

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

LEA Name

Paradise Unified School District

CDS Code:

04615310000000

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 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 mission of the Paradise Unified School District is to work as a learning community to ensure that all students demonstrate high levels of academic achievement. Our school cultures focus on the shared commitment to being safe, respectful, and responsible. We work to empower and motivate all students to reach their learning potentials and to realize their personal visions for the future. After a thorough analysis of our state and local data, including input from staff and stakeholder groups, three goals were strategically identified as our key areas of focus. These three goals will drive the work of the school programs and decision making for how federal funds will be used to enhance and support our student's development.

Goal #1 - High-Quality Academics. Paradise Unified School District will graduate civic-minded students who have mastered the knowledge and skills required for access to the college or career of their choice with academic support, intervention, and enrichment services in place to eliminate barriers to student success.

Goal #2- Safe Schools and Culture. Paradise Unified School District will provide positive, safe and engaging learning environments and systems of support that meet the intellectual, social, emotional, and physical needs of all students so that they are able to maximize their learning and achievement.

Goal #3 - High-Quality Staff. Paradise Unified School District will provide all staff with differentiated professional development that is focused on continuously improving academic outcomes while providing strategies for ensuring compassionate, engaging classrooms.

Key LCAP actions to support these areas include reduced class size, increased CTE programs, additional instructional time for our at-risk students, additional academic and behavioral support and counseling for students, additional support and training in the areas of PBIS and ACE's (including secondary trauma), and increased professional development opportunities for all staff.

Although we need to add the dialogue below, we continue to be committed to our LCAP and our strategic plan for student growth. Our goals and action plans were vetted by stakeholder groups this year and we will continue to work toward meeting these goals.

On November 8, 2019, Paradise experienced the worst wildfire in California history. What is now known as the Camp Fire devastated the town of Paradise and our school District. 93% of the homes and business in Paradise were destroyed. 320 staff members (out of 400) either lost their home or have been displaced and unable to return to their home. The fire completely destroyed four of our nine school sites. Four others were damaged and unusable. Only one PUSD school, Cedarwood Elementary located in the upper end of Magalia survived the fire unscathed. We were forced to quickly respond, and with the help of local districts, BCOE, and numerous donations we relocated our students by January 4th into a large office building, a closed warehouse, a Boys and Girls Club building, rented spaces in neighboring school districts, and our local mall front. We currently have schools in four different towns. We have lost approximately 50% of our population due to families relocating or purchasing homes in neighboring districts and enrolling their students in their new local schools. We also lost 17 district vehicles on this day, our food services, transportation, and maintenance departments...our entire infrastructure. To this day our town is uninhabitable. There is no potable water and the rains this winter has not allowed tree and debris removal to begin. Our student population is extremely transient. We can have anywhere from 1,500 to 2,000 students on any given day. In addition to providing bus transportation to five different towns, parents are driving their own children up to 90 minutes one way to attend Paradise Schools with their teachers. All four district authorized Charter Schools have relocated to Chico, CA. They have also seen decreases in population. Although we are in a time of great trauma, loss, uncertainties and unknowns, we refuse to lose sight of our students, their needs and what is best for their academic and social/emotional success. PUSD will continue to serve the children of the Ridge with the teachers they love. We will be flexible, adaptable and persevere as we begin the long, arduous process of slowly returning students and families to the Ridge.

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.

All site SPSA and district LCAP plans are aligned with the three goals identified above to simplify funding alignment and target areas of need for all students identified as at-risk and/or unduplicated.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students’ progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

The LEA will focus funding on high leverage actions and services to achieve the aligned goals of the site SPSA's and District LCAP that support and monitor increased academic achievement.

