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

LEA Name
Thermalito Union Elementary School District

CDS Code:
0461549000000

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 Thermalito Union Elementary School District is committed to ensure that all students achieve academic success and are prepared to live and learn in a rapidly changing world by providing rigorous and relevant learning experiences. In order to live this commitment, three LCAP goals have been developed to provide specific direction:

- **Goal 1**: All students will attain proficiency in State Standards content areas.
- **Goal 2**: All students will attain grade level proficiency in literacy through reading and writing.
- **Goal 3**: The district will facilitate a safe and positive school culture and climate.

Within each of these goals, actions are designed to support all students socially, emotionally and academically. As a district with 87% of students socio-economically disadvantaged, 18% of students English Learners, and 1.5% Foster Youth, school and district wide actions are critical to support our high poverty and English Learner students. The LCAP does, however, call out specific subgroups for more targeted support based on the data analysis. Our key actions for all students, in order to support the goals above include: Reading intervention support teachers to provide Tier II and III instruction for struggling readers, English learner support teachers to provide Tier II and III English Language Development support (ELD), para-educators in all kindergarten and first grade classrooms to support small group differentiation, kindergarten through third grade class size reduction, quality professional learning in ELD and CA State Standards as well as parent education and involvement.

Specifically, district-wide Title I funds will support five part-time reading intervention support teachers (3.3 FTE), five part-time EL support teachers (1.9 FTE), and seventeen three-hour para-educators in all TK-1 classrooms (6.21 FTE). Title II funds will support and maintain the site average student to teacher ratio in TK-3 classrooms at 24:1 to allow for more small group and specific targeted instruction based off of Professional Learning Communities data and analysis. Title III funds will provide additional support to English Learner support teachers dedicated to supporting English Learner instruction and intervention. These positions will support ELD practices for English Learners, monitoring and diagnostic analysis of English Language Development, and facilitate instructional coaching, planning, and professional development for teachers. These activities are directly aligned to the ELD standards, they are a more intensive level of support targeting English Learner student progress in language acquisition among the four domains. Additionally, Title III funds will be used to support professional learning for designated and integrated ELD instruction for teachers of English Learners.

The above mentioned actions and allocations of federal funds are incorporated in the LCAP, following a rigorous process of data analysis, stakeholder input (surveys of all groups, LCAP, employee, parent, ELAC/DELAC and SSC meetings and student interviews), review of School Plans for Student Achievement for district alignment, and a review of district policies and practices to ensure new and supplemental actions are designed to support and enhance the already established core programs and practices.

**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.
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 approving 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

<table>
<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1112(b)(1) (A–D)</td>
<td>1, 2, 4, 7, 8 (as applicable)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1112(b)(11)</td>
<td>6 (as applicable)</td>
</tr>
</tbody>
</table>

Thermalito Union Elementary School District serves its students through a variety of programs and services. All site and LEA plans are aligned with the same three common goals identified above to simplify funding alignment and target key areas of need in schools toward high risk, struggling students. Each school has Tier II and III reading intervention and English learner programs, as well as teacher driven after-school tutoring available. All TK-8 grade students have daily access to Chromebooks, tablets and/or desktop computers to access curriculum and supplemental programs. The district has three full-time counselors to support the emotional needs of all students, and hire a fourth elementary counselor. Our programs value and build upon the cultural assets students bring to their education in safe and positive school climates. We value and work to build strong family and school partnerships.

The district is aligned with the professional learning communities (PLC) model. Teachers implement agreed-upon district-wide kindergarten through second grade strategic early literacy plan, state standards-based common essential priority standards and learning targets, as well as common pacing guides and assessments. All teachers meet during scheduled collaboration time to analyze student data, share best research-based instructional practices, identify students in need of reteaching and adjust instruction accordingly. We monitor status and change on both internal and standardized data points. Comparison data is also critical, comparing local data to the state, similar districts/schools, and within our district. We also compare subgroup status and change indicators to identify general trends vs. specific subgroup anomalies in the data. We strive to analyze individual, group, classroom, school, and district data in order to identify program and action effectiveness, specific strengths (which we want to capitalize on), gaps in achievement, and learning. The extensive data analysis leads to identification of specific needs. We identify which needs are those of the larger group and which are specific to identified subgroups. Specifically with Title III funds we identify actions that are supplemental to all other actions and specifically address the identified needs of the English Learners as identified by data analysis.

