

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

**LEA name:**

Jamestown School District

**CDS code:5572363**

**Link to the LCAP:**

*(optional)*

<https://www.jespanthers.org/wp-content/uploads/2018/11/LCAP-and-Annual-Update-Template-Local...Funding-Formula-CA-Dept-of-Education.pdf>

**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.)*

1.

Title 1, Part A; Title II, Part A; Title IV, Part A

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

# Instructions

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

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

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

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

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

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

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

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

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

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

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

## Strategy

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

Jamestown School District has a high unduplicated count of 77.51% with 76% of those students being socioeconomically disadvantaged. When analyzing the needs of these students, and examining our local priorities in our LCAP along with our Dashboard results, many of our students are demonstrating challenges both social -emotionally and academically. Responding to these challenges through a trauma informed lens helps us to understand that many of our students require more targeted support here at school and therefore require an implementation of programs and improved services for these students. We are implementing Multi-Tiered Systems of Support and Positive Behavior intervention Supports, are adapting our master schedule to respond to the intervention needs of our students, and are increasing our staffing to more effectively respond. Under Title II we are able to provide needed professional development to address our academic deficits and social emotional program initiatives, along with providing the time necessary for training and implementation our MTSS goals and objectives. Our data analysis reveals a significant need in our K-2 grade levels for extra targeted reading intervention and literacy development. We have seen a spike in incoming kindergarteners who are not kindergarten ready both socially and academically along with a significant increase in kindergarten absenteeism. Our SED 3-8 students are performing significantly lower in benchmark and summative assessments, an average of 30% lower than those not identified as SED. Title I Part A funds are used to support our reading intervention specialist and program, providing after school reading support on our Jamestown Campus, and before school intervention support at our Chinese Camp campus along with designated ELD services. Title V supports extra reading and literacy intervention for the larger numbers of kindergarten students who are scoring as needing intensive support. Some Title I Part A funds are used to support the work of our homeless and foster youth liaison by providing attendance education and support for our families. In addition, all of our students identified as SED, ---% have been identified through a universal screening tool as needing more intensive Tier II and Tier III social emotional learning interventions, supports, and services. Therefore, it was determined that additional support and staffing in mental health services, along with more strategic professional development for both certificated and classified staff, is necessary in order to provide appropriate and effective SEL instruction and strategies. Title IV funds

support our addition of Anti-bullying curriculum and education, along with an increase in classroom STEAM instructional materials which supplement a broad course of study along with increasing engagement, rigor and relevance. Finally, Title III funds this year were accessed through a county consortium due to the limited number of Limited English Proficient (LEP) students in our district. Although, our district has initiated the implementation of a Dual Language Spanish/English Immersion Program and we are in our fourth year. We are seeing an increase in the number of LEP students in our district particularly. The goals, services, and objectives listed in our LCAP are in alignment with ESSA federal funds and do supplement the work of Jamestown School District.

## 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.

[Title I part A funds, and Title V will be aligned with our LCAP Goal 1: Supporting student achievement by aligning curriculum and state standards along with targeted intervention support. Targeted intervention support is occurring on both campuses before and after school. Additional research based intervention software is purchased and utilized to support academic growth. Title I Part A, Title II and Title IV funds align with Goal 3: Improve campus climate to impact student/parent connectedness to school. This is done by implementing social emotional curriculum and additional mental health services that work to support and improve student behavior and emotional regulation. Monitoring attendance through the use of home visits and School attendance review teams which is implemented in part by our homeless/Foster Youth liaison. Title II funds are also used to support this goal by providing professional development on trauma informed practices and allowing for collaboration time to use, respond, and monitor student data recorded on the universal screening tool for behavior, academics and attendance. Title I Part A funds are aligned to Goal 4: Increase communication and connection between home and school. One of our focal points is in educating and communicating with our families better in regard to school attendance. As I mentioned before, we have seen a large increase in absenteeism in our kindergarten and primary grade students. This has necessitated the need for a school campaign, Under 5 Challenge, that works to inform students and parents about the educational impact and future of their of children when they miss school along with providing incentives to support school attendance. Our Homeless and Foster Youth liaison is partially funded through this and is an important component for attendance education, outreach, and support in receiving necessary wrap-around resources and services. We have also recently implemented transportation support for our homeless youth. This goal also includes community outreach to our Hispanic population which is increasing. This has necessitated an increase in translation services for school documents. Due to our Dual Immersion Program, we have seen an increases in our EL population and have increased our bilingual staff. Through the county consortium, Title III funds were utilized to provide an opportunity for administration to participate in the Bilingual Coordinators Network to increase our policy knowledge and access to information and resources as it pertains to English Language Learner education. Professional development for both designated and integrated ELD instruction will also be provided during the summer. Title II and IV funds align with Goals 6: Ensure a broad course of study for all students; and Goal 7: Build the capacity of the faculty to deliver rigorous high quality instruction fo students. These funds will be used to provide more professional development opportunities such as Universal Design for Learning, more math and writing support, and inclusion practices. MTSS trainings and implementation teams to develop and utilize resources for tiered interventions, along with the provision of personnel, supplies, equipment, activities for STEAM, music and art instruction.