(A) Developing and implementing a well-rounded program of instruction to meet the academic needs of the students, the LEA is:

- Reducing class sizes (TK-3) to allow for more individual teacher-student instructional time and to help close the ELA/literacy and math achievement gap between EL students, low-income students, foster youth and the general population.
- Providing full-day transitional kindergarten and kindergarten programs to increase student learning and achievement.
- Increasing Career Technical Education and Pathway programs and services for students in grades 6-12 to ensure that PUSD students graduate with the skills required for globally competitive college and career readiness.
- Adding STEAM (Science, Technology, Engineering, Arts, and Math) services and programs to increase student accessibility and equity.
- Increasing VAPA services and programs in all grades to improve student success and achievement.
- Providing a Reading Specialist at Ridgeview Continuation High School.
- Providing an extended day instructional schedule at Ridgeview Continuation High School.
- Providing mental health and trauma/loss resources to all students in PUSD.
- Developing an Individualized Learning Plan for each student that will include an annual individual culmination or graduation plan, as grade appropriate for English Learner students and Foster Youth.
- Providing flexible scheduling (eLearning and Independent Study) to support Foster Youth alternative education.
- Providing differentiated CA CCSS professional development for all certificated staff. in 2019-202 we will focus on NGSS.
- Providing updated research-based professional development for staff to participate in grade level and department PLC collaboration (weekly PLC meetings).
- Providing Expository Reading Writing Curriculum (ERWC) training and collaboration time for 7th-12th grade staff.

(B) Identifying students who are at-risk for academic failure, the LEA is:

- Using data to drive our instructional practices.
- Using iReady diagnostics, growth monitoring and standards-based monitoring to identify which students may be at risk of academic failure.
- Using Aeries Intervention and PBIS SWISS data to track and document interventions (Tier 1, 2, 3) for students who may be at-risk for academic failure.
- Using weekly PLC meetings to collaborate and share strategies that address students who may be at-risk of academic failure.

(C) Providing additional educational assistance to individual students the LEA of the school determines to need help in meeting the challenging state standards the LEA is:

- Using Professional Learning Communities (PLC's) to help identify and develop supports for students who may need additional help in meeting the state standards.
- Using 45 minutes each week (and additional time for struggling students) of iReady differentiated reading and math interventions support for students in grades TK-6.
- Using Renaissance Accelerated Reader, Star Early Literacy, Star Math, and Star Reading as an intervention.
- Providing 1:1 Chromebooks.
- Using paraprofessional support to help increase contact time with students that need support.

(D) Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for students learning, the LEA is:

- Providing Child Welfare and Attendance services, including SARB services.
- Utilizing Positive Behavior Interventions and Supports Program (PBIS) and ACE's support.
- Working with trauma/loss experts throughout the nation to ensure staff and students have the tools necessary to move forward after our town's devastation.
- Training staff and implementing Trauma-Informed Practices in classrooms.
- Providing a behavior technician at each K-8 site to modify challenging behaviors through the implementation of behavioral interventions.
- Providing athletic programs for students in grades 6-12 to improve student engagement, achievement, and overall success.
- Developing a communication action plan to increase parent participation in SSC and Parent Club Meetings.

- Providing in-school suspension staffing and curriculum to ensure all students have access to educational instructions and systems of supports.

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).

The LEA supports efforts to reduce the overuse of discipline practices that remove students from the classroom by creating a continuum of supports to address the academic and social-emotional needs of students.

The LEA is:

- Utilizing Multi-Tiered Systems of Support (MTSS) as our "way of doing business." This includes utilizing high-quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful.
- Implementing Positive Behavior Interventions and Supports (PBIS) and utilizing SWISS data to drive behavioral intervention practices.
- Utilizing PBIS consultants and trainers to ensure that all staff (certificated and classified) are fully trained in best behavioral intervention practices.
- Providing staff with tools to deal with their own trauma and loss from the fire, in addition to providing them with strategies to use with their students.
- Providing training to all staff in Mindfulness Practices to avoid secondary trauma and help ensure staff has tools to intervene with students that have high Adverse Childhood Experiences scores (ACE's).
- Providing additional staff training in Trauma-Informed Classrooms, Nurtured Heart, TAC Com, and Restorative Justice Practices.
- Facilitating parent meetings and training to engage parents and provide tools best practice tools for raising their children.

