

# LCAP Federal Addendum System

CJUSD Board Approved 06-17-19

CDE approved All Sections 10-30-19

Reviewed and Updated 6-01-20:

--- Please see updates on pages 4,6,8 and Educator Equity (pages 12&13).

## Instructions, Strategy, and Alignment

User: **PFrost**

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### 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 Every Student Succeeds Act (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.

**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 LEA must address the Strategy and Alignment prompts provided below.** Please 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.

***Additional Instructions:*** LEAs are encouraged to review and update the LCAP Federal Addendum annually along with their LCAP, as ESSA funding should be considered in yearly strategic planning. Significant changes to any plans in the Federal Addendum are recorded locally and approved by the local board of education. *LEAs are not required to amend previously approved addendum to reflect changes required by school closures in 19-20 but*

*should reflect changes in plans moving forward.*

## 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.**

### **Response from Colton Joint Unified:**

Parents and Staff meet throughout the year at the district and site level to review data (achievement, attendance, discipline, school climate) and survey results to jointly determine District and Site needs. Federal funds are utilized to supplement and enhance local priorities and initiatives funded with state funds with District Title I set-aside funds for comprehensive professional development, Parent and Family Engagement, as well as Social and Emotional support from our .50 FTE social Worker. Funding also provides supplemental materials, supplies and technology for Title I Schools to provide multiple access points to curriculum and opportunities for success for all students as noted in the School Plan for Student Achievement at each Title I school.

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## 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.**

### **Response from Colton Joint Unified:**

CJUSD regularly monitors student achievement data, school systems and classroom instruction to support and evaluate the effectiveness of our programs. Federal funds are aligned with the Local Control Accountability Plan (LCAP) and School Plans for Student Achievement to supplement curriculum activities designed with stakeholder involvement to improve student achievement.

**APPROVED BY CDE**

## Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

***To address these provisions, provide a narrative addressing each provision in the appropriate field below:***

### 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).**

#### **Response from Colton Joint Unified:**

CJUSD Parent Involvement Policy was developed jointly with parents participating in District and Site parent committees. Schools sites utilize this document to update the School Parent and Family Engagement Policies each year. The Parent Engagement Manager supports CJUSD Cohorts and Sites by providing guidance as well as parent workshops in a variety of content areas as well as student school transitions and a holistic approach to student wellness. CJUSD sets aside 1% of Title I part A funds in Title I School budgets for sites to offer programs and activities to increase Parent and Family Engagement activities and training to support student achievement at each school site. Schools also provide Curriculum Family events to provide materials and training to help parents work with students at home. Technology classes and family events provide opportunities for families to experience technology through the eye of their students. Annual Title I Parent Meetings are held at all Title I schools each year.

Title I schools involve parents as they conduct annual needs assessments with parents, and work with parent groups to analyze student achievement and needs assessment data when writing and evaluating the School Plan for Student Achievement (SPSA). Two schools have been identified for Comprehensive Support and Improvement (CSI), and Six (6) schools have been identified for Additional Targeted Support and Assistance (ATSI) also involve parents in the development of their school plans. District staff provide assistance with analyzing data and conducting the needs assessment to identify root causes for comprehensive support and improvement. Schools present data and seek Parent and Family input at School Site Council, English Learner Advisory, and other parent meetings to jointly determine site needs. Schools collaborate with parent groups during several meetings to and write School Plans for Student Achievement (SPSA) to address student needs. Meeting minutes provide evidence of parent and family involvement in writing School Plans for Student Achievement for all schools including schools identified for Comprehensive Support and Improvement and schools identified for Additional Targeted Support and Assistance.

### **APPROVED BY CDE**

#### **CJUSD Update: CSI and ATSI 2020**

Five of the eight schools identified for exited improvement status during the 19-20 school year: Colton Middle School exited CSI while Grand Terrace Elementary, Rogers Elementary, Zimmerman Elementary and Joe Baca Middle School all exited ATSI.

**CSI and ATSI Identified Schools for 2020-21:** Jurupa Vista Elementary, Wilson Elementary, Ruth Harris Middle School, and Washington High School are identified CSI for low performance. Slover Mt. High School - continuing in CSI due to the Graduation Rate. Although their SMHS graduation rate increased to 75.2%, they need a 2-year average about 68% to exit CSI status. Reche Canyon Elementary is identified as ATSI to better support Homeless Students at their school. Schools identified for improvement work with all stakeholders, including parents in ELAC and SSS, Leadership teams and District Staff to address needs in the School Plan for Student Achievement (SPSA).

***Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.***

#### **Response from Colton Joint Unified:**

CJUSD Parent and Family Engagement Policy was developed jointly with parents participating in DELAC (District English Language Learner Advisory Council); DPAC (District Parent Advisory Committee); and AAPAC (African American Parent Advisory Committee); School Site Councils and the English Learner Advisory Committees. School Site Councils and ELAC's also utilize the District Parent and Family Engagement Policy to collaborate and update the School Parent and Family Engagement Policies with the School Site Council (SSC) and English Learner Advisory

Council (ELAC) at each school each year. The District and Site “Parent and Family Engagement” policies are printed and sent home to all families in the back-to-school packet, and available on our websites. CJUSD supports parents' efforts to be engaged in their child's education by providing a variety of workshops and family curriculum events at the District and Site level to help parents understand the state standards, assignments, academic assessments, grading and monitoring student progress; including postsecondary educational options and FAFSA application. We established a Parent Portal for parents to closely monitor grades and attendance. Parent Conference days are scheduled each fall to provide opportunities for parents to work with schools to improve the achievement of their students. The District sponsors a College and Career Fair and a Reading Day with classes and activities for all families. The District Parent Manager provides Parent Engagement Orientations to new employees. New for 19-20, we will debut “Welcoming Parents to ALL Schools”; a training (live and online) to provide staff with the skills they need to recognize and value parent and family involvement, and to reach out to and communicate with parents and families, to build ties and ensure all members feel welcome as equal partners in our school community. The District Parent Manager collaborates with School sites and preschool to plan and develop programs identified in the needs assessment. She also collaborates with community college staff to plan parent workshops supporting post-secondary options such as College Admission, Importance of GPA, and Mathematics for STEM Careers, Soft Skills and Time Management. The District also sponsored parent attendance at educational conferences including Dual Capacity Framework for Family-School Partnership, HACU, CAFE, and CAAASA. District Translators provide written translation services to ensure all information is sent home to parents in a language they understand. A stipend is provided to an employee at each site who, after passing the District verbal or written exam, is eligible to provide written and verbal translation at their school sites. CJUSD accommodates additional languages through a contract with a Language Support line for verbal translation. Sign Language services are also available to support parents when needed. Opportunities for informed participation of all parents is a top priority in the Colton Joint Unified School District (CJUSD). Two District community liaisons support health and school attendance, communicating regularly with parents and families and making home visits as needed. In addition, several schools utilize Title I funds for a site Community Liaison to facilitate parent and family engagement. District Title I funds provide an FTE Parent Manager and a 0.5 FTE Social Worker, who work together on mental health referrals and resources to ensure families access to the services they need to support their students in school. The District Communications Office and IT department work closely with schools and District departments to keep websites current and informative for our community. In addition, every student has an email account and we encourage parents to sign-up for email notifications as well as our District app for updated information. CJUSD aligns parent involvement required in the ESSA Section 1116 with the LCAP stakeholder engagement process with the support of the above parent groups as well as school site and District needs assessments and the LCAP survey. The LCAP Parent Advisory Council meets regularly to review and evaluate the LCAP. In addition, each School Plan for Student Achievement (SPSA) is aligned with the District LCAP and recommended

for approval by the school site English Learner Advisory Committee and approved by the School Site Council and the CJUSD Governing Board each year.

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**CJUSD Update: Parent and Family Engagement and Distance Learning:**

COVID-19 prompted school closings and the need to implement Distance Learning, and Virtual Parent Meetings. The CJUSD Title I Parent Engagement Manager held several Virtual Parent Meetings to support the implementation of Distance Learning. School held Virtual ELAC and Parent meetings to keep parents involved in the education of their students and involved in the development and approval of the School Plan for Student Achievement (SPSA). Virtual Parent meetings were well attended at the school and District level and will continue as needed in 20-21.

## **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.**

**Response from Colton Joint Unified:**

CJUSD Title I Part A allocations, pursuant to ESSA Section 1113(a)(3) requirement to annually rank and serve eligible schools, includes twenty-seven (27) District schools with 47% - 95% FRLP. Schools operate schoolwide programs (SWP) to support improved academic performance for all students with a focus on students most at-risk. Schools receiving Title I funds conduct an annual needs assessment and develop a Single Plan for Student Achievement (SPSA) working with all stakeholders to analyze data, and plan actions to address school needs. Plans are presented to stakeholders and approved by the School Site Council (SSC) with approval recommendation of the parent groups, including the English Learner Advisory Committee (ELAC). Plans are monitored and evaluated by SSC throughout the year, and modified as needed. In addition, a cohort of six Title I elementary school teachers' and administrators showing the greatest need were trained by Principal Exchange / aka Orenda group on how to effectively use the Common Core State Standards (CCSS) to drive instruction. The teachers and administrators received training and ongoing assistance on how to pace their instruction with focused standards and increase the rigor of their lessons. A week-long training at the beginning of the school year focused on planning an ELA instructional matrix with key CCSS and on developing assessments to monitor student progress. A consistent six-week assessment cycle was used to guide and improve instructional strategies. At the end of the school year, teachers were trained on how to