# 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:

Jamestown School District does not show a disparity among sites. JSD has met highly qualified teacher requirements with fully credentialed teachers for all Title I sites, with the exception of two inexperienced teachers as a result of difficulties in locating and hiring experienced teachers. We are a small rural school and this can create difficulties in recruitment and retainment of experienced teachers. Both teachers were hired under a provisional internship permit and enrolled in a rigorous teacher preparation program. They were provided an on site mentor teacher, ongoing professional development and training, weekly collaborative PLC meetings, and frequent administrative observation and evaluation. One of the inexperienced teachers was hired on a temporary contract and will not be returning and the other is completing the credentialing program within the year. All mentoring, training and evaluation will continue to ensure effective instructional teaching.

### 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:

Jamestown School District invites and promotes parent and family engagement through a variety of methods. The parent and family engagement policy was developed through our Joint School Site Council representing both school sites in our district and serves as the Title I Advisory Committee. School Site Council meetings are held monthly and identified on our annual activity calendar that is distributed to all parents upon enrollment. These are always open to the public and meetings follow all site council requirements and by-laws. The members are made up of parents of both school sites, certificated and classified staff, and administration. The Policy is given to all identified and Title I eligible along with Title I information and invitation to the annual Title I meeting. The Title I meeting informs parents about the services provided, shares the research based intervention programs used and the importance of school attendance. Parents receive a parent/student handbook that outlines information on California State Standards, curriculum and instruction, assessments, technology use agreements, as well as a Parent/School Compact at the annual Arena Registration held the week before the beginning of school. Parents annually receive a parent volunteer form to inform parents and families of volunteer opportunities and to invite them to be involved and connected to school. All of these documents are provided in both English and Spanish. Back to School Night is held before school begins, so that teachers can begin the year with clear information to parents in regard to state standards and school policies, as well as providing materials and resources to parents to support student learning at home. Numerous family events to encourage parent participation and connections are planned annually such as Family Literacy Night, science night, movie night, family dances, You and Me Night ( A partnership with ATCAA and Los Promotores De Salud who support our Hispanic population), music concerts, and the Harvest Festival. Family Fun Nights are planned and implemented by the teaching staff. The events promote both fun for the family and an opportunity for staff to provide important information and education for parents (e.g. Understanding state testing results, how to engage and assist their child at home to improve academic achievement, Anti-bullying education, trauma informed education, etc...). All of these events and more are included within the annual activity calendar that is distributed to parents and posted on our website. We actively collaborate with outside community agencies such as Infant Child Enrichment Services who provide parenting education and in home services, along with the local food bank. We regularly connect with our local preschools, and we house an early learning center on our campus for toddlers up to age three. Additionally, we have the Jamestown Family Resource Center on campus that helps to provide wrap around services, resources, and supports such as: health services, mental health counseling, housing, utilities support, student backpacks, and food and clothing. Our District communicates with our parent body in a variety of ways through monthly school newsletters, weekly auto-dialer messaging for upcoming events, updated website posting, PowerSchool Parent Portal for grades and assignments, Monday envelopes for K-3 students, teacher technology use such as Remind, classroom websites or blogs. We are in our fourth year of the implementation of a Dual Language Immersion Program and therefore we have an increasing Hispanic population. This requires the need for more documents to be available in Spanish which is provided by our growing bilingual staff. We actively seek parental input and feedback through family involvement surveys distributed annually at Open House. These results are reviewed and discussed within both school leadership teams and School Site Council to direct and guide future decisions regarding parental and family involvement. Finally a multiple opportunities are provided throughout the course of the year for LCAP input through PTO meetings, parent LCAP input meetings and School Site Council.

## **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:**

SWP: NA

TAS: We are a Targeted Assistance School, in which students are identified as Title I according to a need for remediation and support in reading/language arts. After screening and identification, students are placed into an appropriate researched-based intervention program based upon the individual student's needs. Reading intervention occurs four days a week during the school day as a pull out program. Reading intervention services are also provided before school at our Chinese Camp campus and after school intervention at Jamestown Elementary. Progress monitoring is ongoing, and guides the intervention services and programs to be delivered.

Neglected or delinquent: NA

At the beginning of each year, the Reading Specialist, our Title I teacher, in consultation with classroom teachers and administration, will screen and identify participating K-6 students using DIBELS assessments and teacher recommendation. Students in 7/8 grades are identified through state summative assessment scores, curriculum benchmark assessments and teacher recommendation. Instructional software and benchmark results such as Freckle, Accelerated Reader and ESGI. Progress monitoring is conducted by our Title I aide for those 4-8 students using Fast Forward with regular reports forwarded to parents, teachers and administration. Ongoing communication is happening between the Title I teacher and classroom teachers regarding achievement growth and progress for K-3 students and formal reports given to administration three times a year.

