

Attachment 1: 2018–20 DRAFT

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

LEA name:

Taft Union High School District

CDS code:

15-63818

Link to the LCAP:

(optional)

<https://www.taft.k12.ca.us/Page/81>

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

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

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

Title I Part A and D, Title II Part A, and Title 5

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.

Based on the data from the California School Dashboard, CAASSPP and Local Based Measurements, the district created a strategy described within the context to address the needs of these broad areas: Mathematics, English Language Arts, College and Career Readiness, School Climate and Attendance. Federal Funds will be used to supplement and amplify current strategies to address the needs of low-achieving students. Based on the mathematics achievement data from the California School Dashboard, Mathematics achievement is an area of significant need. District is identifying students with a significant deficit with understanding grade level mathematics and has designed a mathematics literacy class to build the students rigorous mathematical understanding. Rigor is defined as conceptual understanding, procedural skill and fluency and application. In addition professional development is designed to increase the teacher's rigorous instructional delivery methodologies along with increasing the use of the Standards of Mathematical Practices. An important component of the class is to refresh and reintroduce concepts with underutilized or unfamiliar approaches so that students are more likely to build upon previously mastered concepts. Federal dollars will support the LCAP by providing additional time, materials and professional development to build a stronger program than with LCAP provisions and strategies alone. In the area of Language Arts many alternative education students will benefit by increasing their literacy skills through a targeted intervention class. A new course of study will address these specific academic goals of previously unidentified students. By increasing the students Mathematics and Literacy skills students will more likely graduate College and Career ready.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The LCAP priorities of the district are synchronized within the master schedule so that all students will benefit. Federal, state and local dollars are utilized to support and fund the master schedule. Through the identification of the learning needs of all students, various academic sections are created to meet the needs of students. Within the context of the master schedule, federal funds are used to support additional time and sections within the master schedule to supplement the learning or low-achieving students. In addition, federal funds are used to supply the materials unique to these courses. Professional development is designed to supplement effective instruction and student learning. Parent involvement strategies will focus on how best parents are able to support their child's learning and also navigate the complexities of school and graduation. Input through various stakeholder groups, specifically school site council, DELAC and Parent Advisory groups will provide valuable information to support the design of the program.

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.

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).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

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.

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.

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.

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. [(N/A if your LEA is a charter school or COE, or your district's educator equity data does not demonstrate disparities)]

THIS ESSA PROVISION IS ADDRESSED BELOW:

In the core subject areas, all students will have an appropriately credentialed subject specific teacher. The district enjoys the luxury of attracting appropriately credential teachers and does not need to address this issue. However, if such a situation arises, the district will prioritize the provision of appropriately credentialed teachers in classrooms with students who have the greatest learning needs.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district has an effective DELAC with high parental participation. District provides parent education academies and parent project. In addition, the district is a partner in the West Kern Adult Education

Network which provides ESL, Citizenship, GED and Basic Skills and job certification training for parents and community members. Several of these courses are held in district facilities.

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:

The district partners with the Kern County Superintendent of Schools Office for education services for students living in local institutions and attending community day school programs.

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:

The district partners with the Kern County Superintendent of Schools Office for the coordination of Homeless Children and Youth Services. District has a designated McKinney-Vento Homeless Liaison who acts on behalf of these students to coordinate county and local services. The district has an attendance team who will make home visits and follow-up on chronic absenteeism. The district not only addresses attendance issues, but also provides counseling and academic support to understand the students' unique situation. In addition the district is able to facilitate meeting students' physical needs through community partnerships and governmental agencies.

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:

Taft Union High School District serves the needs of students in grades 9 through 12. To the extent possible, the district supports its local feeder schools for the successful integration of incoming students. The district has integrated its student information system with the primary local K-8 feeder district so that student records are seamlessly transferred to the district in the spring of each year. Student data from other feeder schools are also acquired in a timely manner. The district is then able to analyze this data and create a plan to most effectively address the needs of all learners. In addition the district provides numerous opportunities for students and families to visit campus. Formally, incoming students from the middle grades experience “a Day in the Life of A Wildcat” for an engaging and informative visit to the campus. Students experience the excitement of life as a high school student as they are introduced to numerous opportunities both academically and extracurricular in nature. In addition, students are assessed academically and their interests are surveyed to aide in the design of each student’s class schedule.

As seniors graduate from Taft Union School District, students are supported with their transition to college and career opportunities. The district has seven career pathways through the Career Technical Education Center (CTEC). The CTEC program provides community-based instruction with local businesses and has expanded to include a robust internship program. District also has an Oil Technology Academy and AVID program. Students are provided college and career counseling through the counseling department. In addition, entering freshmen are enrolled in Success 101, which is a college and career exploratory program. In subsequent years, students complete a three-week Career Choices follow-up module as part of their social studies course. This allows them to refine and refresh their college and career goals. Students are offered SAT prep course. SAT and ACT tests are administered locally. The district provides eight AP courses and four dual-enrollment courses: English, Sociology, Psychology and Speech with the local community college.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district addresses the needs of the gifted and talented students through funds district general base funds. The district already provides students with technology and digital literacy skills for the purposes of accelerating student learning.

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:

The district partners with the Kern County Superintendent of Schools Office to provide services to youth who are in the juvenile justice system. Currently, the district does not have any students in a correctional facility.

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 agreement for services listed above is between Taft Union High School District and the Kern County Superintendent of Schools Office.

