

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

LEA Name

Island Union Elementary School District

CDS Code:

16-63875-0000000

Link to the LCAP:

(optional)

www.island.k12.ca.us

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

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.

Island Union Elementary School District has worked to align goals, expected outcomes, actions, and funds to support improved performance and growth of its students. We have two district LCAP Goals.

They are:

Goal 1) We will provide all students with a safe, positive learning environment with a highly qualified staff and well maintained facility. (Priority 1 Basic Conditions of Learning, 5 Pupil Engagement, and 6 School Climate).

Goal 2) All students will improve academically due to having a well rounded education including all academic areas with parents' support. (priorities 2 Implement State Standards, 3 Parent Involvement, 4 Pupil Achievement, 7 Course Access, and 8 Other Pupil Outcomes).

Our educational partners: certificated staff, classified staff, Boosters Club (parent club), English Language Advisory Council (ELAC), School Site Council (SSC), school board of trustees and community members, as well as surveys with staff, parents, and students met to analyze and review data and input and together we identified areas of need. In Math our EL group is too small for a subgroup, however our reclassified group scored 37.1 below, declining 15.8 points. Overall in Math our students increased by 9.7 points and is green on the dashboard. Both of our Hispanic and White group increased with Hispanic increasing by 3.5 points and in green, and our White subgroup increased by 10, green on the dashboard. Our Socio-economically disadvantaged group maintained with a growth of 2.8 points, and is orange. Therefore we need to continue to work in our professional learning community (PLC) to utilize immediate results from assessments to target misunderstood standards. Teachers continue to meet weekly in their PLC meetings. In ELA the current EL's reclassified scored 9.5 above, increasing by 15.5 points. The district as a whole maintained performance with a distance of 28.8 points above standard, and increased in one subgroup and maintaining in two subgroups, therefore we need to continue to target our instruction on missed standards. Additionally we will be focusing on our instruction of making sure our students understand how to write how they achieved the answer as well as verify accuracy of their answers (Goal 2) Our number of discipline referrals, from August 11th to March 13th, when the physical school campus was closed due to the Covid-19 pandemic, was a total of 47 referrals. This is a decrease of 47 referrals compared to last year with the same number of students. Our suspension rate increased with the All Students moving from green to orange, Hispanic subgroup from blue to orange, the White subgroup from yellow to orange, and socioeconomically disadvantaged students maintaining at orange. Therefore increasing the BEST team /school psychologist/behavior aide time to support the needs of students is necessary and will also help support the students in the transition back to on campus learning (goal 1, action 1.2) This continued increase will also support our needs with chronic absenteeism due to encouraging students to come to school. Our greatest areas of need were: Chronic absenteeism with all subgroups but one dropping. We have the all students group and the Hispanic subgroup dropping from green to orange, the White subgroup dropping from blue to yellow, and Socio-economically disadvantaged from yellow to red. However our students with disabilities moved up from orange to green. We identified actions and services to be funded by supplemental federal funds in support of these key areas.

Current data May 2022: School wide we utilized evidenced based programs: Evidenced Based Literacy Instruction (EBLI), Orton Gillingham (OG), IXL Math, IXL Language Arts and IXL Reading to target standards for students independent practice.

According to the end of the year local district benchmark data for 2021-2022, Island School has shown growth in student performance. School wide 68.88% of our students are now reading on grade level in comparison to the prior school year which was 44.87%. The Math Benchmarks showed that school wide 83.77% of our students are proficient or advanced with a growth increase of 24.88% for the year. The 3rd through 8th grade Math Benchmarks are 78.83% proficient or advanced with a growth increase of 34.83% for the year. The Language Arts Benchmarks showed that school wide 84% of our students are proficient or advanced with a growth increase of 40% for the year. The 3rd through 8th grade Language Arts Benchmarks are 80% proficient or advanced with a growth increase of 31% for the year. The Reading Benchmark showed that school wide 78.56% are proficient or advanced with a growth increase of 25.56% for the year. The 3rd through 8th grade Reading Benchmark are 74.83% proficient or advanced with a growth increase of 24%.

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.

Island Union Elementary School worked alongside educational partners to review the needs assessment outcomes to identify planned actions and services to support our students, and maximize our federal grant resources. We are using each Title fund to support areas of identified need.