**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:**

Jamestown School District employs a homeless and foster youth liaison through funding from both Title I Part A and LCFF supplemental concentration funds. For our small district enrollment of 384 students, we have a relatively high homeless youth count with 11% of our student population identified. Our office staff and administration is trained in enrollment procedures in regard to McKinney Vento legislation. If students are identified as McKinney Vento, the office staff will directly notify our Homeless liaison who will reach out to the family to assist with resources and services for housing, if needed. Jamestown School District has our homeless liaison make home visits for those students who have increased truancy or chronic absenteeism and a record is kept of visits along with intervention services offered, and he sits on both our School Attendance Review Team and the School Attendance Review Board. This year we had nine homeless students who required transportation. Our homeless liaison is housed at the Jamestown Family Resource Center which is located on our campus, so our families are able to receive timely service and support. We partner with local agencies such as The Center for a Non-Violent Community (CNVC) and Amador, Tuolumne community Action Agency (ATCAA) for wrap around support services such as housing assistance and/or emergency housing vouchers, utilities, food, clothes, as well as with the Tuolumne County Human Service Agency, Behavioral Health Department, for support in mental health services and Trauma Informed Practices.

## **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:**

NA

## **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:**

Jamestown School District staff attend quarterly meeting facilitated by Tuolumne County Superintendent of Schools with the local community college and both local high schools to discuss dual or concurrent enrollment, work experience education, and career technical education pathway development. Collaboration with our feeder high school happens annually for our 8th graders which allows staff from our school site and the high school staff, including guidance counselors, to discuss and prepare the students for a successful and effective transition to high school.

## **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 aligned

### **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:**

NA

### **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:**

NA

## **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:**

NA

## **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:**

NA

## **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:**

NA

## **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:**

NA

## **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:**

NA

## **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:**

NA

## **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:**

NA

**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:**

NA

**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:**

NA

## **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:**

Jamestown School District uses both a professional development survey and consultation with a school site leadership team made up of the site principal, teachers from both school sites and representatives from grade level spans, to develop priorities and a professional development plan for the school year. In addition, JSD has participated in a Multi-Tiered Systems of Support ( MTSS) grant over the past few years which has helped to facilitate the development of MTSS teams that implement programs and opportunities to build the teachers' capacity and meaningful teacher leadership. JSD collaborates with the Stanislaus County Office of Education, San Joaquin County Office of Education/ Teachers College, and Brandman which provides professional development for the induction program for new teachers seeking to clear their credential and the administrative mentoring program. We provide funding to help support the induction costs and fully fund any mentoring costs. JSD collaborates frequently with Tuolumne County Superintendent of Schools ( TCSOS) which provides professional development for the implementation of state standards in language arts, math, and most recently science. Additional outside contractors and participation in conferences and workshops ( e.g. SUMS initiative) providing professional development to all staff have be utilized to add strategies and supports in social emotional learning and trauma informed practices in order to address achievement and opportunity gaps within in student groups. We used an outside agency, California SWIFT-FIT, to monitor our district progress in the implementation of MTSS. This assessment report helps the district to have objective data and information on areas of strength and improvement on the effectiveness of our initiatives, programs, policies and professional development. Weekly early release time to provide for PLC and MTSS time has been negotiated and follows the Board approved professional development plan. PL systems have developed and implemented a Universal Screening Tool database to monitor student progress in academics, attendance, and behavior. This system helps to facilitate a shared learning and collective responsibility of all staff to address student needs. All PL is aligned to our district mission and LCAP goals and objectives.

### **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:**

Even though Jamestown School District is not currently in CSI or TSI, we do have a 77% SED student count. We do engage with a variety of stakeholder groups such as Principal's leadership team, District management team, and School Site Council to determine how to prioritize funding to support SED students. All stakeholder groups are invited to provide input and feedback through participation in scheduled meetings, surveys, and interviews. Prioritization of Title II funds are directed toward further professional development for teachers and site administration in the core subject areas, effective teaching, social emotional learning and trauma informed practices.

## **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:**

NA

## **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:**

NA

### **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:**

NA

## **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:**

NA

## **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:**

NA

## **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:**

Under ESSA, Jamestown School District is using Title IV, Part A funds will be used for activities related to supporting a well-rounded education under Section 4107 and supporting safe and healthy students under Section 4108. JSD is partnering with TCSOS in providing STEAM based activities, supplies and instruction for teachers to enhance and improve student growth and achievement, which also aligns with our LCAP goals and objectives. The local Arts Alliance is providing collaboration support for the integration of art into grade level curriculum. JSD is increasing field trip opportunities and community guest speaker presentations in career and college preparedness. In addition, JSD works closely with Tuolumne County Human Services Agency, Behavioral Health to support trauma informed practices, activities, and trainings for both certificated and classified staff to support safe and healthy students. Program objectives will be considered in the development of the master schedule, staff development, and included in LCAP development and implementation. The intended outcomes are to create a more engaging learning environment for students to excel academically; a safe, respectful learning environment for students to thrive and be available for learning; and to increase students resiliency to trauma and challenge. Activities and effectiveness will be monitored through observation, periodic formal evaluation, and feedback surveys. The success of the intended outcomes will be demonstrated through student growth in both academically and social emotionally as recorded on the district universal screening tool.