

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

LEA Name

Middletown Unified School District

CDS Code:

17 64055 00000000

Link to the LCAP:

(optional)

<http://www.middletownusd.org/home/district-announcements/proposedlcap2016-2019>

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

The LEA's strategy for using federal funds is to supplement and enhance the services we are providing to underserved/unduplicated pupils.

Currently, our Title 1 funds are split between two campuses, Minnie Cannon Elementary and Middletown Middle School, our sites with highest poverty levels. At both sites, Title 1 funds are used to support student who are not achieving through extra services and/or supplementary materials in conjunction with supplementary and concentration funds.

Our Title II funds are used to support smaller class sizes by paying for portions of teachers' salaries that we otherwise could not afford.

Title III funds are used to provide a summer ELD program for K-6th grade students in the month of June, again supplementing school year ELD instruction and maintaining ELD student skills through most of the summer. Families are included via coordination of the free summer lunch program for students and families and including families in school activities.

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.

During LCAP development, the District and stakeholders identified 4 broad goals that address the state and district priorities for student achievement, support, and environment. As federal funding in the District pre-dated the LCFF, LCAP, and supplemental and concentration funding, actions in the LCAP were built with the Federal funding streams in mind, and coordinated with the supplemental services already provided. Some changes were made to assure alignment, which was confirmed by our Federal Program Monitoring visit in January. The District will continue to follow all guidelines for uses of these funds and will monitor alignment with LCAP and budget development each year.

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.

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

- A. Making sure students have access to a broad course of study, maintaining smaller class sizes, maintaining the CTE program, fully implementing common core state standards, using current, standards-aligned instructional materials, providing professional development to teaching staff, adoption of ELD curriculum
- B. Reviewing CAASPP and district assessment data and grades, implementing timely student study teams for students who are at risk, providing academic counselors to monitor student progress, having an ELD coordinator to monitor student progress
- C. Providing intervention in afternoon "wheel" of courses 3-6, afternoon intervention classes in 7/8, tutorial and credit recovery offerings at MHS, offering a continuation high school program, summer school for Title 1 and ELD students,
- D. Professional development for all staff in common core curriculum, project- and problem-based learning, working effectively with at risk and unduplicated students, maintaining safe and clean schools to assure instructional and other strategies strengthen academic programs and improve 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).

Middletown USD has just completed the first year of four of Positive Behavior Interventions and Support (PBIS) training. Each site has rewritten the discipline matrix to limit the use of discipline practices that remove students from the classroom. The District has implemented a Positive Alternative to Suspension program, further reducing removal of students from school. District data reflects low suspension and expulsion rates through continuous monitoring of suspension/expulsion data.

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.

A. The District operates a career technical education (CTE) program that incorporates academic content throughout. The Career Technical Education (CTE) program is coordinated via career pathways, relevant to our rural area, that completely integrate experiential learning opportunities and skill attainment. The District also engages in dual enrollment with the local community college so students can attain college credit before graduation. High school students may also participate in online college courses with a variety of colleges to enhance exposure to college and career.

B. Due to our rural, very small town location, there are not a lot of work-based learning opportunities. However, via the CTE program, especially the agricultural pathway, students gain work-based learning opportunities in raising and selling animals, planting and operating a vineyard, and attending the various job-related conferences in the north state.

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.

Consistent with the requirements for Title II, funds are used to support smaller class sizes by paying for portions of teachers' salaries that we otherwise could not afford. Smaller class sizes support enhanced learning opportunities and mastery of challenging State academic standards for students.

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.

Title III funds are used to provide a summer ELD program for K-6th grade students in the month of June, again supplementing school year ELD instruction and maintaining ELD student skills through most of the summer. Families are included via coordination of the free summer lunch program for students and families and including families in school activities.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

The District uses the Free and Reduced Lunch data to determine which schools have the highest poverty rates. Currently, 2 schools are selected to receive Title 1 funding based on this.

