

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

LEA name:

Travis Unified

CDS code:

487056500000000

Link to the LCAP:

(optional)

<https://www.travisusd.org/Page/4942>

**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.)*

Title I, Part A
Title II, Part A
Title III, Part A
Title IV, Part A

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.

We use federal funds to supplement and enhance actions and services funded with state funds that are designed to close the achievement gap and support all students in meeting challenging state academic standards, as reflected in our LCAP.

Title I

We allocate Title I by grade range, focusing use at our middle school. This is where the achievement gap widens for low-income students and some students begin to give up on school. Our theory of action is that by providing more intensive support during grades 7 and 8 we can prepare struggling students to meet state academic standards so they are well prepared for high school and success in college and career.

We hypothesized that the most effective use of the Title I funds allocated to the middle school would be to reduce class size significantly in math, where the achievement gap was widest, in order to provide teachers the time and opportunity to build relationships with struggling students. Teachers felt struggling students were getting lost in large classes, and needed more individual attention and fewer distractions. We reduced class sizes from 35 to an average of 21.8 with a range of 18-26 in Math 7 and an average of 24.9 with a range of 21-28 in Math 8. We will be interested in seeing our CAASPP scores this year and are hoping for improvement.

Because our data shows that socio-emotional challenges contribute to a lack of academic and general school success, we are also enhancing socio-emotional support at our middle school. State funds (including Supplemental Grant Funds) provide a full time social worker; two guidance counselors; two student support specialists (who provide positive lunchtime activities and coach individual students on social and problem-solving skills); and the WEB (Where Everybody Belongs) program where 8th grade leaders support 7th graders.

Most of our Title I funding goes to the middle school to support efforts to improve performance of low-income students and other students not meeting standards in math. Additional uses of Title I funding include funding parent involvement and education activities for parents whose children qualify for Title I services, , such as Parent Project and support for parent access to Naviance, our online college and career planning software, and meeting the needs of homeless students.

Title II

Title II funds supplement district funds used for professional development for teachers, principals, and other school leaders. Professional development is currently focused on closing the achievement gap and improving the performance of underperforming student groups: improving our Multi-Tiered Systems of Support; implementing the tenets of No Excuses University to raise expectations for all student groups; Universal Design for Learning to help teachers design lessons that engage students of all performance levels; Positive Behavioral Interventions and Supports to decrease disciplinary incidents and increase the amount of time students spend in class learning; Orton-Gillingham reading training for intervention specialists and special education teachers to support students who are not successful in learning to read using our core program and current intervention programs; trauma informed practice to build teacher understanding of how to support students with high Adverse Childhood Experience scores; professional learning communities where teachers analyze data and plan instructional improvements to increase student success; and new teacher induction to help teachers new to the profession become effective as quickly as possible.

Title III

Over the last few years, we have improved the quality of designated ELD, and Dashboard data shows that 89.6% of students made progress on the English Learner Progress Indicator, an increase of 11.2%. We now have only eight Long Term English Learners (6% of English learners) in the district. We met with parents of English learners as part of our LCAP development process, and they are pleased with those results, and urged us to move beyond a focus on English proficiency to preparing their children for success in college and career, with an emphasis on growing STEM-related fields. They strongly support our programming and robotics programs, for example, and also value the arts. From those meetings and other LCAP meetings with parents, a focus on providing Parent University-style parent education emerged. Parents are interested in learning more about how to help their children negotiate the path to college and about how to better support hard-to-parent children. In response, we added bilingual Family Liaison staffing, funding a portion of each position through Title III to provide the requested parent education in Spanish as well as English to parents of English learners and immigrant students. Our Family Liaisons will provide parents with information about the path to college, and will also be co-presenters for Parent Project and Parent Project Jr. (Loving Solutions), which are programs to build parenting skills. Parents have told us through our LCAP process that we need to start providing information about how to finance post-secondary education earlier, and our Family Liaisons will help with this, and also tailor the information to the needs of immigrant families and special challenges their children may face in accessing higher education.

Title IV

We plan to transfer Title IV to Title II to meet our professional development needs. At this time, enhancing professional development is the best use of Title IV to achieve our primary goal: closing the achievement gap.

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.

Our LCAP is a single plan that guides the use of all funds available to the district, including LCFF (including Supplemental Grant Funds), state grants, federal Title I, Title II, Title III, and Title IV funds, grants from the Department of Defense Educational Activity (DoDEA), some smaller grants, and other funds available to the district.

Examples of alignment include using Supplemental Grant Funds (SGF) for professional development, enhanced by the addition of Title II and Title IV funding, the state College Readiness Block Grant, and a state Multi-Tiered Systems of Support (SUMS) grant we recently received. Using these funds together will allow us to intensify our change efforts, to work on academic and socio-emotional areas simultaneously, and to support PLC time for teachers to plan instructional improvements. All of these funding sources are used in concert to achieve the same four LCAP goals.

Another example of alignment is how we are funding our MTSS and PBIS work. We have a SUMS MTSS grant to support our 2018-19 focus on improving our MTSS. To further enhance that effort, we are using Title II to support PBIS work in our secondary schools, where data shows more support is needed. One of the elements of PBIS (Positive Behavior Intervention & Supports)/MTSS (Multi-tiered Systems of Support) where some staff members are struggling is with an effective response to trauma-affected students, and we are funding that training with Supplemental Grant Funds (SGF). The three funding sources will work in concert to help us maintain peaceful classrooms focused on learning, and a system that responds appropriately to students for whom Tier I support is not enough.

Support for English learners includes the use of SGF to provide intervention specialists and ELD teachers to deliver designated ELD. We are also moving to full day Kindergarten to provide more time for children coming to school primarily speaking a language other than English to acquire English language skills, funded with LCFF. LCFF also funds our new Aeries Communication system that provides translation into multiple languages, and also language interpretation at meetings. Title III funds will enhance support for English learners through parent education provided in Spanish for Parent Project and for educational sessions about how parents can help their children navigate the pathway to college and career.

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:

Process for identifying disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers

In order to find out whether we had disparities, the district used the process for data collection outlined on the CDE website at <https://www.cde.ca.gov/pd/ee/edequitylcapaddendum.asp>. Our first step was to pull district and school data from the DataQuest web page, using the most recent data available (2016-17). The Human Resources Department used the definitions of ineffective, inexperienced, and out-of-field teachers provided on the website along with DataQuest and local data to identify teachers in each category and the school where they worked. We put that data into an Excel spreadsheet, creating six tables identical in function to the tables provided for the Equity Gap Analysis.