Title 1 Part A is being used to support the areas of ELA and Math. Students are provided with strategic and intensive intervention. IXL real time diagnostic is used to assess student grade level proficiency in both Math and English Language Arts. Using the insights from the IXL diagnostic, teachers are able to create personalized action plans for each student. The targeted skills recommended through IXL helped to close achievement gaps and promote student progress. Our instructional aides assist with implementing the Orton Gillingham a comprehensive reading intervention program with our instructional staff for our Tk-3rd grade students. They additionally assist with small group instruction to target specific areas the students who misunderstood or need further instruction to achieve mastery of the standard they were expected to learn K-8th grade. Our instructional aides assist with implementing Evidence Based Literacy Instruction (EBLI) a comprehensive reading intervention program with our instructional staff for 4th through 8th grade students who need more intensified small group instruction.

Title II Part A with Title V combined will be used to support professional development that targets English Learners growth in English proficiency. We have used the funding to support our new teacher induction program. Additionally the funding is being used for implementing professional learning a weekly collaboration meetings, PLCs, to focus on analyzing students group achievement data. We are working to plan engaging standards based lessons that incorporate structured student - student talk. We are providing professional learning in the area of Math and Science. Cycles of professional learning will include content knowledge building, modeling, observational coaching, feedback, and planning support. Social Emotional Learning (SEL) professional development was facilitated this year using culturally responsive teaching and a new curriculum called Caring School Community was implemented. In the upcoming school year, the district will be focused on creating a school wide writing instruction model that focuses on student self-regulation development. The goal is to begin implementation to create a cohesive framework and language that will be used across all grade levels for writing. Additional professional development will be provided to support teachers attending ongoing county improvement networks.

Title IV Part A is planned to be transferred to Title 1 Part A and Title II Part A per allowable federal transfer-ability of funds. These funds will be used to support the purposes described under Title 1 Part A and Title II Part A above.

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(S)	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:

Island Union Elementary School continues to work to provide our students with qualified and credentialed teachers. We identify ineffective, inexperienced, and out of field teachers by coordinating with our county office credential analyst staff. Ineffective teachers had been defined as mis-assigned (placed in a position for which the employee does not hold a legally recognizable certificate or credential or a certificated employee placed in a teaching or services position in which the employee is not otherwise authorized by statute to serve), and teaching without a credential. Out of field teachers have been defined as a teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, teachers with either a General or Special Education Limited Assignment Permits are out of field. Inexperienced teachers are teachers who have two or fewer years of teaching experience. Information regarding staff is entered into CalPads by our internal staff, and monitored by the county office of education. We also use the California Commission on Teacher Credentialing (CTC) to monitor deadlines for staff credentials. We collect and report this data annually in our School Accountability Report Cards. These reports are shared with our community during board meetings, School Site Council, and English Learner Advisory Committee. We also post them on our public website. Our district Local Control and Accountability Plan goal 1: We will provide all students with a safe, positive learning environment with a highly qualified staff and well maintained facility. 1. Basic Services. The metrics for this priority include the appropriate assignment and full credentials of teachers. Goal 1 expected outcome 1A) address these metrics. We expect 100% of teachers to be appropriately assigned. Currently, in 2021-2022 school year, we had 100% of teachers appropriately assigned. There are no mis-assignments. 19 of our 20 teachers were fully credentialed which is 95%. We are working towards 100% in 2022-2023. During the 2021-22 school year we had 2 teachers that had less than 2 years experience teaching. We update all stakeholders on our LCAP progress at monthly board meetings, and during stakeholder committee meetings. This metric is also included on our California Dashboard Local Indicator 1 report annually.