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:

The District monitors teacher assignment closely to make sure there are not disparities that result in our low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. Currently, the schools with the highest concentration of low-income and minority students have the fewest numbers of inexperienced teachers. The District does not have any out-of-field teachers.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).
Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District utilizes a wide-array of communication modes to in order to provide outreach to all parents and family members: various apps, texting, e-mailing, snail-mailing, phoning, conferences and school activities for families, stakeholder meetings, and parent education nights. We strive to implement programs, activities, and procedures for the involvement of parents and family members at all sites. Parents are provided an opportunity to be heard and give input via site councils, ELAC/DELAC, strategic planning meetings, PTO/booster clubs, parent surveys, and the CA Healthy Kids Survey for parent engagement. The data from surveys is reported and acted on. Our LCAP addresses the identification of barriers to greater participation by parents in activities with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Further, school committees work to identify the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers in addition to strategies to support successful school and family interactions.

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:

MUSD operates Title 1, part A targeted support programs at two sites: Minnie Cannon Elementary and Middletown Middle School. The targeted support is focused on intervention and remediation and coordinated with supplemental and concentration funding to enhance these services, primarily after school and in the summer. Children are identified for these services based on their academic achievement and social/emotional needs.

We do not receive Title 1, part D funding for neglected or delinquent children. In our rural district, we do not have children living in local institutions for neglected or delinquent children or in community day school programs.

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:

The District has a Homeless Coordinator who works closely with the County Office of Education and county social services to actively identify students who qualify as homeless and to coordinate services for these children. The district provides transportation or transportation reimbursement to support attendance, and provides counselors to work closely with these students and their families to develop a plan for school success. Funds are provided for these students for field trips and student activities, AP/SAT/ACT tests, and any materials and supplies they may need.

Student Transitions

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District works closely with the Lake County Office of Education preschool program to assure smooth transition from preschool to our elementary schools. As it is a very small program, there are few students who transition each year. The Middle School and High School are on the same campus and students in this small community do not need much support transitioning from one to the other. As it is such a small community, the students are familiar with expectations and staffing, and programs such as the LINK program facilitate the transition further. High School students have the opportunity to engage in college and career pathways via the CTE program, dual and concurrent enrollment with the local community college, and career exposure and counseling via the Naviance software programs. The District coordinates with 3 local community colleges to broaden access to online college courses for interested students.

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:

The LEA provides different programs at different sites to serve gifted and talented students, primarily differentiated instruction. Some sites also offer electives that offer challenging and engaging curriculum for GATE students. All schools have school libraries and funding is provided via the LCAP for books and technology. The district has a technology scope and sequence to assure students develop digital literacy and improve academic achievement.

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA provides induction for teachers, principals, and other school leaders. Teacher induction is provided by the Sonoma and Sacramento County Offices of Education programs and the LEA's Peer Support Program. Principals and other school leaders receive induction support through the ACSA CA Network of School Leadership Coaches. Opportunities for building capacity and professional growth are offered throughout the year through various entities, and Title II and LCAP funds are used to support attendance. In the past year, teachers and administrators have attended seminars/workshops/training in leadership, problem/project-based learning, PBIS, Next Generation Science Standards, special education, and many others. The LEA also brought in training in math education, interim assessment, and use of technology.

Prioritizing Funding

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA prioritizes funds to increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. Title II funds are primarily used to reduce class sizes by paying a portion of teacher salaries, increasing the number of teachers in classrooms in the LEA.

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:

The LEA monitors student achievement closely via the metrics delineated in the LCAP and the state accountability measures such as the dashboard. Adjustments are made to programs, practices, staffing based on this data. The LCAP outlines expected measurable outcomes for continuous improvement such as increased achievement on CAASPP and district assessments, increased implementation of common core state standards, and targeted professional development.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA annually provides professional development in ELD and other topics relevant to English learners and immigrant children and youth through the Lake County Office of Education. Each year, different teachers and staff members attend in order that all have the opportunity to be exposed to the current best practices in this area.

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 provides an English Language Development summer school program as an enhanced instructional opportunity for these children and youth.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District provides an English Language Development summer school program as an enhanced instructional opportunity for these children and youth.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA ensures that English Learners are assisted in achieving proficiency by monitoring scores on the CELDT/ELPAC and redesignation rates and adjusting programs for the students as needed. The District also disaggregates assessment data to monitor EL achievement on state standards. Extra support is provided in the afternoons to help students meet the standards and become fluent in English.