

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

LEA Name

Pierce Joint Unified School District

CDS Code:

06-61614-0000000

Link to the LCAP:

(optional)

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

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

The district's strategy is to utilize the federal funds for services provided above and beyond base services in order to support students' achievement toward college, career and lifelong learning.

Title I funds will be utilized for instructional coaches, a reading specialist and a library clerk. It is proven that effective teachers have the largest impact on student achievement. Our district has over 70% of its student population qualifying for free or reduced priced meals. These students are in need of the most effective teachers. By utilizing federal funds for instructional coaches, they are able to work side-by-side with teachers to improve instruction by providing resources, feedback, staff development and lesson modeling. The reading specialist is able to provide intensive reading instruction to our most vulnerable, needy students during the school day. The library clerk allows for our school libraries to be open before, during and after school during the regular school year and limited hours in the summer to provide access to books for students at their reading levels as well as access to computers in the library to take quizzes on books read in order to earn points toward incentives to motivate students and encourage the love of lifelong reading. Title II and Title IV funds will be transferred into Title I to cover the services outlined for Title I usage.

Title III funds will be utilized to provide English Language Development (ELD) teachers at the elementary schools that are above and beyond the minimum requirement of schools. Regular classroom teachers provide both integrated and designated ELD to all English Learners in their core classroom. Students not growing in their language proficiency and needing even more intensive language development receive additional ELD time from the ELD teacher. One of the ELD teachers also provides staff development to regular classroom teachers on English Learner standards and strategies. The district makes a contribution to Title III to cover the salaries of the two ELD teachers providing this supplemental service at the elementary schools. Gains have been realized utilizing this strategy. Title III Immigrant funds will be utilized for parent education training.

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.

The district works to align its federally funded activities with its state and local funds.

Title I funds are allocated to the salaries of instructional coaches, a reading specialist and a library clerk. Each of these federally funded services aligns with the district's first goal of its LCAP, 'students will graduate high school being college and career ready'. Resources needed to support these positions come from state and local funds. Resource examples include money for staff development, curriculum, library books and a computer-based reading incentive program.

Title III funds are allocated to the salaries of English Language Development teachers. This is aligned also to goal one of the LCAP, 'students will graduate high school being college and career ready'. Additional state and local funds are utilized to pay for staff development for English Language Development. All curriculum for the ELD standards is part of the core program funded using local and state money. These ELD teachers are in addition to the classroom teachers that are teaching both integrated and designated ELD to EL students in their regular core classroom.

Title II and IV funds will be transferred to Title I.

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:

Pierce Joint Unified School District does not demonstrate disparities in its educator equity data due to the fact that there is only one middle school, one high school and two elementary schools, one with a student population of a little over 600 students and one with a student population of 52 students. The three teachers at the 52 student population elementary school are each considered in-field, effective and experienced and that school has the highest percentage of low-income and minority students compared to the other elementary school.

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's parent involvement policy recognizes parents as their child's first teacher and that parent involvement contributes to greater student achievement and a positive school environment. The parent involvement policy states that the district will seek parent/guardian input and that goals and strategies for parent involvement will be included in the Local Control and Accountability Plan. Evaluation of the policy on an annual basis is included in the policy as well. The policy was developed jointly with input from each of the School Site Councils in the district. The policy is distributed each year as part of the Parent/Student district handbook. School sites distributed their site parent involvement plans at the beginning of each school year.

- At each school site's Back-To-School Night, teachers review the grade level content standards and expectations with parents. During Parent/Teacher conferences, teachers review state and local assessment results with parents. At the middle and high school levels, parents are encouraged to utilize the student information parent portal to access their child's assignment completion and grades.
- At the elementary schools, parent nights are held that teach strategies to parents on how to help with improving their child's reading ability. These schools will also embed strategies for parents during their grade level family nights since parent attendance is extremely high at these events. Every year, the district offers parent workshops on ways to support their children, including the Parent Institute for Quality Education (PIQE) program.
- Every year before the first parent/teacher conferences are held at the elementary schools, staff, including teachers and translators are trained on strategies of working with and valuing the contributions of parents. Principals continually encourage teachers to directly reach out to parents to communicate about students.
- The district coordinates and integrates parent involvement programs and activities with other Federal, State and local programs by inviting all parents to events or trainings offered regardless of the funding source.
- All communication to parents, including letters, memos and phone calls, is in an understandable format and in a language parents understand. The district has a certified bi-lingual clerk that does the district translations to ensure this is taking place. Feedback is received each year from the District English Language Advisory Committee on how the district is doing in this area.
- Parent requests for additional parent involvement activities can be made directly to the school sites and during parent advisory meetings at the site and district levels. Reasonable requests for such activities are generally granted.
- Parents and family members are provided opportunities for informed participation by being able to attend the Annual Title I meetings and participating in the Local Control and Accountability Plan (LCAP) input sessions offered to parents, families and community members during evening meetings. These meetings provide information in understandable languages and formats, including a simpler breakdown of actions/services in the LCAP.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

SWP: All of Pierce Joint Unified School District's schools operate as Schoolwide Programs.