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:

- 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
- work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

PUSD supports programs that coordinate and integrate:

(A) Academic and career and technical education content through numerous student experiential learning opportunities that promote skill attainment important to in-demand occupations or industries. These programs include:

1. Integrated Tech/Career Ed

- Intro class to numerous Pathways

2. Agriculture and Natural Resources Sector

- Intro: Agricultural Mechanics 1
- Concentrator: Agricultural Mechanics 2
- Capstone: Agricultural Mechanics 3

3. Arts, Media and Entertainment Sector

a. Design, Visual and Media Pathways Courses

- Concentrator: Graphic Design
- Capstone: Yearbook/Advanced Graphic Design

b. Multimedia Production Sub-Pathway

- Concentrator: Multimedia Production

4. Building and Construction Trades Sector

a. Cabinetry, Millwork, and Woodworking Pathway Courses:

- Concentrator: Wood Manufacturing
- Capstone: Advanced Wood Manufacturing

b. Residential and Commercial Construction Pathway Courses:

- Concentrator: Residential & Commercial Construction

5. Education, Child Development and Family Services Sector

a. Child Development Pathway Courses:

- Concentrator: Child Development 1
- Capstone: Child Development 2

b. Family and Human Services Pathway Courses:

- Concentrator: Peer Counseling

6. Engineering and Architecture Design Sector

a. Architectural Design Pathway Courses:

- Concentrator: Engineering & Architectural 1
- Capstone: Engineering & Architectural Design 2

b. Engineering Design Pathway Courses:

- Concentrator: Engineering & Design- PLTW 1
- Capstone: Principles of Engineering- PLTW 2

7. Health Science and Medical Technology Sector

a. Patient Care Pathway Courses:

- Concentrator: Medical & Hospital Careers 1 (semester 1)

- Capstone: Medical & Hospital Careers 2 (semester 2)

8. Hospitality, Tourism, and Recreation Sector

a. Multiple Pathways Course:

- Introductory: Life Management

b. Food Service and Hospitality Pathway Courses:

- Concentrator: Culinary Arts 1
- Capstone: Culinary Arts 2

9. Manufacturing and Product Development Sector

a. Product Innovation and Design Pathway Courses:

- Concentrator: Computer Integrated Manufacturing-PLTW 3
- Capstone: Engineering Design & Development-PLTW 4

10. Public Services Sector

a. Emergency Response Pathway Courses:

- Concentrator: Emergency Medical Skills

PUSD students also participate in "Get Focused, Stay Focused" curriculum, 2+2+2 classes articulated with Butte Community College and several articulated Dual Enrollment courses offered on the PHS campus.

(B) Work-Based learning opportunities that provide students with in-depth interaction with industry professionals and academic credit include:

Many of the above pathways have requirements in the capstone year that require students to be "on the job" learning hands-on skills required for their pathway. PHS also offers Work-Ability for qualified students. All graduating PUSD seniors are required to work 15 hours in a community-based organization learning skills required for that sector.

During the 2018-2019 school year, all of these courses were offered up through November 8, 2019. Some of the courses have been modified since the Camp Fire. Courses will be offered next year depending upon enrollment and interest.

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.

PUSD aligns staff development paid from federal funding to LCAP/SPSA goals and action steps. Each spring a needs assessment is given to all certificated and classified staff members (https://drive.google.com/file/d/10NY8saAjG_Bx3PjZ7NiSRNVwP8l6R2mn/view?usp=sharing). The data gathered and analyzed from this survey is used to determine a selection of appropriate staff development opportunities available for the following school year.

The District holds an annual full-day Staff Development required day each September. During this day we hold a large general session training in the morning and several professional learning sessions to choose from in the afternoon. Activities for this event and additional staff training have included:

- Circles of Inquiry (updated PLCs)
- Co-Teaching
- Developing Common Formative Assessments
- Enhancing Technology in the Classroom (SAMR)
- Google Apps for Education (G-Suite)
- i-Ready Instruction
- Math Instruction Bridges
- Math Instruction CPM
- MTSS (Multi-Tiered Systems of Support)
- NGSS (Next Generation Science Standards) Instruction-including STEAM
- PBIS (Positive Behavior Interventions & Support)
- Project Based Learning
- Reading Instruction
- Developing Resiliency Skills
- Restorative Justice
- RtI (Response to Intervention)
- Trauma-Informed Practices (ACEs)
- UDL (Universal Design for Learning)
- Writing Instruction

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.