The Superintendent, Assistant Superintendent of Educational Services, and the Director of Human Resources met to analyze the data. The results of that analysis are shown for each question below. Our district's context is important in understanding our data. We are a small district, located in an area with affordable housing. Although we have had a few challenges in filling positions, we have been more successful in staffing our classrooms with fully qualified and appropriately credentialed teachers than many other districts.

Are minority students taught at higher rates than other students by ineffective teachers?

No. We had no ineffective teachers, so there were no differences in rates.

Are low-income students taught at higher rates than other students by ineffective teachers?

No. We had no ineffective teachers, so there were no differences in rates.

Are minority students taught at higher rates than other students by inexperienced teachers?

No. In the district as a whole, we have 15.5% inexperienced teachers. We have ten schools, with percentages of minority students ranging from 47.3% to 80.0%. Of the five schools with the highest minority student percentages (62.3% to 80.0%), four have percentages of inexperienced teachers lower than the district average and one has a percentage higher than the district average. There is no pattern of inexperienced teachers being more likely to teach at a school with a high minority enrollment.

We took a closer look at Center Elementary, the school with the inexperienced teacher percentage above the district average, because we were surprised they were higher than other schools. (Center is not a Title I school.) There are not many Center teachers participating in New Teacher Induction, which led us to think the data might be inaccurate. When we explored the data, we found that the information in the HR database was not entered correctly for some newer teachers and was therefore not accurately populating our student information system, which reports to CALPADS, which is the source of the DataQuest data. The data about years of experience in the district was correct, but not the data about total number of years of experience overall. Only one field had been populated.

We reviewed our processes, and as a result, we are making some changes. In June, HR staff will review each personnel file to ensure that the teacher years of experience field is correctly populated in the HR system. When that work is complete, HR will work with our student information system staff to upload correct data into Aeries for CALPADS reporting. That will ensure future reporting is correct, and that the numbers are clean for the 2018-19 school year and beyond.

Are low-income students taught at higher rates than other students by inexperienced teachers?

No. Center Elementary is the only school with a percentage of inexperienced teachers significantly higher than the district average, and the data, as described above, is not accurate for some teachers. Center has a lower percentage of low-income students than the district average, and data for all schools shows there is no correlation between the percentage of inexperienced teachers and the percentage of low-income students.

Are minority students taught at higher rates than other students by out-of-field teachers?

No. The district has 0.8% (less than 1%) out-of-field teachers. We have only two out-of-field teachers and they were at different schools, with neither at our Title I school. One was at a school with the lowest percentage of minority students and the other was at a school with the second to highest minority enrollment. There is no relationship between minority enrollment percentage and placement of out-of-field teachers.

Are low-income students taught at higher rates than other students by out-of-field teachers?

No. The district has 0.8% (less than 1%) out-of-field teachers. The two out-of-field teachers were at different schools, and neither worked at our Title I school. One was at a school with a low-income percentage higher than the district average, and the other was at a school with a low-income percentage lower than the district average. There is no relationship between low income student percentage and placement of out-of-field teachers.

Actions to address disparities

Although we do not have disparities for either minority or low-income students, we will improve the accuracy of the data using the process described above, which will clean up our data about inexperienced teachers. That will make accurate monitoring easier. We remain committed to having all of our teachers fully qualified and appropriately credentialed for their assignments. In order to continue to have zero ineffective teachers, and to reduce our number of out-of-field teachers, the Superintendent has improved the hiring process. We receive information about retirements earlier, and we advertise positions earlier, resulting in earlier hiring from larger candidate pools, and better ability to hire fully credentialed teachers.

Effect on LCAP

As a result of the data analysis process, we modified our LCAP goal for Priority 1—Basic Services, our LCAP Goal 4. To the Actions/Services in 4.1 we added “Improve processes for information collection to address CALPADS requirements” to address the data accuracy process improvement, and “Continue to make staffing decisions early in order to provide our students with effective, experienced, and appropriately assigned teachers” to include our plan to ensure teacher quality.

Stakeholder engagement

In consultation meetings, all stakeholders, including parents, provided us with input related to our actions and services to address state Priority 1—Basic Services. Stakeholders expressed no concerns about teacher quality or experience level. At this time, we do not believe we have an equity gap that needs to be addressed, but we do need to ensure the accuracy of the inexperienced teacher data.

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:

ESSA Section 1112(b)(3): Parent and family involvement in jointly developing the Targeted Support and Improvement Plans (TSI)

N/A. We have no schools identified for CSI or TSI.

ESSA Section 1112(b)(7): How the district will implement effective parent and family engagement under Section 1116, and build capacity for parent and family engagement

Development of the parent and family engagement policy [ESSA Section 1116(a)]

Describe the LEA parent and family engagement policy, how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy.

The district Parent Involvement Policy is distributed annually to all parents and guardians as part of our Annual Notice to Parents at the beginning of each new school year. The Parent Involvement Policy is based upon Board Policy and Administrative Regulations to ensure compliance with both Federal and State regulations. It is updated annually based on recommended changes from CASBO (California Association of School Business Officials) and through feedback received from parent advisory groups such as the Superintendent’s Parent Advisory Group, the Military Parent Advisory Group, and the District English Learner Advisory Group.

For our Title I funded school, Golden West Middle School, the school’s Parent Involvement Policy is reviewed by the School Site Council at a regularly scheduled meeting and then by parents at a Title I School meeting. The policy is then revised as needed and approved by the School Site Council, parents, and by Travis USD’s Local Governing Board. The Parent Involvement Policy is available on the school’s website, with hard copies available in the school office.

Assistance to parents [ESSA Section 1116(e)(1)]

Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child’s progress and work with educators to improve the achievement of their children.

At the annual Golden West Middle School Title I parent meeting, a review of the middle school curriculum and grade level standards is included in order to increase parent understanding of middle school student expectations and requirements. Parent conferences are held at the end of each quarter giving parents/guardians an opportunity to meet individually with teachers to discuss student progress toward proficiency on grade level standards. Family Nights, frequently on a specific subject like math, are held at the middle school with all parents invited to attend. These Family Nights not only cover the curriculum and standards, but also include strategies parents can use to help their children outside of school.

For State assessments like CAASPP (California Assessment of Student Performance and Progress), parents receive an explanation of their child's performance on CAASPP as compared to State proficiency expectations each year that their child is tested. The CAASPP score reports, which include this explanation, are mailed to parents within 30 days of district receipt. Parents have the opportunity to ask questions of teachers and other staff at any time to gain a better understanding of State academic standards and other assessments through email, phone contact, or scheduled meetings. In addition, both school webpages and the district webpage have resources for parents regarding State standards and district expectations. Parent involvement in the LCAP process through scheduled meetings provides another venue for parents to ask questions and for the district to give parents information about the LCAP and how it will prepare their children for success.