TAS: Lloyd G. Johnson Jr. High School has been identified for Additional Targeted Support and Improvement based on Students with Disabilities subgroup.

Neglected or delinquent: There are no institutions for neglected or delinquent children or community day school programs in our district.

The principal and teachers, both special education and general education, will use the district's student information system to identify students in the Students with Disabilities subgroup at the beginning of the school year. They will look at both academic and suspension data from the previous year to identify students needing additional supports and services. Eligible students will be assigned to these supports based on their needs.

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:

Pierce Joint Unified School District does not receive McKinney-Vento Homeless funds; however, the district immediately will enroll a homeless student. As a district, attendance of homeless students is monitored for patterns of chronic absenteeism, and if a pattern arises, a counselor meets with the student and/or the student's parent to resolve barriers to attending school. Transportation is provided to and from school for our homeless students through regular school bussing routes. Our district's homeless youth coordinator is a prevention/intervention counselor for the district and part of her duties are to support the success of homeless youth and garner resources where and as needed.

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:

Pierce Joint Unified does not have its own preschool program, but a transition plan is in place for those preschoolers who attend county and state preschool programs. In the spring prior to preschoolers entering into transitional kindergarten or kindergarten, preschool teachers bring their preschoolers to the elementary school campus for a visit. The preschoolers get to see the classroom spaces and the school campus. Another transition component is that preschool teachers and transitional kindergarten and kindergarten teachers meet together as a group to discuss the incoming students. They also talk to one another about curriculum expectations.

Pierce Joint Unified has one middle school and all of those middle school students transition to the same high school. The high school academic counselor and the college and career technician meet with eighth grade students during the spring of their eighth grade year to discuss options at the high school. Students turn in their course requests and receive their course assignment for high school by attending the high school's Open House in the spring before their high school year. During the summer, the high school counselor meets individually with each incoming freshman and parent to discuss graduation and a-g requirements. At the end of the summer, prior to the first day of school, the high school holds an orientation for all incoming freshmen.

For transitions from high school to higher education, employers and other local partners, the district utilizes many strategies. The high school offers dual enrollment courses in conjunction with Woodland Community College. Every freshman is enrolled in a year-long, Get Focused, Stay Focused Course in which students develop a 10-year plan and are able to identify their interests and skills. During their advisement period over the course of their following three years, students continually update their plan. The high school has an agricultural advisory committee with members from local business and industry that give advice to the school in terms of skills they would like to see students graduating with that would serve them in the workforce.

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 district will use Title I funds to pay for a library clerk at the elementary and middle schools. By giving students more time to access the library book collection and increase the amount they read, academic achievement will be improved.

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:

Title II funds will be transferred to Title I.

Pierce Joint Unified School District offers ongoing professional growth for its teachers, principals, vice principals and counselors. All beginning teachers and administrators are enrolled in an induction program to clear their credentials. District teachers serve as mentors to the beginning teachers. The mentors receive training that builds their capacity to support beginning teachers. This training also advances their own learning that can serve them in becoming more effective teachers. On a monthly, systematic basis, teachers receive staff development around the content standards, including English Language Development, math, Next Generation Science Standards, English Language arts and social science. Instructional coaches and lead teachers provide the training. Teachers who are sent to content trainings also come back and teach the staff. Veteran teachers have the opportunity to participate in reflective coaching with instructional coaches utilizing videotaping of actual classroom lessons. These teachers set growth goals around classroom instruction and work with the coach until they have met that goal as evidenced by their lesson video. Other opportunities for professional growth and improvement include release time for teachers to work in grade level and content area teams, including vertical articulation in grades 7-12 by content. Book study opportunities are available to teachers facilitated by the literacy instructional coach. Counselors and administrators are able to participate in pertinent ongoing training in areas specific to their needs. The district measures its professional growth and improvement on the basis of student assessment results, staff survey feedback, and school climate surveys. These same tools are utilized to set staff development priorities for the following school year.