N/A

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

All PUSD schools, with the exception of Paradise High School and eLearning Academy, are eligible for Title 1, Part A funding. The funds received from Title 1, Part A are equally distributed based on federal guidelines for low-income students.

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:

Ineffective and out-of-field teachers - NA.

Inexperienced teachers:

The work of district and site administration is critical for the retention of new and inexperienced teachers. To promote the retention of these teachers and develop their growth in the teaching professions, district and site administration provide the following supports:

- Two-year Beginning Teacher Induction Program through our local COE.
- Assigning each new teacher an experienced buddy/mentor teacher. Buddy teachers meet each week, and usually daily, with their new professional teacher. Buddy teachers are responsible for providing all level of supports; classroom management, CCSS implementation, guidance on school policies and procedures, and reflection support.
- Meeting with the Assistant Superintendent for a full-day new teacher orientation and a visit to all district schools.
- Participating in an in-depth evaluation process (two formal evaluations prior to December) that allows the new teacher to receive feedback on areas of strength and possible growth areas.
- An open door policy with all levels of administration from the site administrator to the superintendent.
- Informal meeting with the superintendent twice during the school year to ensure the teacher is feeling valued and supported.

This process will increase in need as PUSD undergoes major staff changes in the next 5-10 years. Over 60 teachers are leaving PUSD this year, either due to acceptance of a retirement incentive or needing to relocate due to loss of housing. Although we do not expect to need additional staff in the next two-three years, that could change very quickly as our town begins to rebuild.

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:

PUSD employs multiple strategies in order to implement effective parent and family engagement as described under Section 1116. The District's goal is to ensure that all family engagement focuses on students, families and their needs. One of our most effective strategies is our District's Communication Plan that utilizes multiple modes to communicate between families and schools. To facilitate communication from schools to families, information is provided through online postings (Peachjar) and weekly site newsletters. Families receive text messages if they opt in, and phone calls providing them with critical school information (School Messenger). In addition, parents have access to an online Parent Portal through which they can learn and keep current with their students' daily attendance, grades, test scores, Individualized Education Plan, English Learner status, graduation requirements, discipline records, transportation schedule, health records and contact information (Aeries SIS). Each school site and district supports have their own web page and Facebook page. Facebook pages receive daily posts. All parents are given teacher email addresses (they are also posted on websites) and encouraged to email teachers or district support staff at any time. District practices state that teachers/administrators will make every effort to return parent phone calls and/or emails within 24 hours of receiving a message. Parents can also use traditional means of communicating with school and district staff by calling, visiting and/or writing a memo/letter.

PUSD is also proud of the numerous opportunities available for parent/school collaboration. Parents' consistent and informed participation will enable meaningful consultation with them as stakeholders. At each school site parents will be given opportunities to participate in the School Site Council, the English Learner Advisory Committee (if applicable) and the Parent Teacher Student Organization. The first two groups provide input into the Single Plan for Student Achievement, programs and expenses related to federal categorical funding, and the District LCAP. The third group reviews various general school programs and expenses. In partnerships with school staff, parent leaders develop and approve each school's Title I Parent and Family Engagement Policy and School-Parent Compact. The evidence demonstrating that schools address these requirements for parent participation is uploaded to each site and district web page. Each school site also holds monthly School Site Council and Parent Organization meetings.

The Superintendent holds monthly Parent, Community, Staff, and Student Advisory Meetings that provide stakeholders with information regarding district events and training on various student issues. Stakeholders are also encouraged to be a part of the decision-making process regarding critical issues (LCAP, District Budget, School Safety, Standards-Based Report Cards, etc). Stakeholders are encouraged to have an open, honest dialogue with staff at all of these meetings. Appointments to confer with teachers and other staff will be made directly with each school through email, phone calls or in person. Special accommodations will be made for communicating/collaborating with families that have accessibility needs, translation needs, and with the needs of disabled and homeless families. Parents will be invited to complete an annual LCAP Survey for schools to be better informed about their strengths and areas for growth, the needs of their families and the effectiveness of their family engagement programs. The results of this survey are published annually for all stakeholders to review.