enhance their ELA instruction even further and teachers also collaborated on developing math instructional matrices and assessments. Site administrators receive all the training that teachers attended. In addition, District and Site administrators are attending the National Institute School Leadership (NISL) Institute, providing school and district leaders with the skills, research and tools they need to design and lead high-performance education systems. TAS: N/A Neglected or delinquent: N/A

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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.

Response from Colton Joint Unified:

N/A

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## 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.).

**Response from Colton Joint Unified:**

CJUSD supports Homeless Children and Youth through District and school wide programs in accordance with the McKinney-Vento Homeless Assistance Act and CJUSD Board Policy 6173. The District Homeless Liaison ensures that rights of homeless children and youth are protected by ensuring homeless families and students are identified, have access to receive educational services for which they are eligible, including services through Head Start and Early Head Start programs, early intervention services and other preschool programs administered by the district. Resources are provided throughout district school sites as well as community resource fairs, public libraries, family shelters and transitional housing locations. Being sensitive

to the family's living situation and needs, homeless rights are presented in a manner and form understandable to the parents/guardians of homeless students and unaccompanied youth. CJUSD Homeless Liaison provides yearly training to Administrators and Site Homeless Liaisons to identify, immediately enroll and support homeless children and youth during school registration and while attending school. School supplies are readily available and given to all students upon registration. CJUSD Title I Part A set aside for homeless children and youth is \$40,000. These funds provide extended day tutoring opportunities for homeless children and youth as well as funding for .50 FTE Social Worker / Clinical Supervisor to provide Mental Health Counseling Services and Case Management Services to students and families.

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**CJUSD Update:** Schools continue to collaborate with parents and district staff to build relationships and better support the needs of Homeless students.

## **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.**

#### **Response from Colton Joint Unified:**

The Parent Engagement Manager supports CJUSD Cohorts and Sites by providing parent workshops in student school transitions and a holistic approach to student wellness. Title I Elementary Sites include an action in the SPSA to provide books and instructional materials to District Preschools and Head Start programs to promote school readiness. In addition, Elementary sites invite preschools to visit classrooms and to participate in the Jumpstart to Kindergarten and school readiness classes. CJUSD encourages preschool, TK and K families to access Footsteps 2 Brilliance, an online program provided by the San Bernardino County Schools to broaden their access to literacy in a multitude of languages. Each spring, Middle and High School Family Nights provide incoming students opportunities to offer student-led tours, as well as positive interactions with students and staff and sign-up opportunities for clubs and activities. Transition to Middle School is supported through the 6th Grade Empowerment Days which are presented by school counselors and held at the Middle School campuses. In addition, Middle Schools send AVID and ASB Students, Staff and Counselors to Middle Schools to welcome the incoming class, invite participation and ease transition. Transition to High School is supported through 8th grade High School campus visits to experience the Pathways, AVID and ASB programs. Counselors and



teachers also visit Middle Schools to welcome the incoming class and invite participation to their programs. Finally, CJUSD provides opportunities for Graduating Senior Alumni to visit their Elementary and Middle Schools in full graduation dress, share their high school and beyond stories with students and staff and to celebrate their success as high school graduates. CJUSD collaborates with local colleges to provide concurrent enrollment opportunities for high school students as well as college level programs designed to support or bridge transitions to college.

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***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.***

**Response from Colton Joint Unified:**

Transition to Middle School is supported through the 6th Grade Empowerment Days which are presented by school counselors and held at the Middle School campuses. In addition, Middle Schools send AVID and ASB Students, Staff and Counselors to Middle Schools to welcome the incoming class, invite participation and ease transition. Transition to High School is supported through 8th grade High School campus visits to experience the Pathways, AVID and ASB programs. Counselors and teachers also visit Middle Schools to welcome the incoming class and invite participation to their programs. Finally, CJUSD provides opportunities for Graduating Senior Alumni to visit their Elementary and Middle Schools in full graduation dress, share their high school and beyond stories with students and staff and to celebrate their success as high school graduates.

