Fresno County Office of Education and specifically within the Foster & Homeless Youth Education Services Department. Districts are required to attend annual meetings and trainings. Personnel from Laton Unified School District attend the annual trainings and provide the information and training to school site personnel. Staff dealing with student support and enrollment as well as administrators are included in the training. Teachers, Counselors, Psychologist, and support staff are also provided training to learn to identify and refer eligible children.

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:

Through its process of identifying each student, Laton Unified School District is able to identify homeless youth within the district. District personnel are annually trained on the key identifiers to recognizing homeless youth. The district works with the Fresno county Office of Education and specifically with the Foster & Homeless Education Services office for continued guidance. Homeless students are immediately placed in their educational setting. Based on the need and situation of the student, services are rendered. Part of the process also include referring students to organizations that support and provides services but are not limited to: clothing, food, gift cards, transportation reimbursement, medical appointments and housing guidance. High school students also receive the following services aligned to their needs; academic records are reviewed and adjustments to graduation requirements can be made under the provisions of the McKinney-Vento Homeless Assistance Act. The goal in working with homeless students is to provide enrollment, sustain their attendance and provide them with the support so they can be successful.

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:

Laton Unified School District offers programs and opportunities to facilitate student transitions entering the district, progress through the course of their education within the district, and as they transition into post-secondary education.

Laton Unified School District offers a pre-school program to serve as a transition for students entering school for the first time. The district's preschool is a California State Preschool Program (CSPP) that has the capacity to serve 69 students yearly. Students in the program are provided a core class curriculum that is developmentally, culturally and linguistically appropriate for students. The program works with the kindergarten program by providing opportunities for parents and their children to preview their first public school educational placement.

Laton Unified School District provides educational services to its students by offering Transitional Kindergarten through 5rd grade at Laton Elementary School, 6th - 8th grade at Laton Middle School, and 9th – 12th grade at Laton High School. To help with the transition of students from school site to school site, orientation is held every spring. During this time, students preview their new campus and meet with teachers and administrators. Social time is also provided with the high school's students body officer team to provide additional support for incoming freshmen. Freshmen orientation is hosted by academic counselors to meet with incoming 9th graders individually to discuss their options and schedule for the incoming school year. A review of A-G and graduation requirements is also conducted. The day also provides an opportunity for students to meet their new teachers.

Laton Unified School District also provides transitional support of all high school students to post-secondary educational opportunities. Both academic and college counselors work with students on campus to make sure students are on track with their a-g pathway. Partnerships have been established with four years and two-year college programs that allows: college personnel to visit the campus, students to take junior college placement exams on campus, college visits, and classes that are aligned with junior college entrance requirements. Vocational pathways are also considered. Students also have the opportunity to participate in a number of college fairs hosted in the fall.

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:

Laton Unified School District continues to work on improving the school's library programs throughout the district. District personnel work with the library staff, from each site, to provide support for the implementation of standards based instruction and 21st Century Learning for English Learners, Homeless/Foster Youth and Low Economic student populations. These unduplicated pupils possess some of the lowest reading levels thus making it difficult to access curriculum along with not having access to 21st century technology. Providing opportunities and additional training for the library staff on how to support classroom teachers will help to improve academic achievement. Due to their lack of access, 21st century technology needs to be accessible and needs to be placed in the hands of students to provide them the opportunity to develop their digital literacy skills. School library programs can support classroom teachers and students by providing opportunities and guidance to increase 21st century digital literacy skills, improve academic achievement and prepare students for college and beyond.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

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 Laton Unified School District allocates 5 professional development days and improvement with a focus on closing the achievement gap of students. Professional development ranges from new teacher induction to professional learning for all teaching staff and administration. Laton Unified School District is currently contracted with the Fresno County Office of Education to service the district in laying the foundation for continuous improvement for all students.

Professional development planning begins with an analysis of data on student performance and needs, educators' needs, school and district initiatives, and data about the effectiveness of current professional development. Educators use Dashboard data and other district data to identify individual students and student groups not meeting expectations in English Language Arts, mathematics, attendance, behavior with a focus on socio-emotional needs, and progression towards college and career readiness. Data, along with teacher input through professional collaboration and surveys provide guidance for professional development. Teachers and administration participate in professional learning communities every early out Monday. During this time, planning occurs

revolving around data, instruction, assessments, intervention and desired outcomes are discussed. Site administration provide input to the superintendent through independent conversations or structured meetings. The examination of data along with classroom observations help to identify areas in which professional development would help teachers meet student needs. Administrators take part in professional development opportunities which focuses on examining data to support and improve their understanding in the analysis of data. Yearly professional development is provided to support student learning both individually and through student groups.