As a small district, all programs are housed in a single office under the Director of Special Projects. All district and site administrators collaborate regularly and there is a true sense of teamwork with in the district. Communication between district and site is two-way and an integral part of the planning and implementation process. Regular district administrator meetings and principal PLC meetings include ongoing data analysis and recommendations for modifications to our plans and actions. All administrators are intimately familiar with the LCAP goals and actions, and the data which addresses these plans. School Plans are aligned to the LCAP and reviewed at the district level to ensure continued alignment.
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

<table>
<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1112(b)(12)(A–B)</td>
<td>2, 4, 7 (as applicable)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2102(b)(2)(A)</td>
<td>1, 2, 4 (as applicable)</td>
</tr>
</tbody>
</table>

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.
### Parent, Family, and Community Engagement

<table>
<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3116(b)(3)</td>
<td>3, 6 (as applicable)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ESSA SECTION(S)</th>
<th>STATE PRIORITY ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1112(b)(4)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

All schools within the district are identified as high poverty schools. The district human resources department works closely with the county office of education credentialing office. Each teacher's credential and authorization is reviewed and checked in order to ensure all teachers are appropriately authorized for their assignment. The district does not have any teachers teaching in assignments for which they are not authorized. If such a case were to occur, parents of students within that class would be sent a letter notifying them that their child's teacher has not met state certification at the grade level and/or subject matter in which they are assigned. Any disproportionate number of teachers without appropriate credentials the district would use its right to assignment found within the bargaining agreement in order to balance the schools.
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:
1) LEA process for identifying disparities that result in low-income and minority students being taught at higher rates than other students by ineffective/misassigned, inexperienced, or out-of-field teachers.

The LEA monitors overall and student group state and local student achievement data on a regular basis through Aeries Analytics. Student group data for low-income and minority students is compared and analyzed between schools and teachers. In Aeries student information system, state and local academic data can be sorted by school, by grade, by student group, and by teacher. In addition, student climate surveys are administered (grades 3-5 through Google and Healthy Kids Survey in 7th grade) each year to determine the climate of Thermalito by school site and grade level. Data can easily be disaggregated to pinpoint student concerns with staff and the schools. The LEA Executive Assistant works closely with the county Credential Analyst to review credential status each year for SARC and other accountability reporting.

2) Distribution of ineffective/misassigned, inexperienced, and out-of-field teachers working with low-income students and the distribution of ineffective/misassigned, inexperienced, and out-of-field teachers working with minority students.

With the data described in #1 above, we can assure low-income and minority students are not being taught at higher rates than other students by ineffective/misassigned, inexperienced, or out-of-field teachers by analyzing CALPADS Certified report 1.7, 4.1, and Aeries student information system. Low income, minority and other student groups are performing at very similar rates as the overall student population. The LEA has no ineffective/misassigned or out-of-field teachers. In 2018-19, the number of inexperienced teachers (1st or 2nd year teachers) are listed by school site below:

Nelson Middle School: Total students = 467, low-income students = 88%, minority students = 55%, Total teachers = 24, Inexperienced teachers = 1
Plumas Ave. School: Total students = 330, low-income students = 85%, minority students = 55%, Total teachers = 14, Inexperienced teachers = 1
Poplar Ave. School: Total students = 325, low-income students = 83%, minority students = 58%, Total teachers = 14, Inexperienced teachers = 2
Sierra Ave. School: Total students = 414, low-income students = 88%, minority students = 55%, Total teachers = 18, Inexperienced teachers = 0
Pioneer,CDS: Total students = 6, low-income students = 100%, minority students = 67%, Total teachers = 1, Inexperienced teachers = 0
Heritage,CDS: Total students = 9, low-income students = 89%, minority students = 44%, Total teachers = 1, Inexperienced teachers = 0

3) How the LEA engaged stakeholders in its process for identifying strategies for addressing 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.

The LEA / school sites include staff, parents, and community members in their school site council/ LCAP meetings. LCAP surveys are also distributed annually for stakeholder feedback. The LEA disaggregates this data and strongly considers it for feedback that can be acted on and lead schools to academic and behavioral improvement.

4) Actions the LEA will take to address any disparities discovered during the equity data analysis process (including actions/services included in its LCAP for Priority 1—Basic Services).

The LEA / school sites always elicit stakeholder feedback when conducting data analysis and findings discussions. Based on the equity data analysis, the district does not have any low-income and minority students being taught at higher rates than other students by ineffective/misassigned, inexperienced, or out-of-field teachers. If such a case were to occur, parents of low-income or minority students would be notified; the teacher would be given a certain amount of time to obtain appropriate credentials or they would be reassigned. There have been times, when possible, students can be assigned to teachers, or moved to another teacher, that may be a better fit. The LEA also chooses to non-re elect teachers / staff that are not a good fit for the student population served.