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## **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.**

### **Response from Colton Joint Unified, revised response based on CDE's feedback:**

CJUSD Other Authorized Reservations (\$743,901) to assist and support schools with: Staff Development: LETRS® staff development training for All Kindergarten and 1st-grade teachers. LETRS® professional development provides educators with the background, depth of knowledge, and tools to teach language and literacy skills to every student. LETRS® Train the Trainer for 18 Elementary Teachers on Assignment to model and support literacy efforts at each school site. Salary and Benefits for District Curriculum Program Specialist to provide staff development, coaching and modeling to support implementing evidence-based instructional strategies to improve student performance. Substitutes to release classroom teachers for staff development. School Improvement: Outside provider contracts to work with our lowest-performing schools, Colton Middle School and Six (6) elementary feeder schools; to build capacity with structure, procedures, instructional strategies and instructional rounds for student success; including a 4-day Summer Institute focusing on best practices in Language Arts. Substitutes are provided to release teachers for staff development and data review sessions. Parent and Family Engagement: Salary and benefits for a Parent and Family Engagement Manager (1.0 FTE) to support all sites in developing Parent and Family Engagement classes, and activities. The Parent and Family Engagement Manager also supports the District Parent Advisory groups and Parent Leadership Training. Parent and Family Social and Mental Health Needs: Salary and benefits for Clinical Therapist / Social Worker (0.50 FTE): to provide individual, group and family therapy services to students, parents, and families referred for assessment and assistance to facilitate and promote appropriate behavioral health and personal growth.

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## Title I, Part A, Educator Equity – under review

User: **PFrost**

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### **Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP**

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## 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.**

### Response from Colton Joint Unified revised with input from CDE 10/23/19: Educator Equity

Data collection includes an analysis of district and CDE data to identify and address disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced or out-of-field teachers. Stakeholders engaged in developing strategies to address equity gaps include administrators, teachers and classified staff participating in the Equity Leadership Institute.

18-19 Data tables were developed using CDE DataQuest.

TEACHERS: 1044 total teachers. 102 (9.8%) are “inexperienced”:

Elementary = 41 (8%); MS = 30 (17%) ; HS = 25(8%) ; Alternative HS = 6 (24%)

Staff Ethnicity (3 highest groups): 59% White; 30% Hispanic or Latino;  
3.44% African American

STUDENTS: MINORITY: 94% of all CJUSD students identify as Minority:

85% Hispanic; 5.6% African American, 3.4% other. (6% White).

LOW-INCOME: Schools were ranked by low-income (FRLP) at each level with #1 being the school with the highest percentage of low-income students.

### INEFFECTIVE/MISASSIGNED, OR OUT-OF-FIELD TEACHERS:

Data indicate no ineffective/misassigned teachers. CJUSD authorized one out-of-field SELAP teacher in 18-19 at Sycamore Hills Elementary, a non-title I school with 71% low-income and 94% minority students. This teacher holds a Preliminary Education Specialist: Mild/Moderate Credential. SELAP: Moderate/Severe is necessary to provide instructional services to students with Autism.

### INEXPERIENCED TEACHERS with TWO or FEWER YEARS of TEACHING EXPERIENCE 18-19 data:

**Are LOW-INCOME students taught at higher rates than other students by inexperienced teachers? YES.** This disparity may be a result of the Golden Handshake offered to staff and our low instance of teacher transfers between schools.

ELEMENTARY Schools (ES) are ranked 1 to 18 in FRLP. Data analysis indicates:

ES-1 is 96% FRLP and ES 18 with 47% FRLP both have 6%, inexperienced teachers. ES ranked 4 and 13 have no inexperienced teachers, while all other schools have 1 to 4 inexperienced teachers, the percentage of new teachers varies

from a low of 3% (ES-15) to a high of 13% (ES-14) depending on the school population. The disparity is evident in 4 of the 11 schools with over 87% FRLP low-income having 10% - 13% inexperienced teachers.

MIDDLE SCHOOLS are ranked 1 to 4 low-income with 73.9% to 91.3% FRLP.

MS 1 has 20% inexperienced teachers and MS 4 has 21%, inexperienced teachers. MS 2 and 3 have 14% and 13% inexperienced teachers.

The disparity is evident in MS 1 having a greater number of inexperienced teachers than MS 2 and MS 3.

COMPREHENSIVE HS is ranked 1 to 3. BHS has the highest percentage of low-income students (86%) with 7% inexperienced teachers. CHS is in the middle with 84% of low-income students with 9% inexperienced teachers. GTHS, our newest school, has the lowest percentage of low-income students (70%) with 8% inexperienced teachers. The disparity is evident with CHS having a higher percentage of inexperienced teachers than GTHS.