Training and materials for parents to improve achievement [ESSA Section 1116(e)(2)]

Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement

We provide materials and training through several avenues, both in our Title I school and at other schools. We provide parents of incoming Kindergarten students with a kit of materials so that they can work with their children at home. We want to be sure that economic status does not affect parent opportunity to support their child's learning. We also provide a kit of materials to families of students moving from Kindergarten to first grade so that students can continue to practice their newly developed literacy and math skills during the summer break so that there is less slide to overcome in the beginning of first grade.

Two years ago, our parents requested, during LCAP consultation, that we develop a single sign on system so that their children can access school resources and learning software from home. In response, we now have a system called Classlink (that we have branded Launchpad), where students and parents can sign in to all resources with a single password. We have provided parents with instructions on how to use this system (which they find easy) and teachers have trained parents. We also provide all of our students with Office 365, so they can use Word, Excel, and PowerPoint from anywhere. This was a step to level the playing field to ensure that students with all income levels have access to digital learning tools.

Teachers at all grade levels, from Kindergarten through high school, and secondary school counselors provide group and individual training to parents about how to use the student information system portal to access real time attendance and grade information. Elementary schools and the Title I middle school hold family math nights where parents learn about the math curriculum and how to help their students. These sessions include training on accessing the online components of the math curriculum.

Our new interactive Kindergarten report card, developed at parent request, is used as an organizing tool to provide parents with information about their child's progress. As the teacher reviews progress with the parent, he/she gives the parent flashcards and other learning tools to use at home. We are very pleased with parent reaction to the new report card, and have begun development of the first grade report card. We will continue to develop these interactive report cards for the other elementary grades.

Staff education on working with parents [ESSA Section 1116(e)(3)]

Describe how the LEA will educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

Our teachers and staff value parent participation, and high attendance at parent conferences, parent curriculum nights, and events such as harvest festivals and performances demonstrate effectiveness in this area. We have noticed that many parents from our ELACs and DELAC attend elementary, middle school, and high school robotics competitions: they told us that they wanted their children to learn coding and robotics, and they come out for those events. In addition, our district benefits from a very high level of parent volunteerism, with 1,684 volunteers contributing 35,476 hours.

Special Education staff receive both training and coaching on how to work with parents through the IEP process. Our program specialists model this work with staff, demonstrating how to provide extensive, clear explanations that are free of jargon, especially when students are initially qualifying and parents are not familiar with the IEP process. We provide interpretation as needed.

We have provided our front line staff with customer service training presented by an outside expert to improve our user-friendliness and to make our schools more welcoming. Our administrative staff and instructional support personnel have strong skills in this area, and we have moved from the basics to a focus on working with parents to set ambitious goals for their children through our work with No Excuses University. We have also trained counselors and other support staff on using our new Naviance college and career planning system with families, and will provide parent training starting next year.

Parent involvement programs and activities [ESSA Section 1116(e)(4)]

Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

We have a single Title I school, our middle school. The principal has reached out effectively to families of children who are eligible for Title I services. She has used multiple communication methods, and has kept notes about what has been effective, and has made improvements every year. For the last two years, she has held a Title I parent meeting right before Back-to-School Night, so parents can come to a single evening event and participate in both. This has greatly increased parent participation in the Title I meeting. Our Family Liaisons provide interpretation as needed. Combining Title I meetings with a regular school parent night was so effective we have adopted the strategy for LCAP parent meetings, holding them in the hour before another school parent night.

In our LCAP, we weave activities together so that any funding we receive has maximum impact on our most important goals. We collaborate with community-based organizations and neighboring districts to provide Parent Project and Parent Project Jr. (Loving Solutions), for example. We partner with county Human Services and the Foster/Kinship program to serve our foster parents. A side effect of this collaborative approach is that parents who need support are getting to know district Student Services staff and staff from community-based organizations on a first name basis, making it easy for them to contact someone they know and trust when they need support.

Communication with parents in format and language parents can understand [ESSA Section 1116(e)(5)]

Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

Information related to school and parent programs, the Title I Compact, meetings, and other activities is sent to parents of children participating in Title I services (and all children) through multiple avenues. Parents, including those of children receiving Title I services, prefer texts, e-mail communication, and phone calls, if they are not too frequent. To meet this need, we use Aeries Communications, which supports multiple languages with automatic text-to-text translations, where a parent can send a message in Spanish that it is automatically translated into English for the teacher, then the teacher's return message in English shows up as Spanish for the parent. For many of the languages our families speak, the program also provides text-to-speech translation, where it reads a message sent in English to the parent in their home language. Parent feedback is positive.

It can be challenging to engage parents of children eligible for Title I services. Messages through Aeries Communication work for many parents. To reach additional parents, we send information about Title I services, meetings, parent

education sessions, and services available in the community through the mail. Administrators and bilingual Family Liaisons also call parents of children who would benefit from Title I services, after school tutoring, or summer programs if initial outreach through standard communication channels is not effective. Sometimes a friendly chat with a parent is all that is needed to get the child enrolled in a summer program, for example.

Support for parental involvement activities requested by parents [ESSA Section 1116(e)(14)]

Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request.

The LCAP consultation process has increased requests for parent involvement activities. We have a system called CERVIS that advertises volunteer opportunities to parents online that came out of parent requests to find out what they might be able to do on a day off. Parents have requested support in working with their hard-to-parent children, and we have provided Parent Project and Parent Project Jr. (Loving Solutions). Parents, in Title I meetings and in parent conferences, requested after school tutoring, and that is being provided. During an LCAP session, parents expressed frustration with needing to remember login sites, names, and passwords for all of the subscription software the district provides, and we identified and deployed Classlink, a single sign on solution, where parents and students can click a link on their school's web page, and be taken to a sign on screen, which takes them to all of their software without any additional need to sign on.

Parent consultation, both for the LCAP and during Title I meetings, has impacted the LCAP and our plans for the use of Title I funds.

Informed parent participation [ESSA Section 1116(f)]

Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

Consultation with parents and families, supplemented by input from our bilingual Family Liaisons, who have extensive communication with families, drives parent participation planning. The following applies to our single Title I school and all the schools in the district. First, we heard from parents that our autodialer was irritating, overused, and that it did not meet their needs. In response, we transitioned to Aeries Communications, which provides targeted or mass communication via app, text, e-mail, and/or phone call, including some two-way communication features. Parents have the ability to select message type for all non-emergency messages, which works better for parents who prefer text to phone call.