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:

Through the review of data and direction from a Federal Program Monitoring cycle, Laton Unified School District allocates Title II funds to be used for professional development aimed at providing support and improvement strategies for English learners and literacy throughout the district. The districts objective to provide the professional development districtwide resulted in the examination of student demographics that indicates English learners make up approximately 37% of enrollment population. The professional development, funded through Title II, is provided for all instructional staff, providing equitable opportunity for targeted support and improvement.

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:

Laton Unified School District uses a variety of instruments and systems in place to examine data and establish an ongoing consultation to support continuous improvement. Results from Smarter Balance Assessments along with a detailed examination of data from the California School Dashboard are used as primary indicators to measure the effectiveness of the continuous cycle of support. In addition to state level assessments and data reporting systems, LUSD also uses several in-house bases assessments/indicators to measure success. Internal indicators include, but are not limited to, district wide benchmark/inventories in both reading and mathematics.

The data found at the district and site level is analyzed in various ways. Laton Unified School District has embedded into its system a weekly (early out Monday's) opportunity for staff to collaborate and review student data. The focus of the data and which assessment is examined is determined by site administration. Site administrators meet regularly to discuss data results from various assessments with the Superintendent and other stakeholders. In addition to these structures, LUSD has developed a system to provide opportunity for grade levels to have planning days. Through this system, the

district employs 4 full time substitutes to support this initiative and provide teachers time to analyze data, evaluate instruction practices, create targeted instruction for intervention and enrichment and create/evaluate assessments and alignment. The outcome of analysis stemming from this system also allows for opportunities for adjustments, changes and new exploration of approaches, instruments and pedagogy to support student learning.

Laton Unified School District has several mechanisms in place to examine student data and has developed a system for continuous support for improvement.

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:

Laton Unified School District is taking several approaches in its professional development for Title III. Unified School District employs an ELA Instructional Coach who works with teachers on EL strategies and ELD development and pedagogy. The instructional coach works with teachers throughout the year to discuss the effectiveness of their strategies, achievement and progress of EL students for proficiency in English. In addition, the district is also participating in Evidence Based Literacy Instruction (EBLI), a program that targets Literacy instruction and intervention for all grade levels. Teachers have participated in professional development to prepare them on this program and its strategies. Administrators and district personnel have taken part in the professional development to ensure support and clear expectations for students and teachers.

All professional development for K-12, is designed to improve the instruction and assessment of English learners along with improving teachers and site administration ability to understand and implement curricula, assessment practices and measures for English Learners.

The focus of the professional development and its presentation is as follows:

ELA/ELD/Math: Professional Learning and Coaching

- Grades K-6: Continue professional development and coaching for Guided Reading and tiered supports for classroom instruction for all teachers and support staff for each grade level. In

classroom support was provided throughout the school year for individual teachers that needed extra training as indicated by the district data reports.

- Leadership: Professional Leadership and Support: PLC support and development with targeted grade levels (one grade level per site) to enhance adult collaborative structures and bolster tiered intervention supports for students including:

- Planning days - 1 day per grade level per quarter revisiting of PLC concepts and review of progress along with development of tiered supports for academics.

- FCSS and district coaching as needed based on data 2 half days per quarter per grade level for PLC coaching in real time- coach meets with and sits in on PLC meeting and provides feedback and support.

- The district allocates 5 professional development days district wide, per year.

In setting up this professional development, a shared level of accountability will be in place to advance student learning and collective responsibility for achieving it. Grade levels and subject area departments will be provided time a minimum of two times a month to meet as Professional Learning Communities (PLC's). This collaborative structure will revolve around student data and examination of student learning. The results from these meetings will be shared with the site administration. In addition, site administration will check for the frequency of strategies and pedagogy used by classroom teachers through informal classroom observations and formal observations. Principals will report their site's findings and progress to the Superintendent. The Superintendent will examine the reports/progress from each site and analyze how it fits into the district's goals for student success and achievement.

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:

Laton Unified School District does not accept Title III - Immigrant funding. Students enrolled in the district who may be identified as immigrant are placed with the district's English Learner program and will go through the process of determining their language proficiency. Through Fresno County, the district is part of the Migrant consortium that provides direct services to migrant families. However, these services are not attached to Title III funding.

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 sub-grant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Laton Unified School District has provided Designated and Integrated ELD Instruction professional development training. Throughout the school year, the district's ELD coach works with teachers to provide in classroom coaching on SDAIE (Specially Designed Academic Instruction in English) and cooperative learning strategies. For grades K-6, students are assessed through Smarter Balanced Assessment Consortium (SBAC) scores, English Language Proficiency Assessments for California (ELPAC) scores, teacher evaluations, district benchmark assessments. These assessments are in place to assess students and place them accordingly into literacy and proficiency level groups for English learners. Groupings are done by LPAC level, teacher input and places accordingly by grade level. K-6 daily instruction involves SDAIE and Scaffolds that provide language support throughout the instructional day. Students in 7 to 8 grades have ELD designated time built into their daily schedule. Students in middle school are placed in ELD 1 or ELD 2 depending on placement data. Students in 9 to 12th grade are placed in ELD A or ELD B. Their placement is based on their ELPAC score.