ALTERNATIVE HIGH SCHOOL data does not compare to our comprehensive high schools due to differences in total enrollment and the grade levels served.

SMHS serves 182 students in grades 11 and 12 only. WHS serves 71 students in grades 7-10 and seniors in an independent study. Each Alternative HS has 3 inexperienced teachers. SMHS is 83% low-income and 23% inexperienced teachers. WHS is 80% FRLP with 25% inexperienced teachers.

**Are MINORITY students taught at higher rates than other students by inexperienced teachers? YES, in most cases.** Whereas Elementary School 4 is 99% minority with NO inexperienced teachers, ES 7 is 99% minority with 10% inexperienced teachers. ES 18 has 76% minority with 6% inexperienced teachers.

While we do not have patterns of inequity, the disparity is evident as 12 of the 13 schools that are over 94% minority have more than 6%, inexperienced teachers.

Middle School and High School data for minority students mirrors the disparity found in low-income students being taught at higher rates than other students by inexperienced teachers. The disparity is evident in Alternative High Schools that have the highest percentage (23% and 27%) of inexperienced teachers teaching minority students.

**Review Data / Identify Challenges:** CJUSD is challenged to reduce the disparities with inexperienced teachers teaching low-income and minority students. Encouraging experienced teacher transfers may help reduce future disparities. Staff participating in the Equity Leadership Institute are addressing this challenge and encourage hiring practices that consider the minority students we serve, seeking role models as teachers for these students.

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### 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.**

#### **Response from Colton Joint Unified revised with input from CDE:**

CJUSD Revised Response: CJUSD systems of professional development span all funding areas and includes all staff, providing professional development opportunities within and beyond the district to support individual professional growth. The Educational Services Division reviews data and surveys and participates in professional reading focused on improvement science to guide professional development decisions. Outside consultants and expert staff provide in-house professional development.

Staff also have opportunities to attend conferences vetted by the CJUSD Educational Services Division to ensure they align with District and ESSA goals. Title II, Part A professional development focuses on teachers, principals, and other school leaders to

improve pedagogical knowledge, practices, systems, and procedures. The Induction Program, in partnership with Riverside County Office of Education, assists new teachers in obtaining support in their first years of teaching. Three Curriculum Program Specialists provide staff development to all teachers, principals and other school leaders in implementing evidence-based instructional strategies to improve student performance in Language Arts and Math as well as coaching support to teachers. Wested provided NGSS leadership and implementation training to our fifty member science leadership team as well as training K-6 teachers, subject-specific teachers in grades 7-12, principals and other school leaders. Title II funding provided registration for 6 of the 24 principals and other school leaders attending NISL (National Institute for School Leadership) to gain the skills, research and tools they need to design and lead high-performance education systems. CJUSD plans (from various funding sources) include continued NISL training for additional Principals, other school leaders, and teacher leadership teams, beginning with two new-cohorts in the 19-20 school year; with plans to have all administrators trained in the near future. Title II, Part A funds will be utilized to offer a specialized 2-day NISL Curriculum Training to teachers, curriculum program specialists, principals, and other school leaders this fall. Title II also provides funds for teachers and administrators to attend conferences, which are vetted by the EDS team to ensure conference alignment with District and ESSA goals. CJUSD Educational Services Division is aligning systems and practices to improve student achievement, involving all stakeholders in evaluating the effectiveness of programs. CJUSD conducts ongoing evaluation of staff development opportunities through surveys, class walkthroughs, and student achievement data review discussions with teachers, principals, and other school leaders to ensure continuous improvement for staff as well as instruction for our students. NISL collaboration between cohorts began last spring and is scheduled each quarter. Working in cohorts of feeder schools from elementary through high school, the Educational Services Division is leading principals and other school leaders through the Improvement Science model to support each principal and other school leaders to lead change at their school sites and within their cohort of feeder schools. In addition, CJUSD evaluates the effectiveness of programs and services collaboratively with the following groups: Principal Cohort Collaboration TK-12; Parent Advisory Committees: DAC; DELAC; AAPAC; SSC; ELAC; Curriculum Councils: Elementary K-6 and Secondary 7-12; LCAP Steering Committee & LCAP Writing Committee; NISL: National Institute for School Leadership; Principals Exchange / Orenda Education: Colton Cohort

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## 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).**