**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:
Nelson Avenue Middle School was identified for Additional Targeted Support and Improvement (ATSI) as identified by California Accountability System: Students with Disabilities (SwD) performed 199.5 points below standard in Mathematics (declined 11.9 points from 2017); 155.7 points below standard in ELA (increased 19.5 points from 2017); and 24.6 percent of this student group was suspended at least once (increased 7.4%). Through Individual Education Plans (IEP) and School Site Counsel (SSC) meetings, parents and family members were involved in developing a Targeted Support and Improvement Plan to address SwD low academic achievement in math and ELA/literacy, as well as improving school climate to decrease suspension rates. The Nelson plan to effectively meet the requirements of a successful educational program, is to ensure that SwD are given the opportunity to access learning by effective first instruction (Tier 1), appropriate and timely intervention (Tier 2), and evidence-based intensive intervention (Tier 3) in order for students to be successful in the general, grade-level classroom. The Conditions and Climate of Nelson will be addressed in a Positive Behavioral Intervention and Supports (PBIS) tiered system. Preventative measures will be taught to SwD along with all students (Tier 1), opportunities and reflections (Tier 2) for students needing additional behavioral or socio-emotional supports, and finally, restorative practices (Tier 3) for students needing yet more supports in these areas.

PART

Thermalito Union Elementary School District has specific parent trainings and family supports that include Aeries parent communication tools and student portal which provides two-way communication from school to home and home to school, including behavioral and academic student progress, missing work/assignment updates, and general progress and areas of concern. Additionally, each school site works collaboratively with parents and families to develop, review, and evaluate the parent engagement policy and student/parent compact. Each school site holds a minimum of one annual Title I parent engagement meeting. Parent and family engagement occurs in a multitude of different ways in Thermalito, UESD:

1. The district and school site parent and family engagement policy was developed and agreed upon collaboratively, by parents and family members of children attending Thermalito schools. The parent and family engagement policy is revisited annually and revised as needed by School Site Council and English Learner Advisory Committee parents. At the district level, the District Parent Advisory Committee and District English Learner Advisory Committee members also review and revise the parent and family engagement policy and revise as needed. The written policy is distributed to all families at the beginning of each school year.

2. The district and schools provide assistance to parents of Thermalito students, in understanding the challenging California academic content standards, state, and local academic assessments. Parents are provided materials, resources, and training specifically in mathematics, literacy, and next generation science standards. These learning opportunities are offered to parents and families during after school sessions, back-to-school presentations, open house activities, and parent conference meetings on how to monitor their child’s progress and work with teachers to improve the achievement of their children.

3. The district annually provides parents with the board approved technology plan and policy which includes, but is not limited to, internet use and awareness, network etiquette, cyberbullying, privacy, security and copyright piracy. Parents are provided opportunities for training and use of technology at school sites.

4. In the fall of 2019, the district will provide school site principals with the California Department of Education - Family Engagement Framework (https://www.cde.ca.gov/ls/pf/pf/documents/famengagementframeenglish.pdf), to specifically use the Tools for Communicating with Families section. This resource will help provide training to teachers and other staff on the value and usefulness of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners in their child’s education in order to build strong ties between parents and the schools.

5. The district coordinates parent involvement and activities with other Federal and State programs through parent informational meetings. The following organizations present information to parents and encourage them to be involved in the Hmong Cultural Center, African American Cultural Center, preschool & First Five programs, Big Brothers & Sisters, YMCA, and the community public library. School sites house parent resource rooms where parents have access to curriculum.

6. The district and school sites translate all parent verbal and written communication and notifications in both English & Hmong, and Spanish when needed for the following documents, but not limited to: enrollment packets, parent involvement policy, report cards & progress reports, state achievement assessment communication, school newsletters, English Learner Advisory Committee meeting notifications / agendas / minutes, and School Accountability Report Cards.

7. The district provides special opportunities for the informed participation of parents and families for the following:
   a. Family members with disabilities by providing reasonable communication accommodations, (e.g. sign-language interpreters, hearing impaired translation machines, etc.).
   b. Family members and parents of migratory children have short term independent study options before students are away from school for an extended period of time. Once the students return to school after an extended absence, schools support parents to help their child(ren) overcome educational disruptions.
   c. Family members with language barriers or other special needs, who have accessibility issues, will receive special accommodations (e.g., translators or Google translate) for communicating with schools or other special needs which make
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.

