

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

LEA Name

Chico Unified School District

CDS Code:

04614240000000

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

Chico Unified School District is committed to utilizing federal funds to supplement Local Control Accountability Plan (LCAP) funds to achieve the goals set forth in the LCAP. All of the state priorities and our district goals are met using LCAP and federal funds and much of this federal funding streams to school sites as well to provide services to students at particular schools. Our adopted LCAP Goals are:

1. Quality Teachers, Materials, and Facilities
2. Fully Align Curriculum and Assessments with California State Content Standards
3. Support High Levels of Student Achievement in a Broad Range of Courses
4. Provide Opportunities for Parent Involvement and Input
5. Improve School Climate

In order to meet our LCAP Goals, Chico Unified uses federal funding to provide technology support, technology education and intervention, and professional development in this area for new teachers as well as all staff members. Federal funds are utilized for ensuring our teachers have professional collaboration and on-going professional development on best instructional practices. The Induction Program for new teachers is an integral part of this funding. These dollars also flow out to our Teachers on Special Assignment (TOSA's) who are part of supporting our teachers in areas including technology, academics and assessments, data analysis, and English Language Development.

Increasing the percentage of graduates that are college and career ready as well as increasing the reclassification rate for English Learners are both supported by the use of our federal funds. Additional uses of this funding to are to provide academic interventions, support our Reading Pal program, support our After-School Programs, and fund an Early Back summer program for our English Language Learners (ELL's).

Federal funds help us provide on-going connection to our parents, families, and community members and ensure that our homeless youth are served. Continued funding support for positive behavior strategies, trauma-informed practices, and counseling is of high importance to our district as well.

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.

There is a high level of collaboration in our district to align our use of federal funds with activities funded by state and local funds as well as across different grant programs. Chico Unified hosts two community-based LCAP meetings each year, one in February and one in April. In these meetings, parents, community members, Chico Unified Administrators, and teachers provide input. There is an additional stakeholder meeting with our superintendent and a variety of our Chico Unified students. During this meeting, students share about their academic successes and social-emotional needs as well as a wide variety of other topics such as technology and school safety.

There is also communication on school sites and in the district office about continual needs as they relate to our LCAP goals. This communication is welcomed and collaborative in nature.

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.

Chico Unified School District uses California Basic Educational Data System (CBEDS), total unduplicated Free and Reduced Meal Program (FRPM), English Language Learner (ELL) eligible count to determine the poverty criteria.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Chico Unified has 100% highly qualified teachers. Chico Unified identified the percentage of teachers at each site with less than two years of experience and ranked each site based on this percentage. We then compared this ranking to the percentages of minority students and low-income students. Two sites were identified as having a disproportionate number of inexperienced teachers and a high (compared to other sites) percentage of minority students and low-income students. New teachers at these sites were supported by district staff development opportunities. Both sites have regular teacher collaborative group meetings to analyze student data, inform instruction and discuss best practices.

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:

Chico Unified School District recognizes the necessity and value of parent involvement to support student success and academic achievement. In order to assure collaborative partnerships among schools, parents, and the community, our school district is committed to the following:

- Involving parents/guardians in the joint development of the District's Title 1 plan and the process of school review and implementation
- Providing the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and student performance
- Building the capacity of schools, staffs, and parents/guardians for strong, effective, and ongoing parent involvement in the education of their children to improve student achievement
- Conducting a needs assessment with parents to measure the content and effectiveness of the parent involvement activities with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, and have limited literacy

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:

Not applicable.

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:

A portion of Title I funds are reserved at the district level to assist with support needed for homeless children. Chico Unified School District has a strong system in place for this work. Due to the devastating Camp Fire in November, Chico Unified homeless youth number increased by 634 students. This brings our total number of homeless youth to 990. Our district enrolls homeless students immediately and makes every effort to place students in the closest school to their location. Under the McKinney-Vento Homeless Assistance Act, transportation is offered to our homeless students. All efforts are made to keep attendance high for our students, including bringing in our targeted case managers (TCM's) to help support families when needed. We are working on methods to better identify homeless students so we can best provide for all children. Two of our district staff members work together to ensure that we can assist our Chico Unified homeless students.

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:

We are fortunate to currently have three state-run preschools on Chico Unified campuses, with a fourth slated to open in July 2019. Additionally, we have five transitional kindergarten (TK) classes on five sites. These are both wonderful resources for our families and benefit young children in multiple ways. As these programs are part of the site they are housed on, our youngest students are able to participate in all school activities. Families can learn very early on about the numerous activities on our school sites and children benefit from school structure and social growth before moving in to kindergarten.

Our Career and Technical Education (CTE) programs provide students with the skills and knowledge to transition seamlessly to postsecondary education related to career pathways, vocational school, or directly to high-skill, high-wage jobs in the workplace. More than twenty CTE courses are articulated with Butte, Shasta or Yuba College, allowing students to earn college credit while in high school. Four grants currently support CTE programs in the district: the Strong Workforce Development grant through the California Community Colleges Chancellor's Office (CCCCO), as well as three grants from the California Department of Education: Career Technical Education Incentive (CTEIG2), Perkins, and the Agricultural Incentive Grant. Transitions to postsecondary education are also available to all students through two K-12-postsecondary partnerships: the Butte College Connection (BCC) and the High School Scholars program. BCC provides up to sixty students a year the opportunity to complete their twelfth grade year on the Butte College campus, where they meet together as a cohort for English and Government / Economics classes taught by CUSD staff. Students are then able to enroll in college classes; some earn a year's worth of college credit before graduating from high school. The High School Scholars program allows students to take classes at CSU, Chico on a space-available basis for a nominal fee.

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:

Not applicable.

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:

Not applicable.