### **Response from Colton Joint Unified revised based on CDE input:**

CJUSD prioritizes Title II, Part A funding among schools in an equitable manner to ensure teachers, principals, and other school leaders receive the professional development they need. Two schools have been identified for CSI (Comprehensive Support and Improvement): Colton Middle School (CMS) and Slover Mountain Continuation High School (SMHS). ESSA, Section 1003 funds are allocated to these two schools on a per-student basis, in the same manner, that we use trunk and serve for Title I, Part A pursuant to ESSA Section 1113(a)(3). Five percent (5%) of the 2019/20 Title II, Part A allocations will be set-aside to ensure our two CSI and seven ATSI (Additional Targeted Support & Improvement) schools prioritize staff development opportunities as written in each school's improvement plan. CIS and ATSI schools utilize the continuous improvement model with an eye to change in practices as they work with students, parents, and staff to review data and conduct a needs assessment to identify root causes and develop goals for comprehensive support and improvement. District staff are providing assistance with improvement science and the Plan, Do, Study, Act process as we analyze data, discover the root cause and write evidence-based actions to address student achievement, professional development, and school climate. District and school needs assessments do not indicate initial resource inequities in their schools, suggesting a need to look at inequities differently. Recognizing that change in practice is the core driver of improvement, and noting that inequities may be found in our practices, District administrators will guide principals and other school leaders in a Shattering Inequities book study this fall. CSI and ATSI plans are under development and due to be approved by the CJUSD Board in October, providing each school the opportunity to include new parents and staff in the CSI / SPSA development process. Schools collaborate with parent groups during several meetings to and write CSI / SPSA plans to ensure they address student and school improvement needs. Goals and actions for the CSI and ATSI plans will specifically address the areas identified as a need in CSI and ATSI plans. Meeting minutes will provide evidence of parent and family involvement in writing plans for all schools including schools identified for Comprehensive Support and Improvement and schools identified for Additional Targeted Support and Assistance. Final plans will be presented to all stakeholders and approved by the School Site Council (SSC) with approval recommendation from the English Learner Advisory Committee (ELAC) before going to



the Board for approval in October. District staff will support schools to collect, organize and examine the data necessary to evaluate the implementation and effectiveness of the CSI and ATSI school plans. Necessary data includes, but is not limited to, District and State achievement data, school climate data, student empathy surveys, and class walkthroughs. District and site administration will regularly conduct classroom visits, and collaborate with staff to provide feedback regarding school plan implementation. Data will also be shared and plans

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## **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.**

### **Response from Colton Joint Unified:**

CJUSD Educational Services Division is aligning systems and practices to improve student achievement, involving all stakeholders in evaluating the effectiveness of programs. We are working with staff from San Bernardino County Schools as well as other Districts to increase our knowledge in school improvement models. In addition to Director Meetings, and student focus meetings with parents and staff, we evaluate the effectiveness of programs and services collaboratively with the following groups: · Principal Cohort Collaboration TK-12. 18-19 Focus is Math. Working together in geographical cohorts meet monthly to review data and trends as students progress through elementary school, middle school and high school. Cohorts also collaborate during site visits, gathering data to guide instruction and programs. The Director for School Improvement and Accountability is also meeting with Principal Cohorts and individual schools and stakeholders to ensure all SPSAs address individual needs assessments and align with the District LCAP. Parent Advisory Committees: LCAP Parent Committee (LCAPPC) District Advisory Committees (DAC); District English Learner Advisory Committee (DELAC) ; African American Parent Advisory Committee (AAPAC) ; School Site Council (SSC); English Learner Advisory Committee (ELAC); as well as the District Community Cabinet interact with District and Site staff to provide ongoing consultation to improve activities and programs in our schools. District Parent Advisory Committee (DAC); District English Learner Advisory Committee (DELAC) and the addition of the African American Parent Advisory Committee (AAPAC) this year provide opportunities for parents to help evaluate our programs. Our District English