- Long Term English Learners (LTELs) - HMH's English 3D/Read 180
- Long Term English Learning K-6 – HMHs Wonders
- Collections - Houghton Mifflin Harcourt

The school district has benchmark assessments in place to track student progress. The benchmark assessments include reading and math inventories. A language benchmark assessment has not been in place. However, for the 2019/2020 school year, students in k-8 will participate in benchmarks specifically measuring language acquisition. The reading and math benchmarks are given three times a year to all students to help identify intervention groups, monitor progress, drive instruction and determine growth in the area of language and literacy.

Laton Unified School District prioritizes funding for high needs by partnering and consulting with multiple stakeholders which result in following outcomes:

- Teachers- provide input and analyze data during structured PLC time to determine grouping and student need. Teachers participate in district professional learning to implement ELA/ELD standards, ELD strategies and data collection and analysis. When needed, the district's ELD coach is available to model lessons, coach staff on strategies and develop lessons to target reading and writing and ELD standards.
- Principals- support teachers and analyze benchmark and other high stakes assessment reports as needed throughout the school year to support teachers address areas of greatest

need, as well as provide additional resources to supplement the existing curriculum. Principals use the data as a guide to approve purchase orders

- Paraprofessionals- support the classroom teachers as needed to facilitate targeted groups of students to strengthen skills in targeted areas.

- Specialized instructional support (ELD Instructional coach). The district's ELD coach attends all professional learning offered by the district to address the needs of English learners and helps to coach our staff on the implementation of strategies and the use of curricular and supplemental resources. The site principals provide support to this person by ensuring the schedule reflects student need, time to plan and design ELD lesson instruction and demonstrations and provide any materials they might need to support teaching and instructions. Additional training is provided through Fresno and Tulare county office of education.
- Parents are included in ELAC, DELAC and School Site Council meetings to address needs and concerns. Needs and concerns are recorded by the site principals and used to make decisions regarding financial needs. Educational courses that provide parents tools for improved communication with school sites regarding their child's education are provided. EL parents have taken advantage of PIQE. This is a six-week class parents sign up for that teaches them how to support their child be successful in school. PIQE offers various courses. At the end of each session, parents suggest course to direct us as we continue to provide support for them, the students and teachers.

LUSD recognizes the need for continuous improvement. For this reason, the district has partnered with FCSS and has developed a board approved foundation plan for continuous improvement that includes providing resources and supports for all student populations by:

1. Development of district community culture and communication
2. Development of effective and aligned assessment systems
3. Support of leadership capacity building for collaborative decision making structures
4. Development of comprehensive student's behavior supports
5. Providing professional learning and coaching to strengthen instructional practices to increase student achievement

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:

Laton Unified School District will provide support student's progress in achieving proficiency by addressing the need to have an accountability system for English Language Acquisition and to monitor the progress for EL students. Through our weekly PLC time, data collection/analysis, student placement and various conversations between teachers and site administration and the Superintendent that focus on student progress. The quarterly benchmark assessment allows for an appropriate level of frequency to monitor student performance and plan interventions.

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:

Laton Unified School District will be addressing different components of Title IV, Part A in a singular manner. Through conversations/meetings with community stakeholders on the annual development of the district's LCAP, a music program has been started district wide. A music teacher was hired to oversee the program. Initially the music program included k-12. However, after the first year of implementation, it has been decided by all stakeholders that the music program for LUSD begin in grade 4 and continue on to 12th grade. With one teacher, it was difficult to implement a successful program that involved all grade levels. All students have access to this program beginning in 4th grade and on.

The largest need and area to address is under Section 4107, activities relating to supporting a well-rounded education. LUSD has not had a music program in over 25 years. Our goal is to offer music to students in grade 4 to 12. Students in grades K-3 will experienced music through their general

education teacher. Research indicates that a music program can lead students to higher average grades in all individual subjects with the exception of sports. The addition of a music program supports a well- rounded education.

Another association made with having music program in place for students is in relation to Section 4108. Through examination of data found in the California Department of Education School Dashboard, there is indication of a higher number of chronic absenteeism along with a raised suspension rate for students with disabilities. Research shows that offering a music program is a research based approach to reduce attendance rates along with improving social-emotional behavior. The addition of a music program supports a safe and healthy environment for children.

The objective of offering a music program, along with learning how to play a musical instrument and music appreciation, is to provide activities to support a well-rounded education along with creating a supportive safe and healthy environment. Outcomes of the addition of the music program would include increased academic performance, increased proficiency in English Language Arts and mathematics. In addition, outcomes of lowered rates in both chronic absenteeism and suspensions. Data points throughout the year can serve as reference points to examine student performance and the ability to determine the effectiveness of the program. Through PLCs taking place throughout the year, stakeholders will measure the impact of the program.