

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

## LEA name:

Goleta Union School District

## CDS code:

42691950000000

## Link to the LCAP:

*(optional)*

[Provide link.]

## For which ESSA programs will your LEA apply?

Choose from:

### TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

### TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

### TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

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

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

# Instructions

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

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

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

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

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

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

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

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

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

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

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

## Strategy

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

Goleta Union School District (GUSD) maintains a Local Control Accountability Plan (LCAP) that provides actions and steps to support access for all students to succeed at high levels. Goals and actions include adequate staffing, professional development, support services, parent engagement, and data literacy/analysis to promote an awareness of students' needs and to prompt discussion to create pathways toward student achievement. Our actions and services are intended to meet the needs of all students, including our students with disabilities (SWD), as well as targeted support for our English learners, foster and homeless youth, and socio-economically disadvantaged students. Goleta Union School District receives federal funding through Title I Part A, Title II, Title III Language Instruction for English Learners, and Title IV. Title IV funds are a new resource as of fall 2019. Funds are allocated and expended as per all regulations and in compliance with statute.

Title I: Title I funds are allocated to our elementary schools to supplement their educational program for students identified as socio-economically disadvantaged. During the 2017-2018 school year, El Camino, Ellwood, Isla Vista, and La Patera Schools qualified as Title I schools. For the 2018-2019 school year, two additional schools, Brandon and Hollister, also qualified for Title I funds. Through this funding, our Title I schools have necessary resources to employ additional credentialed teacher tutors to lower class-size during targeted instruction time. Well-qualified credentialed teacher tutors work with the other students to permit the veteran teachers to remain with their students with more intensive or strategic needs in language development and language arts. Smaller class size affords students more opportunities to interact with their teacher for direct feedback and take academic risks in a safe learning environment. These small targeted-instruction groups also promote greater success in students with more complex social, emotional, or behavioral needs. A portion of the Title I funds also goes for supplemental instructional materials to support intervention needs.

Title II: Title II funds are utilized in our district to reduce overall student to teacher ratio in our schools with the greatest number of unduplicated students.

Title III: Title III funds support the employment of additional credentialed teacher tutor support to reduce the ratio during designated English language instruction. Students at emerging and early expanding levels find greater success in smaller groups where they can get immediate and regular feedback directly from the teacher. Students in our expanding and bridging proficiency level groups also benefit from being groups formed on their proficiency level. The additional personnel allow flexibility in staffing and scheduling for optimal instructional design and implementation.

Title IV: The funds for Title IV will be received for the first time in fall of 2019. The plan for this funding is to allocate it for the acquisition of an online, adaptive reading program focused on reading comprehension that serves students at their level of need.

## 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 LCAP was developed with multiple levels of stakeholder input over the course of the year. Actions and services identified in the LCAP to support the five LCAP goals, along with the District's strategic plan, provide the vision for the site School Plans for Student Achievement (SPSA). Although the previous SPSAs did provide services that support the broad vision of the District, efforts were made in the 2019-2020 school year to dive collectively into the root-causes of the problems of practice. Leadership identified both areas of strength and areas of need. Further work was completed to develop together specific action items that could uniformly be implemented across the District. Site leaders solicited input from their school community of teachers and parents regarding areas of strength and need, along with analyzing site data trends. The development of common services permits the District to develop more robust professional development and leadership support as schools engage in addressing their problems together in professional learning communities.

LCAP supplemental funds are designated within the LCAP to address specific areas of need for targeted student populations, such as English learners or socio-economically disadvantaged students. Through the LCAP the District allocated \$3,442,128 towards supplemental support for target populations.

Title I funds were allocated to six (6) elementary schools during the 2018-2019 school year: Brandon, El Camino, Ellwood, Hollister, Isla Vista, and La Patera. Title I expenditures supplemented the instructional programs at these schools through improved services and access to curriculum for the success of all students. These services included increased credentialed staffing to support a lower student to staff ratio for greater explicit feedback and a high-quality learning environment where all students can thrive. Additional instructional materials for targeted intervention and extension were also acquired, and services to support families learn to navigate the school system as advocates for their children were provided. These actions are intended to promote equity for all students to have access to high-levels of learning in our schools.

Title II funds were allocated for the purpose of lower student to staff ratios, also.