N/A

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: Schoolwide Programs are available for all students, they receive additional services when needed, e.g. weekly school-wide Tier II interventions in reading and math. No student identification is made that renders them eligible or ineligible for services. Students identified as most at risk are given additional services.

TAS: Targeted Support Program schools are available for students identified as most at risk of not meeting state academic standards and who need Tier III reading and math interventions.

Thermalito has two Community Day Schools: Pioneer grades 1-5 and Heritage grades 6-8 Students who are not successful in a regular school setting, after multiple meetings with parents and staff, and where Tier I & II interventions were utilized for at least three months, students may qualify for CDS. The CDS schools offer small group and one-on-one teacher support with Tier III interventions. The goal is to exit students back into a regular school setting as soon as possible.

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:
All schools within the LEA are school-wide Title I schools. Title I funds are allocated to support homeless youth with needed resources and transportation costs. Homeless youth are supported by the district Director of Special Projects and site counselors. The director contacts families to identify specific supports needed and connect families with outside resources. School counselors provide check-in with students to ensure their emotional needs are addressed as well as acting as a liaison for students within the school ensuring provisions such as a location for homework, school supplies, etc are made available to homeless students on a case by case basis.

**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.

N/A

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 provides informational transition meetings and school tours for students transitioning from the preschool program to transitional kindergarten or kindergarten. The information includes program options, navigating the public school systems, and specifics to the schools and classrooms. The elementary schools provide a field trip and informational day for elementary students and parents transitioning to the middle school. The middle school facilitates a student field trip, an informational meeting for students and parents, and specific registration/class selection transition meetings to high school. The middle school teachers meet with the high school teachers for academic, vertical articulation and alignment. Each year in the spring, the high school district also administers math and ELA/literacy placement tests to all 8th grade students, as well as looking at past CAASPP scores.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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.
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.

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.

Parent and Family Involvement
ESSA SECTION 1423(8)

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

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

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.
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.

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.

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.
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 District focus for professional learning is Multi-tiered Systems of Support (MTSS) where teachers and administrators actively participate and implement Universal Design for Learning (UDL), being Trauma Responsive schools, Positive Behavior and Intervention Supports, restorative practices, and Social/Emotional Learning.

For teacher professional learning, Thermalito utilizes a content area expert and support from Butte County Office of Education to guide, train, and facilitate bimonthly grade level or content area collaborative teams where teachers focus on or revise, common English language arts and math pacing guides, develop learning targets, design common formative assessments for learning, and analyze assessment data. Teachers also learn teaching strategies for math discourse, guided reading, and UDL (student engagement and barriers to learning). Weekly grade level collaborative teacher teams analyze common formative assessment data and plan interventions for struggling students, utilizing other teachers’ expertise and research-based high-quality first instruction to improve student learning. This is cyclical process to plan, teach, assess, and analyze in order to inform and improve instruction. Assessment data drives Tier I academic interventions in classrooms, with systematic Tier II inventions happening three to four days a week during the school day. Teacher grade level collaboration teams continuously help and support new or ineffective teachers. The district also has an instructional coach to support and follow-up with all teachers, as well as mentors for new teachers.

Principals attend grade level training as well as the county's Principal Learning Network (PLN) where MTSS is the focus. Administrators evaluate effectiveness through teacher self-overvaluations and student results based on multiple measures.

All teachers are encouraged to become lead teachers, mentors and/or instructional coaches. Principals are also encouraged to advance their careers, even it means moving to a new position in a different district.

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:
Thermalito, UESD's process for determining Title II, Part A funding is based on student enrollment. Increasing enrollment triggers the need for class size reduction, which is an allowable use for Title II funds. The District currently has no CSI or TSI schools. If, in the future, there was a need for additional professional development that exceeded the LCFF S/C professional learning allocation, the district would utilize Title II funds.

Recently, Nelson Middle School was identified as an ATSI school with the highest percentage of student in need being Students with Disabilities, in math and suspension rates. The District is utilizing Multi-tiered Systems of Support (MTSS) grant funds for professional learning in two areas for the middle school:

1. Three-year training and implementation of Positive Behavioral Interventions and Supports (PBIS), where teachers use a system-wide process for discipline. The focus is proactive rather then reactive. Teachers use restorative practices, rather than punitive.
2. Implementation of Universal Design for Learning (UDL) practices where teachers learn to teach to the edges, not the middle. There is a focus on student engagement and barriers to learning, with strategies to overcome those barriers.