This year, after November 8th, communication was incredibly complex. With 97% of our town destroyed, over 50% of our population leaving the area within 24 hours, and opening schools in four different communities, most communication was done on a 1:1 basis with teacher and parent. The superintendent continued to utilize School Messenger and text, email, and mass call parents with weekly updates, Facebook also has become a large part of our mass communication plan.

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:

PUSD's Student Services Department provides coordination of educational services for children living in local institutions, foster youth, neglected or delinquent students. Allocated funding provides support for students transitioning from Juvenile Hall, Community Day School and reentry support for students who have stopped attending school. The Student Services Department provides evidence-based professional development to various stakeholder groups ensuring that students are properly identified, receive equitable access to resources and that students needs are being met utilizing effective instructional strategies and age-appropriate pedagogy. PUSD's Student Services Department is a comprehensive, service driven model that effectively and efficiently supports practitioners and the students and families they serve. This model of coordinated service focuses on assistance, support, and collaboration.

On November 8, 2018, 100% of our student body (3,400 students) became eligible for McKinney-Vento services. We were able to immediately secure state and federal assistance to help families deal with their trauma and loss. This assistance included help with housing, food, clothing, school supplies, transportation, free meals, counseling, and trauma intervention.

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:

PUSD's Student Services Department provides homeless children and youth the following services:

- Immediate enrollment
- Appropriate educational placement
- School of origin transportation
- Proper and timely withdrawal from school(s)
- Identifying all students who are homeless
- Training to all staff (including removing enrollment barriers) on the supports provided to students and families that are homeless
- Disseminating information regarding the educational needs and rights of homeless youth
- Providing backpacks and school supplies and other basic needs (food, toiletry items, clothes washing and drying services) required for school attendance
- Identifying students who may be eligible for AB 1806 (Graduation credit exemption)
- Providing tutoring and 1:1 academic assistance

100% of PUSD students qualified for these services after November 8, 2018.

Student Transitions

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Transition from Early Childhood Education Programs -

The District's early education programs maintain assessments of children's learning strengths and needs. Articulation and a smooth transition from preschool to transitional kindergarten/kindergarten are critical to learners continued educational success. Articulation and transition are the responsibility of both the sending early education program and the receiving elementary school. All preschools in the district attendance area meet in the spring of each year with both transitional kindergarten and regular kindergarten teachers to complete appropriate placement cards on each child, listing both strengths and areas of needed growth. Special Education preschool students are placed into the appropriate education programs by the IEP team at their transition spring IEP team meeting.

Transition from Elementary to Middle School -

Middle schools provide 6th-grade student visit days each spring led by WEB (Where Everyone Belongs) students and staff. Students engage in team building activities to get to know their classmates, teachers, and support staff. A parent/student orientation evening prior to the beginning of school is also provided to support transitioning students and their families. Students and their families become familiar with the campus and staff.

Transition from Middle School to High School -

Middle school students transitioning to high school attend a spring move up day led by trained LINK Leaders. All freshmen participate in LINK Crew, a high school transition program that welcomes 9th-grade students and helps them feel comfortable throughout their first year in high school. Link Crew is a year-long transition program that provides support to each freshman and any newly enrolled student. This program has four components:

- High School Orientation - Link Leaders and freshmen start building the mentor relationship and freshmen receive information about how to be successful in high school
- Academic Follow Ups - Link Leaders support freshman academic success and character development through structured classroom visits
- Social Follow Ups - Link Leaders and freshmen connect outside the classroom at social events to increase student engagement, and promote a positive school climate
- Leader Initiated Contacts - Link Leaders connect with their freshmen on a more individual basis