Although we have a small number of English learners, we have 470 students whose families speak a language other than English in the home. Aeries Communications provides auto text-to-text two-way translation for all of our families' languages, where a message sent out in English is translated to the home language where parents have selected a language other than English. Parents can also message the teacher in their home language, with the message being automatically translated into English. In addition, text-to-speech translation is available for about half the languages our families speak.

Second, we have completed ADA changes to our website, making all district and school information accessible by people with disabilities. We also offer the use of assistive communication technology where needed, including at Board meetings. Our schools are accessible to people who use mobility devices.

Third, in response to parent requests made during the LCAP process, we are in the process of revising our elementary report cards, which were formerly standards-based and rubric scored (1, 2, 3, 4) to provide information that is more meaningful to parents. We rolled out our revised interactive Kindergarten report card this year, and parent response was overwhelmingly favorable. We are now working on our first grade report card for release next year, and will continue the work through the grade levels. The biggest change is that we now provide more meaningful marks, such as a child knowing 17 of 26 upper case letters, and we hand the parent flash cards for the letters the child needs to learn next. The conferences are interactive, meaningful, and engaging. Parents are learning a great deal about academic expectations, and are learning from the teacher how they can best help their child, and are being provided the materials to use.

Alignment required in Section 1116 to LCAP stakeholder engagement process

Also include how the LEA will align parent involvement required in Section 1116 with the LCAP stakeholder engagement process.

Just as Title I funded activities are supplemental to actions and services provided through LCFF (including Supplemental Grant Funds), we have an extensive LCAP stakeholder engagement process that is supplemented at our Title I school with parent and family involvement activities required by ESSA.

Our LCAP stakeholder engagement process is detailed in our LCAP on page 61 and 62. In summary, we consult with a broad range of stakeholders about their priorities in a series of meetings, supplemented with additional information gathering, communication, and focus groups. For parents and family members specifically, we hold meetings where families provide input on their priorities for the LCAP. Principals discuss the LCAP in School Site Council meetings and in other parent meetings, gatherings, and trainings. We consulted with parents to get their input on what groups they feel will provide the best opportunity to provide a broad range of parents with the ability to influence district direction. In response, we also meet regularly with additional parent groups to plan and review drafts of the LCAP. We need to go to parents who may not come to us. Our foster parents asked us to form a separate group for them, where we could exchange a broad range of information, including LCAP consultation and information about district services available to their students. This Foster Parent Advisory Group also requested that we expand the focus to include information for them from the Foster-Kinship program and county foster family programs. We meet with parents of children who receive Special Education services, and their input influences Special Education planning and actions and services in the LCAP. We are located next to Travis Air Force Base, and serve a large number of military parents, who have specific concerns and interests, so we formed a Military Parent Advisory Group.

The processes above involve all schools. We have one Title I school, which is a middle school. At that school, in addition to the LCAP stakeholder involvement process above, we also hold parent meetings specific to the requirements of Title I, where we work with parents on planning the use of Title I funds and the collaborative development of a parent and family engagement policy that includes information about improving academic achievement. Our Family Liaisons support Title I family engagement as well as family engagement in the LCAP process by providing Spanish interpretation. Although the percentage of Spanish-speaking parents (the most common language) in the district is very small (1%), we value their participation, and they appreciate this support.

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:

N/A

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:

Many of our homeless children and youth are in need of services that include day-to-day and long term supports such as financial support, academic support, social/emotional support and post-secondary support.

Any child or youth identified as homeless automatically qualified for free breakfast and lunch and transportation to and from school. If appropriate, the district also offers to reimburse the parent for mileage if the parent chooses to transport their own child from a location outside of the Travis USD attendance boundaries.

Students are also provided a backpack, school supplies and a hygiene kit. The cost of transportation is paid for through funding identified by the district. Backpacks, supplies and hygiene kits are provided through donations from the Solano County Office of Education and through Title X funding set aside each year. Students who show a unique need for items such as clothing, shoes, jackets, books and computers are addressed on a student by student basis. Title X funding and COE funding are provided to help students with clothing while items such as books and computers can be checked out to the student.

Another resource is that of our staffing. In addition to typical school staff such as teachers, office staff, Health Care Technicians, Teachers, School Counselors, and Administrators, Travis USD has created and hired specialized positions such as School Social Workers, Family Liaisons and Student Support Specialists. These unique roles provide an additional adult with a specialized role to help identify and support our homeless children, youth and their families. In addition to helping coordinate supports such as breakfast and lunch, transportation, school supplies and clothing, these individuals are able to support our homeless children and youth on a daily basis.

Our Student Support Specialists are available at each elementary site, middle school and our alternative high school. These individuals check in with students, provide students with a break / time-out as needed, help children/youth resolve conflict, work to make sure they feel included by inviting and encouraging them to participate in lunchtime and recess sports, games and activities and being one of the adults on campus that they can turn to on any day to speak with and share their good days and difficult ones.

School Social Workers are available at each comprehensive school site and work with our homeless children/youth on a referral basis either one-on-one or in a small or large group setting. Part of the role of the School Social Worker is to help our children/youth to learn how to identify their stressors and to gain the tools to address them in a socially acceptable way, help educate staff to understand what challenges our children/youth are experiencing and to understand what the symptoms and behaviors may look like, provide social emotional curriculum such as empathy, conflict resolution and anti-bullying to classes, and assist our children, youth and their families with identifying community resources and to help our children/youth to feel welcome and safe at school.

Two Family Liaisons work throughout the district and work both directly with our children/youth and their families. A Family Liaison works closely with the site administrator, School Social Worker and a majority of their contact is with the parent/guardian. However, they do meet with our children/youth as needed, especially as it relates to gathering information about a child's/youth's preference, clothing size and likes/dislikes. Our Family Liaisons meet with our parents/guardians and are frequently the first contact a parent/guardian makes in the school district. Their role is to

support the school site to help our children/youth to be successful. Their services include but are not limited to working with our families with everything from initial enrollment in school to helping them maneuver the education system, providing interpretation and translation for Spanish-speaking families, helping families identify and provide referrals to community resources for needs such as assistance with housing, financial support, mental health counseling and other day-to-day needs. Family Liaisons are available to site staff such as administrators and School Social Workers to provide support and directly to parents/guardians. It is not uncommon for a parent to contact a Family Liaison when a problem occurs to seek support or for a Family Liaison to check-in on a child/youth and their family throughout the year. At the high school level, staff such as School Counselors meet with Homeless children/youth and their families to identify graduation requirement needs, assess for eligibility of Assembly Bill 1806 to see whether a student qualifies to graduate with the California State Graduation Requirements and to review eligibility requirements for post-secondary programs such as the University of California, California State University, Community College, Career and Technical Education institutions and the Armed Forces and Federal and State Financial Aid.