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:

Kern County Superintendent of Schools Office provides a comparable education program.

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:

Taft Union High School District works with the Kern County Superintendent of Schools Office (KCSOS) on a case-by-case to optimize the successful transition of students back to Taft High School District. Based on recommendations of the KCSOS and utilizing THSD counseling and outside counseling services, a student transition plan will be created with follow-up provided by TUHS counselors.

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:

The district provides and makes available to all students mental health professionals, substance abuse counselors and academic counselors on a regular basis. District will provide a counselor who

will frequently monitor student's progress and will provide access to various intervention opportunities to ensure the successful transition to Taft High School District.

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:

The district provides and makes available to all students as necessary prenatal health care and nutrition by coordinating services with local health agencies. The School Nurse is able to provide direct support for prenatal health care and nutrition services related to the health of both the parent and the child. Counselors are able to provide information about parenting, child development classes and child care. In addition, counselors are able to access with reentry and outreach programs along with providing flexibility with scheduling.

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

The district enjoys partnerships with the local community college, the local oil industry and numerous local businesses. Through these partnerships, students have dual enrollment opportunities with the local college, internship opportunities and credit recovery programs. The districts Career Technical Education Center provides a direct link to local businesses and establishes mentoring relationships for students. In addition the district has an Oil Tech Academy which provides a very strategic opportunity for students to learn about the petroleum industry alongside professionals in the energy field as their mentors.

Parent and Family Involvement

ESSA SECTION 1423(8)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district has an intentional parent outreach approach. Parents serve on School Site Councils, various Parent Advisory Groups, DELAC, parent academy and parent project. In addition, the district has an attendance team whose purpose is to only ensure students are in school but also assists with understanding the barriers of attending school and then working to help the student and family to remove these barriers. District also has an alternative education program whose program is designed to meet the needs of students who tend to be at risk of dropping out.

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:

The district will coordinate these efforts through the LCAP approaches and other existing programs so that Federal Funds will be used to supplement and amplify current efforts.

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:

The probation officer is viewed as a member of the student assistance and transition team. With the key integration of the probation officer, the team is able to provide strategic support both with in school and also out of school so as to address the entire needs of the student.

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:

Taft Union High School District works closely and collaboratively with Kern County Superintendent of Schools Office to address the needs of any Individualized Education Program.

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district has an alternative education program whose flexible approach enables students to be successful outside the traditional classroom. The program is both traditional and non-traditional. Students are able to enjoy a regular high school student day or enjoy a program whose approach allows for greater flexible of time and learning platforms both digitally and traditionally.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district has a three tiered approach towards professional development. Tier one is for first and second year teachers and principals. Teachers are involved in teacher induction program and the Principal is provided professional growth opportunities through the principal learning network and principal academies. Tier 2 professional growth and improvement is focused on school wide efforts such as PBIS and AVID. Tier 3 is informed through students assessment, observation of teacher delivery, direction of the district goals and subject specific pedagogy.

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:

Title 2 funds will support teachers and students in the Mathematics and Literacy programs. The greatest need is in area of Mathematics. These teachers will receive the highest priority for professional support to increase teacher pedagogy. In addition the site principal will also receive professional growth opportunities to understand and manage mathematical instruction and design. Principal will also learn how to provide strategic and informed instructional feedback.

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:

The district is using a Multi-Tiered Support System grant to support the implementation of continuous improvement. The outcome of the theory of action will most likely require professional growth, planning, implementation; data collection and then program adjust. These reiterations of growth and planning will further drive Tier 3 professional development approaches as listed above.

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:

The district will provide English Language Learner professional growth and development opportunities through the local county office of education and other expert professional development providers to increase the delivery of both integrated and designated English Language Development teaching and learning methodologies.

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:

The district will provide opportunities for immigrant youth to experience language rich culture within and outside the local community so as to complement the districts focus on college and career readiness. The district will provide structured opportunities for not only students to learn the English Language but also the Academic Language and to be able to apply these reading, writing, speaking and listening skills in authentic situations.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English

learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district's focus is on all students increasing their academic language as many native speakers are deficit in this area as well as immigrant students. The primary approach is to provide integrated language support in every classroom and also provide designated language support directly and explicitly during designated English Language Development time.

English Proficiency and Academic Achievement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The California School Dashboard English Language Indicator is at the highest level possible for the Fall 2017 data release. The district's Language Arts scores on the state's annual test, CAASSP, have increased steadily for the past three years and is only 7 points below distance from standards met. The combination of English Language Indicator (which measures designated English Language Development) and the continuous improvement of English Language CAASPP scores as a whole are strong indicators that the district's current approach is effective. The district will continue to support the current approach with both LCAP and Title 3 funds as needed.

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:

Taft Union High School partners with the Kern County Superintendent of Schools Office (KCSOS), The Taft Community College (TCC) and other districts such as Wasco Union High District (WUHD). KCSOS provides much needed English Language Development professional growth. TCC provides dual reenrollment opportunities and WUSH provides an exceptional model of continuous growth and improvement. In addition the district has made significant general fund expenditure for one-to-one devices for each student and faculty member. The use of federal dollars will enhance the delivery of teaching and learning through the use of technology. In essence technology will be used as an accelerator for learning in all areas especially in mathematics and language. The effectiveness of the program will be measured both annually on state tests and locally through local based assessments.