Transition from High School to Postsecondary Education -

High school students transitioning to postsecondary education are provided with support and assistance from school counselors, teachers, and administration. These supports include:

- Use of Naviance - A college and career readiness program (grades 9-12)
- Reg-To-Go - Each spring all senior students planning on attending the local community college (Butte College) are taken by bus to Butte College to complete the registration process, tour the campus, and select their courses for the following year.
- Concurrent Enrollment - PUSD has entered into agreements with Concurrent Enrollment Butte College. We currently have fifteen 2+2+2 courses that are aligned to the CA State Standards. These courses meet graduation requirements, add an enriched curriculum, and offer additional options for high school students who are pursuing a high school diploma, career preparation, and a smooth transition to college.
- Dual Enrollment - PUSD and the Butte-Glenn Community College District created an agreement through Assembly Bill 288 (Dual Enrollment) College and Career Access Pathways (CCAP) to offer college credit courses at the high school during the school day. PUSD currently has two courses that qualify for Dual Enrollment credit.

PUSD continues to offer these services.

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:

Gifted/Talented Programs, Advanced Learning Options, does not currently receive Title I funding. However, District schools receive funding and may choose to use funds to support their efforts to provide gifted/talented students with access to high-quality differentiated instruction that addresses the unique talents and advances student achievement. Additionally, funds may be used to provide staff access to professional learning opportunities that focus on specific instructional practices such as differentiated instruction, enrichment, acceleration, and curriculum compacting.

The District utilizes Destiny Library Manager as the online automated catalog and circulation system accessible by students both at school and remotely. Site librarians provide a library web page as part of their school's website and/or as part of their Destiny home page. All students have Internet access in the school library. The number of computers or devices (e.g., laptops, tablets) varies from school to school, especially as many schools continue to implement 1:1 devices for all students.

All site libraries are staffed 5 hours a day. The high school library is staffed 6 hours a day by a library paraprofessional and 7 hours a day by a credentialed teacher librarian. The Library Media Center is an all-around information, technology, and media resource center for students and staff. It includes:

- main library
- computer lab
- reference room (can be used for group study sessions)
- Online research databases include; Gale Student Resources, Gales Opposing Viewpoints, Britannica, Google Suite, and Renaissance, along with numerous primary and secondary source websites.

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:

PUSD has not previously received Title 1, Part D Funding. We are applying for these much-needed funds for the 2018-2019 school year. If awarded funding, we will use monies received to improve educational services for children and youth in local institutions and/or neglected or delinquent youth. This will allow the aforementioned children and youth opportunity to meet the same challenging State student academic achievement standards that all children in the State are expected to meet; to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions or neglected or delinquent children and youth with a support system to ensure their continued education. With a growing population of neglected, delinquent, and youth in both local groups homes and foster homes, it is our intent to hire additionally needed counselors, academic teachers, and outreach support in order to meet the needs of our students. Every Student Counts...Every Moment Matters.

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:

The Butte County Office of Education operates Table Mountain School (TMS) within the Butte County Juvenile Hall. PUSD students who are required to be in Juvenile Hall are "dis-enrolled" from PUSD and enrolled in Table Mountain School, (although CUM files remain with PUSD). BCOE has agreements with the Butte County Probation Department to provide educational and transition services for all youth detained in the secure juvenile security under the provision of the Title 15 Code of Regulations.

PUSD operates Honey Run Academy Secondary Community Day School (HRAS) to serve students referred by expulsion, SARB, probation or voluntary enrollment.

The California Conservation Corps (CCC) gives presentations twice a year to all students (both at HRAS and Ridgeview Continuation High School) about their program, and a Transition Specialist works with recruiters and probation officers to prepare students who are interested in joining the program. The Transition Specialist has assisted with completing the referral form, reserving a spot in orientation, arranging fingerprinting, and coordinating the timing of exit to minimize free days.

PUSD has an MOU with the Boys and Girls Club of the North Valley to facilitate the day to day operation of the ASSETS after-school program to prepare students for continued education or the workforce. B&G provides homework hour, recreational time and enrichment to HRAS students.