Learner Advisory Committee (DELAC) is especially strong, and this committee presents their needs assessment to the Board each year. The LCAP Survey and LCAP parent committee is another opportunity for parents to help evaluate program effectiveness and to provide their voice to our programs · Curriculum Councils: Elementary K-6 and Secondary 7-12 Monthly meetings, attended by elected teachers from each school site provide district-wide communication with certificated personnel to the Educational Services Division. Council members: Study, develop, and recommend to the Educational Services Division policies and procedures in those areas as established under the District's Curriculum Focus; Evaluate the progress toward long-term goals and objectives as established by the Curriculum Focus and submit recommendations to the Office of Curriculum and Instruction; Participate in the development, implementation, and evaluation of curricular programs. · LCAP Steering Committee & LCAP Writing Committee District wide committee supports the evaluation of programs as well as the planning and writing of the LCAP. The 2018-2019 LCAP committee is working with ESD to align programs, including Title I programs and the inclusion of CSI School Plans. · CJUSD Board Governance Presentations and information shared and presented to the Board is an additional way we evaluate the effectiveness of our programs. 18-19 presentations include: CA Dashboard; CAASPP results; Principal's Exchange CAASPP Comparison; Staff Development; ESD division updates. · Special Education Task Force (not funded with Title I or other federal programs) Working to address: Performance Indicators Review (PIR); Comprehensive Review (CR); Significant Disproportionality (CCEIS); developing the Special Education Action Plan. · NISL: National Institute for School Leadership. (Professional Development - Title I Part A; Title II and SEA Grant funding). Participants attending this 18 month program will collaborate and complete an individual action learning plan to improve student achievement and the effectiveness of programs at their school site and collectively in the district. Participants: Superintendent; Assistant Superintendent of Educational Services; 4 ESD Directors; 1 PPS Director, 12 Title I School Principals and 2 PPS Coordinators · Principals Exchange / Orenda Education: Colton Cohort Working with Colton Middle School for 3 years and six Colton Elementary Schools for 2 years, the Principal exchange provides schools coaching and guidance to align programs, procedures and instruction. Coaching and Guidance includes: Site Administrator Coaching; Meta Reflection Sessions with principals and district administrators study school-wide trends observed through data reflections; Guidance Alignment reflecting on student progress on key metrics by sub-group and student; Professional Development for Teachers five (5) full days of professional development to support instructional strategies in English/Language Arts and mathematics; and Learning Walks to support administrators in the implementation of curriculum alignment.

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### Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

### 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.**

Response from Colton Joint Unified:

Ongoing staff development for teachers of English learners will be conducted by Language Support Services' (LSS) Curriculum Program Specialists (CPSs). This customized but targeted professional learning environment is delivered through our model of Instructional Leadership Teams (ILTs). These ILTs were developed to target each elementary, middle and high school, with an emphasis on authentic discourse, formative assessment and culturally and linguistically relevant instruction. This is a push-in model where the three LSS Curriculum Program Specialists provide customized professional learning for each site. The ILT consists of principal, assistant

principal, various grade-level teachers, teacher-on-assignment (TOA), and Special Ed/RSP teachers. The purpose of these multi-layered site teams is to deepen their knowledge and understanding of the instructional shifts, relevant lesson planning, and instructional sequence/design specific to meet the needs of English learners. Monitoring of English learner progress and RFEP monitoring, as a result of ongoing and sustainable professional learning, has been designed within our Ellevation EL data portal. Embedded in the portal is a protocol tool to be used with teachers/sites to identify students who are at-risk of failing and provide interventions in a timely and responsive manner. CJUSD works closely with our EL parents via our DELAC and glean information from our Annual DELAC Needs Assessment as a guiding cornerstone. An area of input our EL parents provide is in response to our Annual Update and revision of the 2017/2020 Local Control and Accountability Plan (LCAP) goals, actions and services for programs for English learners (ELs) and Long Term English Learners (LTELs) and development of the federal LCAP Addendum as follows: Monitor student academic and language development progress towards reclassification and for four years after reclassification Provide EL parent leadership trainings for the progress of student academic achievement. Monitor our reclassification path via our Ellevation portal with timely updates and communication on the students' progress Strengthen and support our home to school culture through cultural proficiency staff trainings Promote English learner parent involvement at site and District levels Support parent to parent trainings to increase parent involvement and capacity via our Parent Leadership series Expand our Dual Immersion K-6 program to Middle School Support primary language through our Seal of Biliteracy award program in 12th grade

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## **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.**

Response from Colton Joint Unified:

Provide supplemental instructional materials/technology that will allow newcomers to access content. Provide support to classroom teachers on language acquisition strategies that will dramatically accelerate their students' English skills. EL Counselors will provide supplemental services to newcomers and their families to assist with acculturation issues that they may encounter.

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## 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.**

Response from Colton Joint Unified:

CJUSD has adopted state recommended instructional materials for ELA that are aligned with CA ELA and ELD standards. A multitude of professional learning opportunities have been offered to teachers to support the implementation of curriculum addressing both integrated and designated instruction. Language Support Services provides targeted professional learning environments to each site and delivers customized training through our model of Instructional Leadership Teams (ILTs). These ILTs target each elementary, middle and high school, with an emphasis on authentic discourse, formative assessment and culturally and linguistically relevant instruction. This is a push-in model that provides customized professional learning for each site. The purpose of these multi-layered site teams is to deepen the site's knowledge and understanding of the instructional shifts, relevant lesson planning and instructional sequence/design specific to meet the needs of English learners.