We work to address these metrics in a supportive way. If we were to have any mis-assigned or out of field teachers, we would work with the county office support staff and the teacher to identify what courses need to be taken to fulfill the requirements needed. Inexperienced teachers with 2 or fewer years experience are enrolled in an induction program with a local county office of education. They are also provided with a mentor. This mentor teacher supports our participating new teachers as they progress through the induction program. Island UESD contracts with the local county office of education for our New Teacher Induction (NTI) program to support first and second year teachers. We also provide our interns with support by providing them with a district mentor to support their participation in new teacher induction. All inexperienced teachers are provided with a mentor that works with them to plan, deliver, and reflect on instruction. Ineffective teachers will also be provided a district mentor to support planning, observational coaching, and teaching resources. Ineffective, out of field and inexperienced teachers are also provided with a minimum of one informal and one formal evaluation per school year by administrative staff. They are supported by district instructional staff and the BEST team/school psychologist/behavior aide. Additionally, the Teacher on Special Assignment (TOSA) supports the teaching staff by coaching and providing professional development to teachers as well as planning, organizing, and coordinating academic and/or social emotional interventions while progress monitoring to facilitate student success. Ongoing progress would be monitored per teacher. Overall progress for the group is reported to our board and educational partners and committees. We publicly report this in our LCAP in Goal 1 actual outcome 1A, and include in the annual Local Indicator report.

We collect and analyze educator equity data to identify disparities. Our school district is a single school district. We serve students in grade TK - 8. There are two classes per grade level TK - 8 with TK/K combo. All classes are self-contained. Our low income student population was 42.72% in the 2021-22 school year. We have 50.87% Hispanic, 43.35% white, 0.58% African American, 0.58% Filipino, American Indian 0.58%, and 4.05% two or more races, 5.78% are students with disabilities and 11.56% English Learners. These rates are similar in each grade in each classroom. We follow a process for class assignments to ensure that students are placed evenly in numbers, needs, and race in each classroom. We currently have no disparities for low income or minority students due to how we split the grade levels between classroom assignments, and overall student population. The collection and analysis of data will be done annually as we assign students to class.

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:

Island Union Elementary School District values parent and family engagement. Our LCAP goal 2 includes this state priority: all students will improve academically due to having a well rounded education including all academic areas with parents' support.

We develop our written parent and family engagement policy with our School Site Council each year. We review the policy annually, incorporate suggestions for improvement and approve it at a council meeting. This includes garnering prior input from our English Learner Advisory Committee. These committees include parents from low income, minority, and migrant families (when we have migrant students). This policy is available at our district office and posted on our public website. We distribute the policy annually. We also provide each family the Parent Student Title 1 Compact in our student handbook at the beginning of each year. These are part of the new student enrollment package as well. Our parent compact includes information on how to monitor a child's progress and how to work with your child's teacher to improve educational achievement. We assist parents of children served by the school or district in understanding such topics as the challenging state academic standards, state and local assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children. Each teacher presents an overview of the state standards for the grade level at back to school night, and teachers work with parents to support students learning at home during parent conferences, School Site Council, and ELAC. We send annual letters home to parents to describe the state assessment and results. In addition to conversations with individual families, we provide our School Board, English Learner Advisory Committee and the School Site Council with state assessment data. We include all parents and family members with disabilities and migratory children. We provide reasonable accommodations based on family need to support informed parent participation. We also translate all notes, letters, and announcements sent home. 10.62% of Island School's families were EL or RFEP from Spanish speaking families. This is below the 15% translation need requirement however we want to keep our families informed. Translation is completed by bilingual staff, and is reviewed by the Superintendent/Principal for approval prior to sending home. We receive support from local county offices to support these parents, and include them in all meetings. The district educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, in the value and utility of contributions of parents as part of our parent engagement at all events and during staff trainings. This information includes how to reach out to, communicate with, and work with parents as equal partners to implement and coordinate parent programs. We feel that this builds a better home-school connection or ties between parents and school. We have also included these data points as expected outcomes in our LCAP. We have also included these data points as expected outcomes in our LCAP. Goal 2, 4A) State Assessment, 4D) State Language Assessment, and 2A) Observations of the teacher using standards, including ELD. This data is collected and shared with all stakeholder groups, used to analyze for action effectiveness, reviewed as part of the annual update, and used to revise future expected outcomes. We also survey parents during the winter of each school year. During the 2021-22 school year 92% of parents agreed they had adequate opportunities to become involved in their child's school and give input. We have held events such as Back to School Night, winter program, monthly Boosters Club meetings, open house, Variety Show (spring carnival and fundraiser), technology training for parents, community mileage club, and other student events. Goal 1 action 1.3 includes a school LVN/health aide who will assist in keeping students and school safe, note if there is a pattern of behavior in going to the health office or out of school often and contact parents on a more regular basis for making sure students are in school. We also encourage positive parent contact in staff meetings, and staff keep communication logs to document parent contact. We use our district website, the Boosters Club uses Facebook, and teachers and our curriculum director use school messenger (all call system), class dojo, class remind, and Google classroom to communicate important events and provide special announcements regarding school activities with families. The school and district office have bilingual staff to greet and answer parent calls as well. Translation is available if needed by our qualified bilingual staff. Translators are available at all parent information nights, events, conferences, and parent meetings.