Each of these groups have a unique role in supporting our Homeless children/youth and their families. They are key elements of informing and education other school staff of our children's/youth's needs so that Travis USD is able to provide a blanket of support both inside and outside the classroom that include; academic support such as tutoring, class changes and coordinating conferences and meetings, addressing barriers to attendance such as transportation, morning routines and other challenges, coordinating counseling and support with school staff and outside agencies and referring families to supports outside of the school districts domain. The goals of all staff is to provide a safe, nurturing and academically rich environment for each child/youth.

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:

Although we do not use Title I Part A services for this purpose, the district provides extensive transitional programs.

Preschool to elementary

Because of the economic status of our families, the district is not eligible for Headstart or state preschool funding. We do provide preschool for students with special needs. Our preschool classrooms are located next to Kindergarten or TK classrooms at elementary schools, which helps students and parents become familiar with both general education and Special Education Kindergarten programs. Formal transition programs begin with an IEP to determine the child's placement for their TK or Kindergarten year. The district provides a range of placements, from SDC

settings with mainstream inclusion time to full inclusion, depending on the child's individual needs. Parents are invited to visit TK and Kindergarten classrooms, and general education teachers provide them with information about their programs.

In addition, every child entering TK or Kindergarten received a kit of materials upon registration. This kit is designed to help level the playing field by providing parents of incoming students with information about what students will learn in Kindergarten, and materials and supplies to support their learning. Families receive Kindergarten-lined writing paper and a pencil, a book, color cards, Base 10 blocks for counting and arithmetic, upper and lower case letter flash cards, 10 high-frequency word flash cards, number flash cards, dot cards for numeracy, shapes, mazes to practice pencil skills, and math talk pages and instructions.

Elementary school to middle school

The middle school implemented WEB (Where Everybody Belongs) last year. WEB is a program where successful 8th grade students welcome the new 7th grade students, starting with a summer day where pairs of 8th graders work with a small group of 7th graders to acclimate them to middle school. All students are included. Parent feedback was overwhelmingly positive, with parents telling us that their children were much more comfortable starting middle school because they knew the expectations and had made friends with 8th graders. Our California Healthy Kids Survey data from the survey administered three months after WEB began showed an immediate increase of 16% in the percentage of students feeling connected to school. In addition to WEB, Special Education staff provide orientation to students moving into middle school programs. Counselors reach out to support students with course selections, informed by screening assessments to ensure students receive appropriate support.

Middle school to high school

The high school will implement Link Crew next year, the high school version of WEB, and we are hoping for similar success. In addition, the high school holds preview nights, where parents of incoming students learn about Career Technical Education pathways that are available, JROTC, honors/AP courses, and high school graduation and college entrance requirements. All 8th grade students participate in School Loop in the spring, where they have the opportunity to spend a morning visiting the high school and learning about their new school.

High school to college and career

The high school holds parent nights to help parents learn about financing post-secondary education, including completing the FAFSA, and the college admissions process. Next year, parents will also be invited to sessions on dual enrollment at our local community college. We have five high school counselors who meet with students and families to discuss college and career planning. In addition, we provide Naviance college and career planning software for all students, and next year, our counselors are planning lessons to help students get started on planning their future. We also collaborate with local colleges, universities, trade-technical programs, apprenticeship programs, and military recruiters to provide students with opportunities to meet representatives and consider their post-secondary options.

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:

N/A. We use LCFF funds to identify and serve gifted and talented students, and to support our school library programs.

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:

We have an integrated system of professional growth and improvement focused on closing the achievement gap. Professional development ranges from new teacher induction for our least experienced staff through professional learning for senior management. We are in the early stages of learning about implementation science, and have recently begun to use the state *Professional Learning System Review* to guide our professional development planning, along with guidance from *Building Systems of Support for Excellent Teaching and Leading* from the DOE. Staff development evaluation is informed by the five levels of professional development evaluation developed by Tom Guskey, which begins with feedback from participants right after training and culminates in analyzing the impact on student outcomes.

Data used for planning

Our professional development planning begins with an analysis of data about student performance and needs, educators' capabilities and needs, progress in school and district initiatives, and data about the effectiveness of current professional development. Our focus is on equity, and we use Dashboard data plus other disaggregated data to identify individual students and student groups not meeting expectations in English language arts, mathematics, socio-emotional development, behavior, attendance, and progression toward success in college and career. Surveys of teachers, conversations with administrators, and classroom observations help us identify areas in which professional development would help teachers meet student needs. We identify needs for principals and other leaders as we analyze district data and identify focus areas for improvement.

Our professional development (PD) can generally be divided into two primary categories: academic/pedagogical/technical and socio-emotional/behavioral. It is important to us to address both areas, and our data shows that it is often socio-emotional factors, not just academic factors, that are interfering with some students' ability to master academic standards and thus our ability to close the achievement gap. An example is our current focus

on inclusion, which includes supporting PD in Universal Design for Learning and training in co-teaching as well as training in meeting students' socio-emotional needs. Multiple areas must be addressed if inclusion is to be successful.

We use data from participants, ranging from session evaluation forms completed by participants at the end of a workshop to classroom observations to gauge the level of training implementation, ultimately linking to student outcomes. This is a work in progress, with more data being available for some initiatives than others. We are realizing that we need to narrow our PD focus and become more systematic and deliberate with implementation if we are to achieve lasting results.

Content and pedagogy

Each year we use a teacher survey backed with classroom observations to measure our progress in implementing new state standards, including the Common Core ELA and math standards, ELD standards, Next Generation Science Standards (NGSS), new social studies standards, and other California standards. The results of this survey are reported to the Board, posted on our website, and included in Dashboard information. Examples: In math, instructional strategies need work. In NGSS, secondary teachers have implemented the new standards effectively, but elementary teachers still need PD on the standards, which we have planned for next year. Additional growth areas that emerge from the data are differentiated instructional approaches such as UDL (Universal Design for Learning), and expanding the use of NWEA MAP assessments to inform instruction, with PD on report interpretation needed.

On the socio-emotional side, staff is learning how to support trauma-affected students. We are providing training in mindful practices, and ways to help students calm themselves. Elementary schools teach weekly *Second Step* lessons, and students use the language of *Second Step* to explain to administrators what the problem is and how they propose to solve it.