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## 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.**

**Response from Colton Joint Unified:**

CJUSD/LSS is rolling out the EL Roadmap along with Global 2030 as the foundational framework for expanding the systems being refined and/or being put into place. All site administrators and EL site leads have been initially trained with the next steps to expose the teaching staff and deepen understanding on the principles. LSS continues

to monitor growth trends within English language proficiency (ELP) and other relevant data points to evaluate program, curriculum and student growth. All teachers are trained on integrating the ELD standards in both integrated and explicitly in designated instruction that in turn directly impacts the outcomes of the ELP assessment. Through Professional learning experiences: Support teachers on scaffolding success for English learners and lesson design development that provides a deeper understanding and linguistic support Use lesson-embedded formative assessment to ensure English learner understanding and success in both designated and integrated instruction.

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## Title IV, Part A

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### Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

## 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.

### **Response from Colton Joint Unified** revised with input from CDE 8-22-19::

The CJUSD Title IV plan was developed with input from the LCAP Advisory Committees. These committees met throughout the year to review student achievement, behavior, dashboard, school climate, and technology use data, as well as survey data provided by students, parents, staff and community stakeholders. Data were analyzed to identify root causes, areas of greatest need and resource inequities in the Title IV needs assessment. CUSD will evaluate the effectiveness of these initial goals as measured by the CA Dashboard, student/parent/staff feedback, increased enrollment, and completion data; as we continue to collaborate and analyze data with all stakeholders at LCAP Advisory meetings and other parents/staff/community meetings throughout the year. Well-Rounded Educational Opportunities objective: Increase access to college and career readiness, including pathways and advanced placement classes, to ensure all students graduate well prepared to succeed. CJUSD will increase career guidance counseling, college and career study trips, and STEM/STEAM education. We will provide an introduction to Pathways for elementary and middle school students to increase college and career explorations. We will lessen access barriers to college by providing PSAT, SAT testing and AP testing to students. The intended outcome for this area is to document increased participation in STEM/STEAM, a-g coursework and AP classes as well as an increase in SAT and AP testing and an overall increase in student grades as measured in report cards and test scores. Spending in this area: \$218,619. Effective Use of Technology objective: Provide technology to improve use for academic achievement and digital literacy of all students, and to address resource inequities in technology for special education and

opportunity students. The intended outcome in addressing this special education inequity with user-friendly iPads will increase student use of technology for achievement, provide access to digital literacy, and meet the student needs to select special education classes. The intended outcome for STEM Pathways labs is to provide middle school students access to career pathways, including pathway strands offered in our high schools as well as strands that may require advanced learning in college or technical trades, through technology and hands-on learning. CJUSD, a Future Ready district, prioritizes access to technology for all students in the LCAP and site plans, providing 1:1 Chromebook access for students in all elementary, middle and high schools. Four Curriculum Program Specialists in Technology, funded by LCAP, provide staff development sessions and individual coaching to teachers, school leaders, and other staff to increase technology use as learning, presentation, and communication tools in the classroom. Additional staff development includes conference and workshop attendance. Current spending in this area is \$152,088, of which \$49,027 accounts for a one-time purchase of devices, as well as technology licenses for the initial STEM lab. Safe and Healthy Students objective: Provide mental, physical and social health services to improve school conditions for student learning. CJUSD will use Title IV funds to expand the PBIS and Mental Health systems of support. Elementary counselors will be trained to deliver a Social Emotional Learning curriculum to help all students develop mindsets and SEL skills for success in school. Student wellness centers will be established at three comprehensive High Schools and one continuation high school. The objective of the Student Wellness Center is to be a safe, non-academic space for students to learn practical Social-Emotional skills and mindsets, and to be a hub around which the community can work to promote the benefits of Health and Wellness. CJUSD has contracted with California State University San Bernardino (CSUSB) to place, and in conjunction with the CJUSD Mental Health Manager, supervises Social Worker Interns providing services to identified students. These interns will also be available to provide individual and group services at the high school wellness centers; noting that certificated CJUSD staff will provide certificated supervision for each Wellness Center during operational hours. District will contract with outside providers to provide professional development in Restorative Justice, as well as bullying prevention and intervention to teachers, students, parents, and other staff. Title IV funds will also provide Anti-Drug and Awareness programs at Middle School and High School and will include a parent component. The intended outcome in expanding our PBIS system of support is to lessen student anxiety, depression and stress as noted in our PBIS and student behavior data; and to raise student achievement as noted in student achievement data. Spending in this area: \$136,637.

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