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:

Our school wide program consists of paying for the training and utilization of our instructional aides providing Orton Gillingham to each of our kindergarten through third grade students. The Orton-Gillingham Approach is a direct, explicit, multi-sensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals. Evidence Based Literacy Instruction (EBLI) is also used for intervention for our 4th through 8th grade students who need to extra support in reading, writing, and spelling. EBLI provides a bridge from explicit, systematic phonemic awareness and phonics instruction to application and support with reading and writing. In the hands of our well-trained and experienced instructional aides and academic coach, it is a powerful tool of exceptional breadth, depth, and flexibility. Additionally we use it for parent involvement by providing best resources and training to introduce parents to ELA/Math online resources to assist with their students utilizing technology. We are not targeted.

SWP: If we determine that we had a student who was attending a non Title I school; for example if we had a resident student (s) choose to attend a non Title I school we would complete a needs assessment. Data analysis on academic progress to determine academic needs. We would provide comparable Title I services; which may include: before/after school tutoring, small group instruction, use of technology, and/or use of staff materials. We will set aside funds for this purpose explicitly. We will evaluate effectiveness using local data that is also aligned to the evaluation of our Title I school wide program.

District Process:

1. County provides a list of the group home addresses within the county to districts.
2. If any of the group homes are within the district boundaries, then the district searches their SIS system for students listing the group home address as their home address.
3. Once the LEA determines the number of students at those addresses, the LEA determines if these students attend Title I or non-Title I funded schools. Non-funded would include schools skipped by the LEA per the consolidated application. Note- the frequency of searches for students is determined at the local level . This may be done each month, trimester, or quarter. The LEA may also run a search to see the total number of students having lived in the group home for the prior school year to determine a baseline number. The LEA may also use the number gathered on the county N&D survey from the prior year, which is collected and reported by each COE during the month of December.
4. The baseline number gathered by the LEA is used to determine the set aside funds to support students receiving comparable services. If students are attending a Title I funded school, they already receive comparable Title I services per the funding provided to the school. If they attend a non-Title I funded school, the district will use the set aside funds to provide comparable services.

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:

Island Union Elementary School has a homeless board policy that addressed the McKinney-Vento Homeless Assistance Act. Our site homeless liaison participates in the county office professional development opportunities throughout the school year. We set aside funds for the homeless students each year. The Superintendent/Principal assists office staff with review of student enrollment forms. Students reported as homeless during initial enrollment are immediately enrolled. We provide transportation to all students living within school boundaries. If students live outside the district boundaries, but are attending our school as the school of origin, our Parent Liaison will work with parents to ensure they have the ability to bring children to school by working with the county office coordinator. Attendance of homeless students are monitored by our Supervisor of Attendance. We also monitor all students' attendance, and work with the county office attendance staff to support the priority for student engagement. We support the success of our homeless children and youth with regular progress monitoring using local assessments. This data is reviewed by staff and used to provide additional services to students needing support. This program assists students filling identified instructional gaps.

To assist our homeless students we utilize the reservation funds for homeless education by providing school supplies (backpack, notebooks, tablets, pencils/pens/scissors - all needed supplies), and needed supplies food, gas-transportation costs, clothing. We utilized cost of funding for transportation in out of area to be brought to our school. We allow the one to one device to be taken home each evening, even in the grade levels that do not allow the devices to go home (k-5th gr.) We provided the hot spot so that they had internet as well. We provided intervention tutorials after school with transportation.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), 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) coordination with institutions of higher education, employers, and other local partners; and
- (B) 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:

Island Union Elementary School works to facilitate effective transition for students. Early childhood preschool students transitioning to TK/K are invited to attend Kindergarten orientation prior to school beginning. Students and parents are given a school tour and a presentation in the spring. Parents are invited to a parent orientation to meet their child's teacher and visit the classroom with their child the day before school begins. Elementary students transitioning to middle school are really moving from one self contained classroom to the next. Unlike larger middle schools, students know teachers on staff and routines are familiar. We do provide a summer school reading opportunities. Our local high school district sends staff to provide students with pre-enrollment registration for all 8th graders each spring. They also administer a placement test for Math, ELA, and Science. We take all 8th grade students to the high school for a tour and day of presentations to familiarize them with the campus. Our students with an IEP or 504 have a special transition meeting in the spring with the student, their parent, teacher, high school special education administrator, resource specialist teacher, and Island School administrator to review expectations of high school and plan their schedule. The 8th grade students go to visit a local state university for a day tour to encourage interest in college.

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:

Island Union Elementary School works to facilitate effective transition for students.

Early:

Early childhood preschool students transitioning to TK/K are invited to attend Kindergarten orientation prior to school beginning. Students and parents are given a school tour and a presentation in the spring. Parents are invited to a parent orientation to meet their child's teacher and visit the classroom with their child the day before school begins.

Elementary to Middle:

Elementary students transitioning to middle school are really moving from one self contained classroom to the next. Unlike larger middle schools, students know teachers on staff and routines are familiar. We do provide summer school reading opportunities.

Middle to High School:

Middle school students transitioning to high school are also supported. Our local high school district sends staff to provide students with pre-enrollment registration for all 8th graders each spring. They also administer a placement test for Math, ELA, and Science. We take all 8th grade students to the high school for a tour and day of presentations to familiarize them with the campus. Our students with an IEP or 504 have a special transition meeting in the spring with the student, their parent, teacher, high school special education administrator, resource specialist teacher, and Island School administrator to review expectations of high school and plan their schedule. The 8th grade students go to visit a local state university for a day tour to encourage interest in college.

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:

Formal Agreements ESSA SECTION 1423(2)

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

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:

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:

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:

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:

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:

Parent and Family Involvement

ESSA SECTION 1423(8)

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:

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:

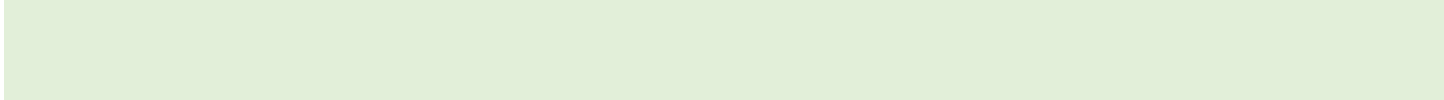


Probation Officer Coordination

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:

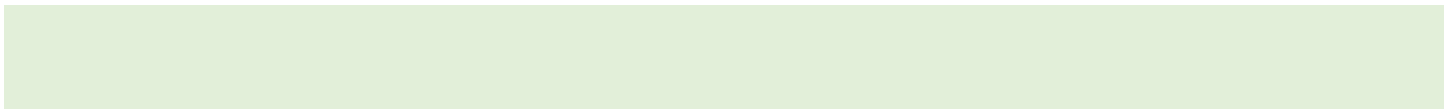


Individualized Education Program Awareness

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:

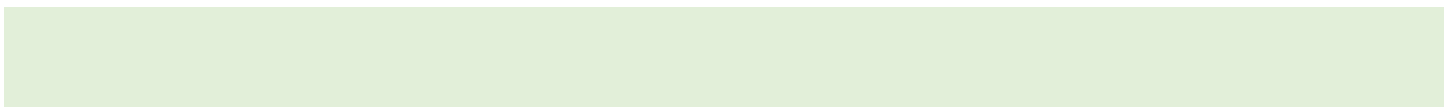


Alternative Placements

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:



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:

Island Union Elementary School District has a system for professional learning to support teachers, principals, or other school leaders that supports a quality learning environment for all. We use a variety of data to identify needs for professional learning. We garner staff input via surveys, as well as discussions in staff meetings and PLCs. We also analyze student data, and classroom observational data to identify professional development needs. This professional development plan is included in our single school district plan, LCAP, and shared with all stakeholders for input. This information includes: aligned metrics, outcomes, planned actions and effectiveness results. They are discussed with School Site Council, ELAC, school board, parents, staff and collective bargaining unit, district leaders to garner additional ideas and feedback. We focus this time on implementation monitoring of instructional programs by analyzing student group data, training on new instructional practices to increase engagement, and structures student-student academic talk. Site administration and school leaders participate in the professional development in order to assist with implementation on their site. Fiscal resources (state and federal) are prioritized based on the analysis of student need, staff survey feedback, professional learning resources, and staff time. We value professional development highly, and are known for providing rich learning opportunities for our staff. Additionally, the Teacher on Special Assignment (TOSA) supports the teaching staff by coaching and providing professional development to teachers as well as planning, organizing, and coordinating academic and/or social emotional interventions while progress monitoring to facilitate student success. Ongoing progress would be monitored per teacher.

Staff is provided ongoing support throughout their careers in our district. Beginning teachers participate in induction with a local county office of education. The Kings County Office of Education's New Teacher Induction (NTI) program is designed as a two-year, individualized, job-embedded system of mentoring support and professional learning that begins in the teacher's first year of teaching. KCOE New Teacher Induction provides a pathway for teachers seeking to clear Preliminary Multiple Subject ad/or Single Subject credential(s) and Preliminary or Level 1 Education Specialist credential(s). They are also provided with a site mentor teacher, which supports planning, instructional delivery, and reflection. Intern teachers are also provided a district mentor that follows the same process as an induction mentor. Regular professional learning support is continuously provided. We also have a Learning Coordinator that provides support for teachers within the classroom. Teacher, principals and leaders participate in weekly PLC meetings. All instructional staff, teacher and principals, participate in over 2 hours of scheduled professional development or collaboration each week. This is held each early release Wednesday. This work is supported by internal district instructional staff and outside support providers. Priorities for professional development for the Superintendent/Principal are identified via self reflection, board evaluation and recommendation, and site staff needs. Topics for professional development may include human resources, fiscal, special education, leadership, and facilities. The Principal and Learning Coordinator also participate in staff professional development related to updated instructional programs, assessments, and state standards. The tech services assistant attends training through the Illuminate to update all information, student information system, learn how to create assessments, pull reports, and data converging which ultimately assists the instructional staff with reports, and any technological need they may have. The school secretary and Learning Coordinator participate in a regional training that focuses on attendance, chronic absenteeism, and truancy to increase student engagement. Participating in professional development activities provides staff at all levels experience that can be used for career advancement. We support staff seeking advanced degrees, credentials, and encourage aligning work with action based research projects by aligning work to action research and improvement projects. We have a tiered salary schedule that increases as certificated staff obtain additional units. These units must be approved by the Superintendent/Principal to align to school and students needs. We dedicate a considerable amount of resources for professional development. When planning, we include support of all phases of implementation and evaluation or analysis. Alignment is achieved by ensuring that the district and site goals and actions are driven by a shared belief, input and a comprehensive review of all pertinent data outcomes related to priorities. The professional learning focus is driven by a shared purpose for student learning, which is aligned to Goal 2 of the district LCAP and the SPSA plans. We all believe in increasing the educational outcomes of all students.

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:

N/A We are a one school district, so funds are prioritized to support the single site. Currently staff needs are prioritized based on student need, comprehensive needs assessment, ongoing data analysis, and stakeholder input. An analysis for the adequacy of funds to support identified professional learning needs is completed as part of the planning process. The resources we allot may be fiscal (state and federal), time, or staff to support the learning. Resources are used strategically with other funding streams to support identified activities and a comprehensive professional learning plan. The alignment of resources and focused consistency assists our district in creating implementation sustainability. If our site became eligible for CSI or TSI we would prioritize the funding taking that into account.