Title III funds supported additional staffing to support students to engage in smaller classes with their instructors who provide English language development. Additional personnel also allow for greater flexibility when forming language groups so students can work with peers at a similar language fluency level. When students are able to participate in a language group at a similar fluency level, they are more likely to engage with their peers in equitable verbal interactions and take greater academic risks.

# 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.

A) Goleta Union School District has adopted and implemented Common Core aligned materials and textbooks that are approved by the California Department of Education and meet the learning goals of students. The District adheres to a strict and exhaustive process for the review and adoption of all materials that includes the input of teachers with guidance from site and district level staff. Once the Curriculum Advisory Council select a minimum of two programs, teachers across all schools from all grade levels are invited to pilot materials. The steering committee reviews research and State recommendations for prioritizing adoption selection criteria. Data is collected throughout the process from participating teachers via online surveys, along with a final survey regarding recommendations. Compiled data results are discussed with the piloting teachers for final recommendations and areas where professional development may need to be focused. Final recommendations are taken to the School Board for approval. During the 2018-2019 school year, this process was completed in order to find materials to support the instruction of Next Generation Science Standards.

B) Baseline, benchmark, and summative data are collected and analyzed by teachers, site leadership, and District leadership for adequate progress. Teachers determine students' needs for targeted assistance based on data analysis and classroom observation of adequate progress. Students not making adequate progress are discussed during grade level professional learning communities, data teams with site leadership, and may be referred to a Student Success Team (SST) meeting for further discussion with the team, including parents, regarding how to best support improved student performance. Teachers

complete report cards once per trimester and meet with parents during parent-teacher conferences once in the fall and again in the spring as needed.

- C) Students identified as having intensive or strategic level needs by teachers and site leadership will be supported with supplemental targeted services. One full-time learning center teacher dedicated to intervention is employed at each elementary school in the District to support small-group or individualized general education intervention. Additional credentialed teacher tutor support is provided for students as needed based on student progress on their goals and overall proficiency.
  
- D) Goleta Union School District has been developing our professional learning communities (PLCs) to better support all teachers and staff in their knowledge and practice of identifying student needs and then addressing those needs. Professional learning communities work together as a grade level to review common formative assessments, analyze progress on goals, and then discuss the instructional strategies that might best serve their students based on their identified needs. Teachers select professional practice goals they then work on collectively in their PLCs to improve their own instructional practice. Teachers participate in instructional rounds with administrators to discuss their reflections around objective observations for their own learning as well as the collective learning of the organization. Our District is committed to providing differentiation professional development for all teachers through a five-day series of classes. We have now developed all 1<sup>st</sup> through 6<sup>th</sup> grade teachers with differentiation strategies, and plan to continue with kindergarten and transitional kindergarten teachers in the 2019-2020 school year. Additionally, many opportunities for professional learning are provided to our GUSD teachers through the various District committees such as the Curriculum Advisory Council, the NGSS Steering Committee, the Multi-Tiered System of Supports Committee, the Gifted Services Advisory Committee, and the Professional Learning Community Leads.

**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).

Goleta Union School District acquired a new student information system that includes a discipline module for tracking incidents. All principals were trained in the use of this data management software. Additionally, the acquisition of this system prompted conversations of alignment between site leaders regarding age-appropriate and natural consequences for a variety of different likely incidents. A greater emphasis on restorative practices and options that keep students in the classroom resulted from these conversations.

District leadership reviews all suspension incidents for appropriateness and to observe for trends in student populations. Of note is the decline in the suspension of African American students during 2018-2019 after efforts were made to find alternative solutions to suspension. Higher rates of suspension for students identified as homeless continue, with more effort needed to seek additional supportive solutions.

## 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.

As our district is an elementary only district, serving student in preschool through sixth grade, this section is not applicable.

## 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.

Our school District elects to use Title II funds to support the reduction of class size for schools with the greatest needs due to high populations of English learners, low socio-economic status, and foster and homeless youth.

## 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.

The development of the LCAP for GUSD included feedback and input from multiple stakeholder groups, including the District English Language Advisory Council (DELAC). All sites with significant populations of English learners hold regular English Language Advisory Council (ELAC) meetings to discuss issues relevant to parents of English learners such as the reclassification process. Parents are invited to participate on campus through all-school events such as Back to School Night, Open House, Science Night, and student performances with Spanish language translation available. The District partners with local organizations to host parent workshops in Spanish to

support parents with their needs as parents in learning various parenting strategies as well as classes in how to better navigate the school system to be an advocate for one's children.