At HRA, a Career Technical Education teacher provides an instructor for the Get Focused, Stay Focused program for college and career readiness.

After November 8, 2018 PUSD was forced to close their HRA program as the school was destroyed. Student eligible for this program were referred to CUSD program.

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:

PUSD provides students at risk in Butte County with high-quality education, interventions, support services and program options in alternative settings.

PUSD's practice allows identified specialized student populations to remain in their School of Origin in order to promote school stability, and in accordance with the law. Parents, legal guardians and/or the Educational Rights Holder (ERH) are the ultimate decision makers regarding whether a student remains or re-enrolls in their School of Origin per Cal. Educ. Code §§ 48204, 48853, 48853.5.

PUSD's procedures state that identified specialized student populations who transfer high schools mid-semester have a right to receive full or partial credits, based on in-seat time, for all work satisfactorily completed before transferring schools. Upon withdrawal, a sending school must issue grades and full/partial credits on an official transcript. A youth's grades may not be lowered because of absences caused by placement changes, court appearances or court-ordered activities.

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:

Each student that returns from a youth correctional facility meets with the Director of Student Services and a multi-member transitional team to develop a transition plan. Participating stakeholders include the student, parent(s)/guardian(s)/Educational Rights Holder (ERH), Probation Officer, PUSD Counselor, School Administrator, and County Mental Health Clinician (if applicable). Transition plans include a graduation plan and college and career readiness services.

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:

Characteristics of the students who will be returning from correctional facilities and attending Ridgeview schools experience various challenges at school and upon transition to subsequent educational programs or the workforce, including:

- severe credit deficiency (student mobility can result in some credits earned not being recognized by other high schools)
- difficulty enrolling in comprehensive schools directly from the court school
- substance abuse problems with the student
- substance abuse problems with the parent/guardian
- do not possess necessary legal documents, i.e. SSI, Birth Certificate, CA ID or DL
- unsuitable home placement, out of home placement, homelessness
- pregnant and parenting teens
- gang involvement
- inadequate family support for educational goals
- previous negative experiences at school
- unhealthy relationships with family and/or peers
- lack of self-confidence and hope for their future
- lack of mentors and positive role models
- IEP referrals not completed at school districts (Special Education rights waived)
- inconsistent use of medications
- failure to see the relevance of a high school diploma
- poor communication and social skills, especially conflict resolution and anger management
- typically low academic skills, especially in reading and math
- high ACE's (Adverse Childhood Experiences) scores

PUSD Student Services Department works with out-of-state transcripts or other hard-to-find transcripts. Very thorough research into all credits earned is carried out due to the transient nature of court and community school students. Students may be identified for reduced credits requirements for graduation in accordance with legislation. A member of the transition team will:

- contact schools to advocate for youth trying to enroll
- assist with appropriate placement in alternative programs
- contact probation officers to find inquire whether a particular school meets the terms and conditions of probation
- work with the probation officers and mental health therapists to determine the best placement options for students

The role of the Student Services Department is to develop a sound academic plan, empower students with information and emphasize to them the importance of high school completion so they have the ability to advocate for themselves.

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:

Coordination with various programs are currently offered to provide students services in the areas of attendance, wellness, mental health, restorative justice, Commercially Sexually Exploited Children (CSEC), and trauma support. These supports exist to meet the needs of students returning from correctional facilities, and other participating youth. Referrals to school mental health, nursing, wellness, community college, credit recovery programs, small learning environments, Special Education, and school discipline support are also provided.

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:

PUSD partners with Butte-Glenn Community College and California State University, Chico to facilitate higher education opportunities. PUSD high school graduates will receive a year's free tuition and priority admission to Butte-Glenn Community College District via the Butte-Glen College Promise initiative.

PUSD also participates in both concurrent and dual enrollment programs with Butte-Glenn Community College.

As for postsecondary and workforce partnerships, PUSD partners with WorkAbility and numerous town businesses (both for-profit and non-profit) that provide job opportunities for our students. Many of our students receive job opportunities after completing the 15-hour senior project requirement.