We have explored the needs of students who are not reading proficiently by the end of second grade, which has led to PD on multi-sensory reading approaches and the use of evidence-based programs to help students before they fall behind and begin to think reading is not for them.

Equity

Our data shows differential outcomes, with less positive outcomes for some student groups. African American males living in poverty are our lowest performing student group, and as we engaged in a root cause analysis, we planned training in mindfulness, trauma, *Second Step*, PBIS, and the use of evidence-based academic interventions. Another growth area our data shows is related to LRE (Least Restrictive Environment): we have too many students who are spending less than 80% of their day in general education. In consultation with our SELPA, we have planned training in co-teaching and UDL, Universal Design for Learning.

Design and Structure

We provide teachers with a range of learning options. *Second Step*, our elementary socio-emotional curriculum, has online training that based on teacher feedback and implementation observations appears effective. We provide after school training sessions, and send staff to workshops and conferences. We just changed new teacher induction programs and are now using the New Teacher Center (NTC) program, which is focused on teachers' most important needs, with embedded structures to help our new teachers focus on high leverage learning that will have a broad impact on their practice. Our NTC induction program is teacher organized and led, and we see growth in program leaders and mentors as well as participating teachers.

Collaboration and shared accountability

PLCs are a growth area for us. At the secondary level, we have multiple PLCs that meet regularly to analyze data and work on problems of practice. We are in the process of revitalizing our elementary PLCs by creating new structures that fit time constraints better. Without PLC work, little lasting improvement will occur. Our PD is differentiated, with teachers participating according to individual needs.

We work with New Teacher Center staff, partners in adjacent districts, and staff from the Solano County Office of Education for PD. We are finding great value in having our categorical programs coordinator participate in Sacramento County Office of Education's networks to share learning about categorical programs and services for English learners.

Resources

We are constantly seeking financial resources for PD. We have enjoyed a few years of adequate funding thanks to Educator Effectiveness funds, but we no longer have that funding source. Currently, we use Supplemental Grant Funds for PD, augmented with Title II, and any grant funding we are able to secure. Although we would like to use our Title IV allocation to support innovative STEM programs, equity gap data indicates professional development is a more critical need at this time. We were recently awarded a SUMS grant, which will support our MTSS and PBIS initiatives. We are also actively seeking additional grant funding to expand PD opportunities and have a grant application in to the Department of Defense Educational Activity (DoDEA) that includes training in NGSS and science pedagogy.

Time for professional learning is a continuing challenge. At the secondary level, regular release time using substitutes during the school day provides PLC time for the core academic departments, and teachers report it meets their needs. At the elementary level, we have 90 minutes once a month when students leave early and we can have training sessions and PLC time. Elementary schools also have monthly hour-long staff meetings where professional development can occur.

Alignment and coherence

We provide alignment and coherence by focusing all professional development in areas that support our LCAP goals. Elementary schools work collaboratively to plan training according to priorities established by the LCAP, which is developed through analysis of student outcome data, informed by stakeholder consultation and teacher survey data. Another example is that training topics emerge from the new teacher induction program, where formal training may be offered in common growth areas.

Professional Development for Teachers

In 2017-18 we provided extensive professional development for teachers across career stages from beginning teachers participating in new teacher induction to seasoned veterans participating in specialized training or train-the-trainer sessions. Results are measured as described above, using the following layers of analysis developed by Guskey:

1. Participants' reactions at the time of training: perceived usefulness of the training
2. Participants' learning: evidence of new knowledge and skills
3. Support for implementation: the degree to which implementation was supported through advocacy, facilitation, time, coaching, and other support
4. Participants' use of new knowledge and skills: classroom application
5. Student learning outcomes: impact on student academic performance and socio-emotional well-being

Teacher training is differentiated and matched to career stages. Training for teachers participating in induction might focus on routines and procedures and classroom management at the beginning of the year. More experienced teachers might be focused on problems of practice, such as how to help all students master operations with fractions in fourth grade. We have teachers interested in promotion, and their learning experiences might include managing a program, or running summer school.

In 2017-18, we provided a wide range of training for teachers through Supplemental Grant Funds, Title II, and other resources. The largest number of teacher training hours were focused on mathematics, No Excuses University, technology, mindfulness and working with trauma-affected students, classroom management, PBIS, and PLC time. Science was a major focus for secondary. For elementary, English language arts was a major focus for elementary along with mathematics. There was also a great deal of training for Special Education teachers, and for general education teachers working to develop inclusive classrooms.

Our measures for levels 1-4 above indicate the professional development had a positive effect, but we do not yet have the data connected to student learning outcomes to evaluate PD related to layer 5. When we have year-end summative data on student performance, we look for correlations with professional development. Although correlation does not prove causality, it is reasonable to hypothesize that professional development targeted at an area that improved was effective.

Professional Development for Principals

Principals new to the principalship receive coaching through an administrator induction program. We are fortunate to have a strong program serving our new principals, and we have ample evidence that the coaching helps principals become effective more quickly. The coach supports the principal in setting both school and professional growth goals, and the pair meets with a district administrator periodically for check-ins. Communication is open, and principals report that they feel this support is effective.

We believe there is great value in principals and co-administrators participating in training alongside their teachers, and that happens frequently. Administrators who participate in training are much better equipped to support and coach implementation, making the training more effective.

We have two principals who are very interested in developing their knowledge about Special Education, and we sent them to the ACSA Every Child Counts conference and fall and spring training on case law presented by our legal counsel. They report that their technical knowledge is improved, and that the training was beneficial.

All of our principals have participated in No Excuses University training, PBIS training, and sessions on mindfulness and working with trauma-affected students. Depending on their unique needs, they also participated in training they selected to meet their individual goals.

Our administrative team acts as a PLC, using administrative meetings to analyze district, school, and student group data. These sessions also provide the Assistant Superintendent time to share information about the state's evolving accountability system with district leaders.

Principals interested in advancing into district-level positions meet with the Superintendent to plan their next steps, including training and the kind of experiences they need to prepare them to move into other levels of management.

Professional Development for Other School Leaders

We are a small district, and the PD needs of district administrators vary greatly because there may be only one person working in a particular area. This year, the Director of Student Services went to the CASCWA conference with the Family Liaisons. Conference strands included attendance, truancy, SARB, PBIS, student discipline, harassment and bullying, socio-emotional learning, mental health, laws and legislation, school safety, and alternatives to suspension. An Educational Services Coordinator focused her professional learning on the new ELPAC test for English learners and ESSA-related changes to federal categorical programs. The Director of Special Education attended the ACSA Every Student Succeeds conference, and sessions from our legal counsel on case law and trends in Special Education. She also attends monthly PLC-style SELPA meetings, where other Directors share common challenges and work on solutions. The Superintendent believes networking, training, and professional learning are worthwhile uses of time, and supports professional development for staff from all levels of the organization.