## **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**

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

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

School sites are qualified for Federal Title I funds based on the percentage of students who are identified as socio-economically disadvantaged (SED) students with a 40% threshold for school-wide identification. Individual students are identified confidentially through an analysis of the students' free and reduced eligibility. The instructional services department works closely with principals to develop their Single Plans for Student Achievement (SPSAs) to allocate funds, develop a plan for services, and monitor the implementation of the planned services.



# 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:**

There were no minority and low-income students taught by ineffective, misassigned, or out-of-field teachers during the 2018-2019 school year. All schools have an equitable number of newer hires, although many of our newly hired teachers come to us with teaching experience. The District actively participates in seeking teachers with experience; however, the District is also making strong efforts to hire bilingual and culturally diverse teachers should all other considerations be equal, which may result in hiring some newly credentialed teachers. New teachers are supported through participation in an induction program with a local mentor as well as by participating in a District-run new teacher series focused on instructional strategies utilized throughout the District.

### 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:**

Parent engagement continues to be a priority for the District. Advisory councils with representation from all sites are conducted as a District for: District Advisory Committee (DAC), District English Language Advisory Council (DELAC), Gifted Education Services District Advisory Committee (GES

DAC), and the Wellness Committee. Overviews of the goals and actions, and our progress on these goals, was conducted with all of the committees with the exception of the Wellness Committee. Secondary visits were conducted to seek input regarding parents' interest in how to best tailor goals and services to meet the needs of our school community. Parent council dates, agendas, and minutes are posted to the District website. Four parent education nights focused on gifted services, were open to all and held throughout the year. Spanish translation was provided for all events. An online survey was available in English and Spanish, along with hard copies should parents prefer the traditional format. Parents are regularly supported with three community liaisons and one Licensed Clinical Social Worker (LCSW), as well as one school psychologist per site, to connect with families on a personal level when they have a child with specific needs. Two series of classes in Spanish were made available to parents for free to support them in developing advocacy as a parent for their own child's school success.

## **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:**

Goleta Union School District does not currently use funds for schoolwide programs as described in ESSA Section 1114. GUSD does not currently operate a targeted assistance school program as described in ESSA Section 1115.

## **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:**

Goleta Union School District conducts ongoing outreach to students and families identified as homeless, or potentially facing homelessness. Each school site has the services of a community

liaison who can work with the family to identify homeless status and support services in the community. Homeless youth attendance is monitored regularly by school office assistants. When students accumulate absences, the principal meets with the parent to discuss the situation and possible support services. When necessary, the parent is requested to meet with the Deputy Superintendent of Pupil Services for more intensive support.

## **Student Transitions**

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

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

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

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Students attending the GUSD Learning Tree Preschool with Individualized Education Plans (IEPs) have transition meetings in partnership with their home school of attendance. Teachers of students in one of our three State preschools contact home school teachers as needed to support particular student needs. Students currently attending one of the four District Transitional Kindergarten (TK) programs will transition to their neighborhood home school for kindergarten. Students in TK have their report card and cumulative file sent to the new home school for review.

## **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:**

Goleta Union School District hosts a parent advisory committee for gifted educational services (GES DAC) as well as a teacher advisory council. The councils review protocols for assessment,

identification criteria to support equitable identification practices, as well as review instructional strategies and opportunities for differentiation. All third-grade students are administered the Cognitive Abilities Test (CogAT). Results are analyzed and those who score in the 97<sup>th</sup> percentile or higher in two composite categories are recognized as gifted (GATE). Students identified as English learners must score in the 90<sup>th</sup> percentile or above to qualify. Students who do not qualify after 3<sup>rd</sup> grade may appeal to retake the test in one of their 4<sup>th</sup> through 6<sup>th</sup> grade years. A teacher on special assignment (TOSA) supports professional development for all teachers regarding differentiation with particular attention to the unique needs of gifted learners.

Each school employs a six-hour library media specialist who actively supports the maintenance of a high-quality selection of reading choices in the school library. Students have access to online databases in their libraries to browse resources. Computer lab specialists, along with classroom teachers, support students in developing their digital literacy skills for academic achievement.

## **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:**

GUSD does not participate in Title I, part D.

### **Formal Agreements**

ESSA SECTION 1423(2)

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

(A) LEA; and

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

GUSD does not participate in Title I, part D.

## **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:**

GUSD does not participate in Title I, part D.