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:

Professional learning is an integral part of our instructional planning process. We include professional development in site and district strategic plans. Specific actions supported by Title II funds are used to support the implementation of state standards and student engagement. We have implemented professional learning as weekly collaboration meetings, PLCs, to focus on analyzing student group achievement data. We are also working to plan engaging standards based lessons that incorporate structured student-student talk. Cycles of professional learning will include content knowledge building, modeling, observational coaching, feedback, and planning support. We work with our district categorical director and the county office staff to ensure that all activities fall within the uses of Title II Part A funding. All plans include Goal 2 All students will improve academically due to having a well rounded education including all academic areas with parents' support. (Priority: 2 Implement State Standards and priority 4: Pupil Achievement). The district LCAP and site SPSAs include professional development in this goal, which is evaluated for effectiveness using aligned metrics. The aligned data is collected and analyzed several times per year and reported to all stakeholder groups, site and district committees. Stakeholder groups include teachers, principals, other school leaders, specialized instructional support personnel, parents, community partners, and experts in related programs and activities. The data is monitored to ensure improvement towards expected outcomes, and modified if needed. Observational data collected monthly, and used to create and adjust planned professional learning and PLC sessions. We also compare student group data to identify any disparities. This analysis is discussed during PLC's. This evidence based approach allows for us to monitor impacts to student learning. We feel that site and district alignment contribute to a coherent system of learning that supports identified priorities, metrics, and positive outcomes.

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:

N/A we do not receive these funds.

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:

Title III Programs and Activities

ESSA SECTIONS 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:

English Proficiency and Academic Achievement

ESSA SECTIONS 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:

- (C) 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
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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:

Island Union Elementary develops its application in consultation with School Site Council, English Learner Advisory Committee, parents, staff, as well as both certificated and classified bargaining units, and community. We administer an annual survey, discuss federal program requirements, and student needs based on data with these groups throughout the year. We have developed a comprehensive needs assessment using district data that is aligned to Goal 2 of our LCAP: All students will improve academically due to having a well-rounded education including all academic areas with parents support. This goal focuses on priorities 2: State Standards – Conditions of Learning, priority 3: Parental Involvement – Engagement, Priority 4: Pupil Achievement – Pupil outcomes, Priority 7: Course Access – conditions of learning, and priority 8: Other Pupil Outcomes – pupil outcomes. This goal includes metrics such as Implementation and Performance of ELD standards, EL's accessing standards, EI achieve language proficiency, EI reclassification, Parent input on students' success of unduplicated student and students with disabilities, Statewide assessments ELA and Math, and pupil outcomes. We plan to transfer these funds to Title II, Part A Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and Title IV, Part A program funds to other allowable programs.

Island school supports a well-rounded education under Section 4107 by having art school wide art using Art Attack video lessons which teaches weekly lessons k- 8 with the teacher facilitating, additionally the teachers teach within their classroom lessons they have created supporting their curriculum. We offered band for all 6th-8th grade students. Students participate in our school plays and Variety Show. Our students have access to the curriculum.

We support a safe and healthy students under Section 4108 by implementing character counts throughout the school along with the Cardinal Expectations, three guidelines in each area students are in, to help promote a positive learning environment. We are implementing Mindfulness, being present in mind, promoting healthy social and emotional well-being as well as implementing the schoolwide social emotional curriculum Caring School Community. We have hired a behavior aide and school psychologist so that each are on site 2 days each week separately, and a Licensed Marriage and Family Therapist one day a week. We have all professionals training in social and emotional support to assist the healthy well-being of staff and students. We have an LVN with the support of a county nurse on staff to help promote good health. We have a community mileage club in which staff and students participate in walking/jogging/running the mile daily, with monthly community joining us.

We support the effective use of technology in schools under Section 4109 that aligns to the implementation of state standards and assessment. We have 1:1 devices with iPads k-2 and Chromebook 3-8th grade. We train the students on cyber safety. We utilize technology to enhance the learning, as well as training students on google classroom in which they can do school work, turn it in, and receive immediate feedback from the teacher. We also access online video conferences – allowing students to see the world outside of our Island Community. We have multiple online resources for both students and parents to use. We promote the 21st century classroom.

We evaluate our programs annually in our LCAP with all Educational Partner groups. We have aligned all actions and goals to associated metrics and expected outcomes to reflect, analyze and adjust services to students. Goal 1: We will provide all students with a safe, positive learning environment with a highly qualified staff and well maintained facility. When surveyed about feeling safe at school 98.5% students, 94.9% parents, 100% staff feel safe at school.

In our LCAP we have aligned our goals with the funding, Title IV \$10,000 transferred to Title I \$6,286 for support in intensive reading small group instruction, and \$3,714 in Title II for professional development to increase mastery of instructional practices to target specific needs of students in Science, Technology, and Math (STEM).