Continuous Improvement

Our system for evaluating the effectiveness of professional development is described above. The Educational Services Department is charged with gathering data to evaluate the effectiveness of all actions and services in the LCAP each year, and an analysis of professional development is part of that process. We look at what was effective in moving us toward our goal of closing the achievement gap, and where data shows we need to intensify our professional learning efforts.

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:

Our professional development is focused on closing the achievement gap, so schools with the highest percentage of low income students and students at risk of not meeting challenging academic standards are naturally receiving the most benefit from Title II funded professional development.

When schools and programs serving 10 or fewer students (NPS, for example) are removed because the low income percentage varies wildly through the year because of the small sample size (one student coming in or going out can cause a shift of more than 10%), there is a variation of less than 10% in poverty rate of schools when compared to the district overall, except at the continuation high school, where there are 16% more students living in poverty than in the district as a whole. We are a small district serving an area where housing accessible to low income families, or shared housing, is distributed in a relatively uniform way from a geographic perspective. Each elementary school has areas of more expensive housing and less expensive housing, or in the case of Travis AFB, housing for lower rank Airmen and housing for higher ranking officers.

Also because we are small, instead of PD planning being left to the sites, we plan much of our training centrally. An example of this is our current process for planning PD in technology. We recently worked with a group of teacher leaders to develop a districtwide survey, and that teacher group will meet in early summer to analyze the results and plan training. A quick analysis of survey results indicates there are some training topics that are site-specific, and others that are common across the district. For districtwide topics, the tech leaders will plan multiple sessions to be held at at least two schools, with teachers invited to attend the session most convenient for their schedule. For site-specific topics, tech leaders will meet with their principal to schedule the training and follow up.

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:

Our process for using data to analyze effectiveness of professional development is described in detail above. We use several consultation loops in planning. The overall structure for consultation is the LCAP process, where we consult with all stakeholders as we develop our plan. Consultation with parents often leads to areas of focus for professional development. An example is a recent meeting of our Superintendent's Parent Advisory Group, where parents talked about wanting information about the path to college earlier. They let us know that they value the high school's FAFSA and college applications workshops, but think dissemination of that information should start in sixth grade. They also told us that they think we should hold parent workshops in the use of Naviance for families of students in grades from 6-12. In order to implement their requests, we need to figure out who should provide the Naviance family training, and provide them with training from people who have presented these workshops so that even initial workshops will be successful.

LCAP consultation with staff and bargaining units also adds PD topics to the list. Our staff is very open about sharing their struggles and their ideas for training that would be helpful, and the information is very useful.

We have put most of our staff development into LCAP 1.7, which helps with managing funds while also creating a natural place to include a report of PD effectiveness in our Annual Report for that LCAP area. We use OMS, the wonderful professional development sign up and recordkeeping program developed and hosted by the San Bernardino County Office of Education, and during our LCAP analysis this year, we decided to add some tags to make the data even more useful for analysis and reporting.

Our analysis of PD data yields information about what was effective, what was ineffective, and changes we need to make for the subsequent year. We use that information to plan the PD activities for the next year.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

ELD is an integral part of professional development in the district. District-wide professional development in English-language arts, math, and other curricular areas is designed to address the individual needs of all students including English learners. The district has provided trainings and workshops in multi-tiered systems of support (MTSS) which are intended to ensure success for all students through a series of supports of increasing intensity. English learner students are included in the MTSS process. Other training, such as Kagan Cooperative Learning, provides staff with instructional strategies to support EL students in the classroom through engagement with other students, providing opportunities to expand language skills. Kagan strategies help to establish a classroom environment that is safe for EL students and that supports their progress in learning English.

In addition, the district's Language Learner Coordinator provides and/or supports staff development opportunities for teachers and administrators and supports funding to release teachers so that they may attend research-based trainings such as:

- SDAIE (Specially Designed Academic Instruction in English)
- ELD strategies
- Cultural diversity
- Use of adopted supplemental ELD curriculum
- Effective instructional practices for culturally diverse students
- Curriculum planning

With the implementation of the new State language assessment, ELPAC, curriculum-specific professional development has taken place. Because the ELPAC is aligned to the 2012 ELD standards, staff who deliver ELD to English learners needed training in order to align instruction with the ELPAC and the ELD standards. The initial training focused on providing ELD teachers with basic knowledge about the assessment and how it differs from CELDT, the previous language assessment. Training will be on-going as the ELPAC is fully implemented and the needs of our EL students change.

Professional development was provided district-wide for our adopted English-Language Arts program. These trainings were open to teachers, principals, support staff, and district administrators. ELD instruction was a core piece of these trainings and provided all participants with a strong base to support implementation of this new ELA program. The training included assessment and instructional strategies for all students, but with specifics for English learners. In addition, training in the ELD and intervention components was provided.

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:

The district has a total of 112 immigrant children, and 26 of those students, or 23%, are English learners. Many of our immigrant students are military-connected having been born in another country due to a military parent's assignment. For these students, most of whom speak English, we provide support to them as they adjust to a new school and community through social worker services and our family liaisons. Some children have never lived in the United States, and were raised at home with a parent who might be a citizen of the country where the military parent was stationed. Military families face challenges in relocating that non-military families do not encounter. Initial contact for military families is with the School Liaison Officer at Travis Air Force Base, who connects new families with our schools and services. Our family liaisons provide information and support to these families to ease the transition to a new place. Family liaisons make home visits and provide community resources to support military-connected and other immigrant students as needed. We currently have two Family Liaisons both of whom are bilingual. Social workers provide counseling and conflict resolution strategies to immigrant students to support their academic efforts and socio/emotional needs. Four Social Workers provide services to all students in our schools and help immigrant students with socio-emotional and adjustment challenges.