## **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:**

GUSD does not participate in Title I, part D.

## **Educational Needs**

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

GUSD does not participate in Title I, part D.

## **Social, Health, and Other Services**

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes,

child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

GUSD does not participate in Title I, part D.

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

GUSD does not participate in Title I, part D.

**Parent and Family Involvement**

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

GUSD does not participate in Title I, part D.

**Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

GUSD does not participate in Title I, part D.

### **Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

GUSD does not participate in Title I, part D.

### **Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

GUSD does not participate in Title I, part D.

### **Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

GUSD does not participate in Title I, part D.

## **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:**

New teachers in Goleta Union School District participate in an initial one-day orientation which includes District resources, but also a brief overview of the curriculum resources. New teachers to the District also meet four times over the course of their first year with the Director of Instructional Services to develop a strong understanding of the instructional vision, strategies, and resources of GUSD. Teachers new to the field also participate in a teacher induction program with a local mentor. Principals new to the District are assigned a principal colleague to serve as a mentor during their first two years. Mentors and mentees, as well as coaches and coaches, participate together in monthly principal mentor meetings with a rotation of Cabinet members or District office staff to discuss topics of need or interest. Coaches are available to principals to support them in working toward specific goals. Attention to additional opportunities of professional development such as attending a PLC conference with teacher and administrative colleagues are also available. Areas of focus have been English language development, data literacy, and social/emotional development. Finally, teachers are encouraged to participate on District-level committees to learn and grow as teacher-leaders in ways that will also benefit their school sites.

## **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:**

GUSD had no schools that qualify for Comprehensive Support and Improvement. Ellwood Elementary School qualified for Additional Targeted Support & Improvement in the 2018-2019 school year based on the performance indicators for Students with Disabilities. Ellwood School is prioritizing funding through its School Plan for Student Achievement to meet the needs of those students.

## **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:**

Goleta Union School District utilizes the California Dashboard, LCAP, and School Plans for Student Achievement (SPSAs) to measure student performance and the effectiveness of Title II, Part A expenditures. The Dashboard results include Math and ELA performance, attendance, suspension, and college/career readiness. District and site instructional leadership review data multiple times per year and work with stakeholders such as parents, teachers, advisory committees, and leadership to share the data and analysis. The District LCAP goals related to professional development measure student achievement and other Dashboard indicators. These documents are reviewed annually in order to make updates as necessary to actions and services. Individual school sites engage in on-going evaluation of data with parent/family stakeholders through the SPSA process with the ability to make adjustments throughout the year as needed.

## **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:**

Teachers, principals, and support staff as needed, received professional development and training on the implementation of ELD standards, structured language practice routines, and strategies for the integration of language objectives throughout the school day. Teachers and administrators may also participate in an ELD Lesson Study series of professional learning or instructional rounds with a focused problem of practice on increasing the production of oral language.

### **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:**

Teachers receive training on how to support newcomer English learners with instructional strategies and technology.

### **Title III Programs and Activities**

ESSA SECTION 3116(b)(1)

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

All English learners in Goleta Union School District currently participate in English language development with an emphasis on utilizing the Wonders ELA/ELD curriculum. Teachers have expressed concern that the Wonder's Curriculum is not adequate for daily 30-minute lessons. In response, a comprehensive program review was conducted internally by the Director of Instructional Services to support a better understanding of student needs and recommendations for next-steps. Findings included a recognition that not all students are currently receiving five days of designated ELD instruction. Additionally, on some sites students are participating in groups of English learners with a broad spectrum of language fluency levels. Further capacity building will be implemented for principals to better understand the importance of supporting English language development through quality master-scheduling. An observation tool to measure the production of oral language by a diverse set of students in classes is in development.

### **English Proficiency and Academic Achievement**

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

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

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

All English learners participate in the English Language assessment, ELPAC. A large number of classroom teachers were trained to conduct this assessment so they could better understand the nature of the exam and thus better support their students as learners. In order to better track the ongoing progress of our English learners towards reclassification and school success, the District has purchased an online data management software program specific to the needs of English learners and students who have been reclassified.

## **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:**

Goleta Union School District is partnering with United Way of Santa Barbara to support the acquisition of an online, computer-adaptive reading intervention/extension program that can be used in class as a differentiation tool or at home for continued and comprehensive practice. As the fall of 2019 is the first year GUSD has qualified for Title IV funding, the staff is still in the early stages of plan implementation.