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:

Not applicable.

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:

Not applicable.

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:

Not applicable.

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:

Not applicable.

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:

Not applicable.

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:

Not applicable.

Parent and Family Involvement

ESSA SECTION 1423(8)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable.

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:

Not applicable.

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable.

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:

Not applicable.

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:

Not applicable.

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:

Chico Unified is committed to maintaining the highest system possible to support new teachers, principals, and our District Leadership Team (DLC). This past year, we had twenty new teachers participate in the induction program with twenty more slated to participate in the 2019-20 school year. These new teachers work collaboratively with their support provider to give them every access to learning and delivering best practices to students. Principals have support through the district office for growth and improvement. Both the Director of Elementary Education and the Director of Secondary Education, as well as the Educational Services Directors, work with district principals to support and refine leadership skills. Administrator professional development is encouraged, particularly learning opportunities in our goal areas, such as supporting homeless and foster youth. The District Leadership Team is comprised of teachers and administrators with a focus on curriculum, instruction, professional development, and data analysis. The DLC is the conduit of information between the district and teachers. This group has been highly effective in supporting instructional growth across the grade levels and curricular areas. A large part of supporting professional growth and improvement includes asking teachers what they need to do their jobs as effectively as possible. Chico Unified surveys teachers in the spring asking what types of professional development they desire to improve their craft. These surveys, along with DLC input, help guide professional development.

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:

Each Chico Unified site receives \$405 per Full Time Equivalent (FTE) of our district Title II allocation to support professional growth and achievement. This is an important component of the site's Local Control Accountability Plan (LCAP) as the site makes goals to support the professional development of their teachers. Examples of this funding at the site level include supporting Professional Learning Communities (PLC's) and academic and social-emotional intervention training.

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 survey offered to teachers in the spring is an indicator for us of what the teachers are wanting to learn about in the upcoming year. Based on this feedback, our DLC is instrumental in planning for our four district-wide staff development days. After the district-wide staff development days, staff is asked to provide feedback on the sessions they attended. This data is used to determine what next steps are needed.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Chico Unified has budgeted \$25,000 for Language Star English Language Development (ELD). ELD teachers, site administrators, and District Leadership Council (DLC) members attend these professional development opportunities. These trainings include classroom walk-throughs as well as direct instruction in grammar-based language instruction, comprehension, and writing. Additionally, our two ELD coaches give on-going professional development to ELD teachers to support the program's scope and sequence so that all students receive robust instruction.

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:

Until redesignation, our English Language Learners (ELL's) receive English Language Instruction (ELI) via the grammar-based Language Star program. This is an extensive grammar, writing, and comprehension program that we have used for several years. Our redesignation numbers have improved and continue to improve. The district ELI Coaches work with ELI teachers on a regular basis to plan, deliver, and assess lessons given in class. The additional professional development around these lessons also strengthens student learning.

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:

Our Language Star ELI program has proven to be quite effective for our English Learners. Language Star is a systematic, grammar-based method of teaching English to second language learners. Students are explicitly taught English lexicon, syntax, semantics within a consistent scope and sequence. ELI standards are anchors in the program's scope and sequence. Writing and comprehension are also integral to Language Star. Data is analyzed after benchmark assessments and student movement within levels is fluid. ELI Coaches provide support to teachers in the classroom and with professional development outside of the class. We will continue with the Language Star program, coaches, and professional development opportunities.

English Proficiency and Academic Achievement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our English Language Learners are assessed on the English Language Proficiency Assessments for California (ELPAC) each year. To ensure that English Learners are meeting the challenging State academic standards in English, specific criteria must be considered when looking at English Learner redesignation.

To be redesignated in our district, our English Learners must meet several criteria. Students must receive an overall score of 4 on the ELPAC. Grades K-2 must score in the 75%ile or above in the Star Early Literacy assessment. Grades 3-5 must score in the Grade Level Proficient band of the Star Reading assessment. Grade 6-8 must score in the Basic Grade Level band of the Star Reading assessment. Grades 9-12 need to receive a scaled score greater than 560 in the Basic Band of the 9th grade Star Reading assessment. Also included in the redesignation criteria is teacher evaluation and parent opinion and consultation.

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:

Our district Title IV allocation is \$290,000. These funds will be used in a variety of ways to support community partnerships, well-rounded education, safe and healthy students, and technology. In order to support our curricular areas, Chico Unified has allocated some of these funds to pay for training for the new grades 6-8 social studies curriculum. Funds are also going toward the new Next Generation Science Standards (NGSS) adoption. Teachers will be paid to review available curriculum and give input as to which curriculum would best fit the needs of our Chico Unified students and staff. Kindergarten-grade 5 reading programs will receive support from this funding. Chico Unified has designed a reading support model for our elementary teachers to observe guided reading groups, work with a support coach to build their own robust guided reading program, and analyze student data in order to make adjustments in their teaching. Title IV funds will also be provided for writing norming sessions for grades 6-12 and for bringing Universal Design for Learning (UDL) to Chico Unified. Co-teaching will also be supported by this funding.

In order to continue to provide a high level of instruction, Title IV funding will be used to support summer professional development requests from teachers and summer interim trainings. It will also provide the funds to pay for our trainers at our August district-wide training and our four additional district-wide trainings next year.

Supporting safe and healthy students and working in community partnerships, both integral to our district mission, are also supported by this funding. Chico Unified will provide Athlete Committed coaches with Title IV funding to support and train our student athletes. These coaches are trained by the Athlete Committed program and will provide safety and well-being guidelines to all student athletes through the year.

Effective use of technology is also part of our Chico Unified Local Control Accountability Plan (LCAP). Title IV funds will support computer trainings through the year for our classified employees working with technology in the district.