The district has a small number of immigrant students who are also English learners. Supplemental services provided to these students are the same as those provided to EL students: after-school tutoring, intervention during the school day, and summer programs. The immigrant students are given priority to participate in supplemental programs. For our immigrant students with the most intense needs, we provide supplemental services such as laptops and electronic translators that they can keep at home to support language development and homework. Newcomer curriculum is used to support the language needs of these students with a gradual progression to our regular ELD curriculum, then to ELA alone after the students become proficient in English. Students are assigned to classrooms that will be most supportive of their needs. At the middle and high school, these classes are small (as few as four students) to provide the most support to non-English speaking immigrant students. At the secondary level, intensive instruction is required because the time available to become proficient may be short for students who arrive in high school with little or no English.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

At the elementary level, English learner students with less than reasonable fluency in English receive a minimum of 150 minutes of designated ELD per week. At the middle school level, English learner students with less than reasonable fluency in English receive a minimum of 215 minutes of designated ELD per week, and in high school, where there is very little time left before graduation, students receive 265 minutes. Secondary newcomers may participate in additional instruction. Staff delivering designated ELD, both elementary and secondary, are especially adept at recognizing the needs of EL students and adapting curriculum and instruction as needed to suit the needs of EL students. State-adopted

ELD curriculum is used for designated ELD at both the elementary and secondary levels. ELD instruction is supplemented with computer-based, adaptive language software programs to provide additional targeted individualized practice.

At the elementary level, ELD is provided by Intervention Specialists. The ELD programs are designed to support and complement the EL student's regular English-language arts/English language development and core content instructional program. The ELD program provides consistent, systematic instruction to support EL students in English language acquisition. Research-based best practices form the basis for these intervention programs which include, but are not limited to:

- Small group instruction
- Use of evidence-based instructional materials
- High academic expectations and a clear academic focus
- Preventing long-term ELs
- Careful design and planning, which establishes clearly defined needs and goals
- A clear focus on using ELD time effectively

English learner students access core content subjects through SDAIE instruction. Core content instruction is based on state grade level standards, and teachers utilize appropriate strategies to ensure comprehensibility of instruction for English learner students.

English learner students who have been assessed with the State language assessment and found to have reasonable levels of fluency in English are mainstreamed into regular classes or courses. These students receive daily instruction in ELD targeted to their language proficiency needs, and grade-level instruction in the core content areas with ongoing attention to the language demands of the instruction.

To supplement the core program, English learner students are presented with opportunities to participate in activities intended to support progress and achieve proficiency in English. After-school tutoring is offered at all levels, elementary and secondary. Elementary tutoring takes place two days per week, middle school tutoring takes place three days per week, with five days of tutoring a week at the high school. Summer programs are also offered with English learner students given priority for participation. These programs use the "do it, talk it, read it, write it" sequence from the Lawrence Livermore Hall of Science, and the sequence where verbal language development in a low stakes environment with peers happens first works well for students learning English. In addition to designated ELD received during the day, English learners who are struggling participate in reading intervention groups tailored to their levels of reading proficiency. At the secondary level, English learner students have opportunities to participate in college/career activities, JROTC, Advanced Placement courses, work-based learning opportunities like internships and job-shadowing, and work-ready certification programs. Though not funded with Title III monies, these supplemental opportunities are an important experience for our English learner students.

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:

Achieving English proficiency

We have a variety of tools available that enable school sites to retrieve achievement data both on the CELDT/ELPAC and CAASPP. Aeries Analytics dashboards make relevant data available to all staff with multiple data points reported including English learner progress. These dashboards help us identify students not making expected progress so we can make needed changes before the student gets further behind. At the beginning of each school year and throughout the year, school sites are presented with relevant data on all students including English learners. At the school site level, staff review the data and determine the levels of intervention required for students not making satisfactory growth. In collaborative meetings, teachers look at grade level data to collectively analyze needs of the students and devise classroom strategies including interventions for English learners. Teachers and other staff meet regularly to track student progress, including English learners, and adjustments are made in levels of instruction needed and appropriate instructional strategies. At the district level, the Language Learner Coordinator monitors English learner student progress regularly. Communication between the Language Learner Coordinator and site level staff is frequent and specific to English learner students who are not making progress, and the elementary Intervention Specialists and secondary ELD teachers help with progress tracking. The Language Learner Coordinator identifies English learner students who are at-risk of becoming LTELs (Long term English learners) or who are already considered LTEL. In collaboration with Intervention Specialists and ELD teachers, the Language Learner Coordinator devises a plan for each LTEL and at-risk LTEL including appropriate placement, instructional materials, supplemental materials, communication with parents and other staff, and graduation requirements for high school students. This plan is implemented and revised as needed to ensure student growth.

Meeting challenging state academic standards

The district expectation is that English learner students will progress by at least one level each year on the State language assessment. For EL students scoring at the lowest level on the State language assessment, this means that they should reach proficiency in English and be eligible for reclassification within 4 to 5 years. Progress for English learner students on the State language assessment is monitored year to year with the expectation that all EL students will show at least one level of growth. For those EL students who do not show growth, the district Language Learner Coordinator helps sites to identify these students and collaboratively devise an individual learning plan tailored to EL student needs.

Because Travis USD has few English learner students (2.4%), we are able to monitor individual English learners through the use of multiple measures including the State language assessment (previously CELDT, now ELPAC), CAASPP, district benchmark data generated through a variety of assessments, and formative assessment from the classroom. The district's Language Learner Coordinator has processes in place to monitor not only English learner students, but also EL's who have been reclassified. Three times per year school sites are required to examine the progress of each EL and reclassified (RFEP) student at their school. Data (grades, CAASPP scores, benchmark scores, ELD assessment data) and feedback is gathered from classroom teachers, Intervention Specialists, Special Education staff, and other support staff at the school. To ensure that sites are monitoring EL progress, the site principal is required to review the progress monitoring reports and sign off each report. This review process provides the school site with information as to which ELs are not making progress and require modifications in instruction, in materials used, and other interventions that might be needed. Progress monitoring forms are provided to parents also to support at-home activities to assist EL students. The progress monitoring forms, when completed, are forwarded to the Language Learner Coordinator who reviews each one and then collaborates with site staff to modify instruction and interventions to ensure EL student success.

Of particular importance in this process are long-term English learners (LTEL). Frequent monitoring of long-term ELs by the school sites and the district is essential in helping LTEL students make satisfactory progress in English in order to be eligible for reclassification. English learner students who become LTELs present a particularly difficult challenge in

determining how we can move these students to proficiency in English. The effects of being an LTEL are far reaching as they affect these students all the way through high school and beyond. The district requirement of frequent, data-driven monitoring at least three times or more per year is intended to focus on LTEL students with the end result being a comprehensive plan to move LTEL students toward English proficiency.

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:

We plan to take advantage of federal transferability rules to move our Title IV, Part A funding, (we expect to receive \$10,000), into Title II to support professional development, which is an important need. This funding will help support technology training for teachers and training in PBIS and other socio-emotional areas for teachers to support efforts to improve school climate and address the needs of student groups identified by the Dashboard as having suspension rates in the red and orange ranges.