Students are also provided with HiSet registration support and test preparation.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In addition to parent and family engagement efforts identified in Title I Part A, it is our plan to utilize Title I Part D funds for additional counseling/transition support and to support parent training curriculum and college/career readiness efforts.

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Schools currently work with probation officers to develop transition plans and support students as they transition from a correctional facility to a PUSD school.

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:

The District of Record holds the IEP meeting. Juvenile Hall staff are invited to attend. Both schools have Education Specialists who coordinate and facilitate the IEP meeting. Juvenile Hall staff and probation officers are notified of, and invited to, IEP meetings for students on their caseloads. IEP goals are shared, as appropriate, with all school staff and Juvenile Hall counselors. A copy of each student's confidential file will be sent to Juvenile Hall, if applicable. A monthly collaboration meeting between Student Services and probation includes the sharing of pertinent information regarding shared students.

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:

The steps that will be taken to find alternative placements for children and youth interested in continuing their education, but unable to participate in a traditional public school program, begins with the collaboration between PUSD Student Services Department and Juvenile Hall Educators. Administrators from possible educational placements will be invited to a meeting. During this meeting, individuals will be asked to share about their school and offer information that will assist with school enrollment, and in developing a transition plan that will meet the needs of the student. Collaboration with the Special Education Department will also occur to ensure the needs of Special education students are being met.

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:

PUSD aligns professional development paid from federal funding to our LCAP and SPSA goals and action steps designed to support high-risk youth. A professional growth needs assessment is distributed to all staff (principals, teachers, support staff and other school leaders) and the data is reviewed in cabinet and administrative meetings. Based on the analysis of this data, the district puts together a list of available staff development opportunities that are provided by both district and outside trainers.

Newly credentialed and hired PUSD teachers attend a two-year new teacher induction program through our local COE. This program supports the growth and development of general education, multiple subject or single subject preliminary credentialed teachers through a full release mentor model while simultaneously fulfilling Commission on Teacher Credentialing (CTC) guidelines for obtaining a clear credential. Mentors provide intensive and individualized support that is aligned with current District initiatives and goals leading towards accelerating new teacher practice.

New PUSD administrators clear their administrative services credential (if needed) by enrolling in an ACSA job-embedded leadership development program that leads to a clear administrative services credential. New principals are also paired with an experienced mentor principal to provide guidance and support.

PUSD provides opportunities for teachers to engage in professional learning and growth sessions and workshops. PUSD teachers are paid for completing staff development hours. Teachers may also use professional growth hours to move over on the salary schedule.

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:

Funding determination is prioritized by analyzing academic and behavioral data to ensure that services and activities at high needs schools are meeting their determined goals. Ongoing stakeholder input is also used to prioritize funds that are used to support and improve outcomes for our at-risk population.

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:

PUSD supports the Title II Professional Growth and Improvement programs' continuous improvement by sharing and collaborating around outcome data from our employee evaluation system. This evaluation system is intended to be much more than a simple summary of performance. The process is a support for instructional improvement while satisfying the need for accountability. The identification of sound teaching practices through the California Standards for the Teaching Profession is the foundation of the program. Probationary teachers receive more intense supervision than those who have been performing successfully in the District for a number of years. The focus for all staff is continued professional growth. Provisions are included to ensure a quick identification and response for any teacher experiencing difficulty.

Data collected represents all indicators of the multiple measures evaluation system, including for teachers and school leaders, evidence and ratings from classroom observations, artifacts and evidence of effective leadership, instructional and professional growth objectives data, stakeholder feedback, data-based objectives of student and educator achievement and performance data, as well as final overall evaluation ratings and comments. The data collected is then used to guide professional development and programmatic changes for staff. All professional growth opportunities are aligned with the District LCAP and site SPSA's. All data is measured annually in the district self-assessment in which progress is measured and actions are continued or discontinued.

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:

N/A

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:

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:

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:

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:

Because Title IV funding has not yet been determined, the district will transfer these funds to Title 1, Part A to support goals, actions and services previously described.