Prioritizing Funding

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district will be transferring Title II funds to Title I. These funds will be utilized to support the salary of the instructional coaches who provide coaching to teachers and staff development to ALL 5 of the school sites in the district.

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:

Pierce Joint Unified School District utilizes data from student assessment results, staff survey feedback including teachers, principals and classified staff, student and parent school climate surveys and stakeholder meeting input to evaluate its staff development program on an annual basis. Meaningful consultation occurs during the LCAP stakeholder meetings. Principals and/or the superintendent facilitate the stakeholder meetings with teachers, parents, students, community members and classified staff. These consultations happen during School Site Council meetings, District English Learner Advisory Committee meetings, site English Learner Advisory Committee meetings, Agricultural Advisory Committee meetings, LCAP Task Force meetings, site staff meetings, classified union meetings, teacher union negotiation meetings, Annual Title I meetings, and meetings between the superintendent and high school students.

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:

Pierce Joint Unified School District provides ongoing professional learning for its staff. The district's ELD Coordinator belongs to the regional support network for English Learner Support offered through the Sacramento County Office of Education. She attends the ongoing trainings there. Her role is to come back to the district to train staff. Early release time is built into the instructional schedule at every school in the district which allows for professional learning to take place every Wednesday from 2:30-4:30. One Wednesday a month is dedicated to professional learning in regards to supporting English Learners. These professional learning topics include: deepening the teachers' knowledge of the ELD standards along with the ELA content standards, collaborative planning time utilizing the ELD adopted curriculum, increasing teachers' EL strategy repertoire allowing for students to more easily access subject matter content, and interpreting assessment data for EL students and making instructional adjustments based on the data. The literacy coach is a trainer for these professional learning opportunities as well. Site principals are engaged in the trainings so that they are able to do follow up observations in teachers' classrooms and provide feedback on their teaching to English Learners.

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:

Pierce Joint Unified will provide enhanced instructional opportunities for immigrant children and youth by providing parent training through the Parent Institute on Quality Education (PIQE). Specific outreach to Immigrant parents to be participants in this training will be done. Immigrant parents will be called by telephone to recruit their participation in the training.

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:

In self-contained classrooms, English learners receive both designated and integrated core English Language Development from the classroom teacher utilizing the state adopted English Language Arts curriculum with the ELD curriculum companion for the ELA program. For English Learners, including long-term English Learners, who are not making adequate progress in the classroom with the core program, they receive additional, supplemental English language development from an ELD teacher. The ELD teacher utilizes the grade level, state adopted ELD curriculum program too. Data from the state language assessment has shown an increase in language acquisition scores for these schools receiving this supplemental ELD time. The parent stakeholder group of the District English Learner Advisory Committee recommending the continuation of this use of Title III funds. The district makes a contribution to Title III for the purpose of being able to fund two ELD teachers at the elementary schools for these supplementary services.

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:

At the beginning of each school year, professional learning time is set aside for teachers to look at the student data for the students they are teaching. Teachers identify who their English Learners are and analyze the most recent state language assessment results and compare those results to prior year results. This data is then used by the instructor to determine an instructional plan for that student, particularly for designated English Language Development time in the classroom. Besides, language assessment data, teachers look at state and local assessment data of the academic content standards for the students they teach to get a full understanding of each students' performance and level of understanding.

Teachers create spreadsheets of this data. The teachers then use local assessment data, such as NWEA data for math and language arts and reading inventory scores to monitor student progress throughout the school year. Students, with the help of the classroom teacher, set goals for themselves utilizing the local data so they can track their own growth.

Students not making adequate progress in language development will be provided additional English Language Development time in their school day. A reading specialist, paid with Title I funds, is available for support to students struggling in reading. In classrooms, teachers provide individualized support to students in their classrooms. After school interventions are available to students as well. The district provides late bus routes to ensure students are able to access these after school services.

Principals provide data reports to the school board three times per year. Two of the times they are reporting local data and state data is presented one time during the year, which includes state language assessment data and academic content assessment data.

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:

Pierce Joint Unified School District receives less than \$30,000 in Title IV. Title IV funds that the district receives will be transferred to Title I. Our district supports safe and healthy students through the LCAP with the use of supplemental/concentrated LCFF funds that pay for a district-wide intervention/prevention counselor. This intervention/prevention counselor works directly with students in our schools to meet their social/emotional needs.