**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:**

Thermalito regularly consults with teachers, principals, parents and the Butte County Office of Education on professional growth and improvement. The district analyzes multiple measures of data (federal, state and local measures), by grade level, school site and individual teachers to determine program effectiveness. Data is presented and discussed at board meetings, certificated and classified union meetings, administrator meetings, principal meetings, LCAP stakeholder meetings, school site councils, and district/site English learner advisory groups (ELAC/DELAC). Dyslexia screening and Social, emotional learning is also discussed and addressed at these meetings. Administrators and paraprofessionals are included in teacher professional learning opportunities which includes social, emotional and academic instruction.
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:

In order to support English Learners to rapidly improve in language proficiency and assist English Learner students to meet the grade level academic standards, the district has five English learner support teacher positions to provide Tier II and III intervention and instructional support for teachers, administrators, and support staff. (LCAP Goal 1, Action 6.0)

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:

In order to support immigrant and newcomer students, the district provides additional support via instructional assistant support, as well as support and monitoring by a district English Learner support teacher to look closely at student needs, academic progress, and support the student in accessing core instruction within the general classroom. Additionally, the Community Communications Liaison supports immigrant families in navigating both the educational and other local systems. She connects families with outside resources such as health/welfare supports, counseling, housing, parenting, and literacy programs.

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’s overall mission statement emphasizes an obligation to ensure that ALL students achieve academic success. All instructional programs, activities, and plans are developed to directly support this mission. As mentioned above in professional development support, the district implements three key initiatives to support English Learner students to increase language proficiency and meet the State academic standards. First, SAIDE instruction is used K-5 in all classrooms district-wide. (Additionally, we are moving to a Universal Design for Learning (UDL) model to ensure scaffolding up, rather than scaffolding down for students in their core instruction.) Second, the district is shifting to a "Biliteracy Framework" model for all bilingual programs. This framework emphasizes the meta-linguistic connection between languages and promotes a strong value added model for second language acquisition. Third, the district is committed to early literacy instruction for English Learners that ensures literacy development in all four domains- listening, speaking, reading, and writing. Within this initiative the district is committed to clear monitoring of language acquisition progress utilizing assessments within all four domains and specifically analyzing the progress of ELs in comparison with their EO and IFEP peers.

English Proficiency and Academic Achievement
ESSA SECTIONS 3116(b)(2)(A-B)

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

(C) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Data analysis of both state and local measures are used to provide support for students, classrooms, grade levels, and schools in ensuring both language proficiency and academic standard progress for all EL students. Monthly principal meetings include data analysis and program implementation reflection and discussion. At each site, weekly collaboration time is built in to the calendar to ensure data analysis, reflection, and data aligned instructional planning is taking place. Regular classroom walk-throughs occur on all campuses by the district administrative team.
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:
The LEAs Title IV, Part A allocation will be added to Title II funds to support and maintain the TK-3 site class average, student to teacher ratio of 24:1, to allow for targeted small group instruction.

1. Please describe how the LEA developed its application in consultation with individuals and entities and the needs assessment of the LEA. Section 4106(c)(d)(1)

This plan was developed through an annual needs assessment and consultation with the LCAP stakeholders which consists of parents, teachers, community members, classified staff and site principals. The LCAP objective in Goal 2 is for students to be reading at grade level by the time they reach 3rd grade. Smaller K-3 class sizes will allow for more targeted small group and one-on-one instruction in all primary classrooms.

2. Please describe how the LEA will provide activities under Section 4107 that support student access to a well-rounded education and how the programs and activities carried out under this section are coordinated with other schools and community-based services.

All TK-8 students have access to music and the arts to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution. Band and choir students perform at a variety of community functions. Student artwork is displayed in the community at various county offices. All 5th grade students attend an outdoor, week-long, environmental camp, with other schools, that incorporates math, social science, science and English language arts that supports student success in a variety of well-rounded education experiences that carryover into the entire year.

3. Please describe how the LEA will provide activities under Section 4108 that support safe and healthy students and how the programs and activities carried out under this section are coordinated with other schools and community-based services.

School-based mental health services partner with the county office of education and private mental health entities to provide comprehensive school-based mental health services, supports, and staff development with trauma-informed practices to that support families and community members during a tragic event. e.g. trauma caused from mass evacuation due to huge wildfires or potential catastrophic flooding.

4. Please describe how the LEA will improve the use of technology to improve academic achievement, academic growth and digital literacy of all students.

Technology staff development occurs on a regular basis through the county office of education, our-side consultants, and conferences and workshops. All currently adopted curriculum has on-line components; all teachers attend on-line curriculum training through the publishing company. We use Google classrooms and shared Google documents district-wide. We utilize one-to-one devices for grades 1-8 with chromebooks, tablets, laptops and desktop computers.