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

LEA name: Claremont Unified

CDS code: 19 64394 0000000

Link to the LCAP: (optional)

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.)*

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.

There are ten goals in our Local Control Accountability Plan (LCAP) aligned to both the eight State Priorities as well as our six District Strategic Goals. These goals address the needs of the whole child. We utilize federal funds as a means to supplement and enhance actions and services funded with state funds that are designed to close the achievement gap and support all students in meeting challenging state academic standards, as reflected in our LCAP.

Title I funds are allocated by grade span for our four Title I elementary schools and our Community Day School. Title I funds are used to provide after school programs for our elementary students in English language arts as well as for diagnostic assessments for intervention services. District schools utilize their Title I funds to provide support and intervention during the school day, which includes instructional aides and supplemental materials. Additionally, the schools provide a variety of educational opportunities for parents (i.e. Latino Literacy Project; Active Parenting; AVID Family Workshops; PIQE; Watch D.O.G.S.; New Parent Boot Camp; Curriculum Nights; iPad Information Nights; College/Career Days and Nights; Digital Safety; etc.) In addition, the mental health department offers parenting workshops during the year. Supplies for our Homeless and Foster Youth (bus passes, etc) are also funded with Title I.

Title II funds supplement District funds used for professional development for teachers, principals, and other school leaders. Professional development is currently focused on the implementation of Thinking Maps, Write from the Beginning and Beyond, and Path To Proficiency to help close the achievement gap and improve the performance of underperforming student groups. We also focused on the implementation of the Next Generation Science Standards (NGSS) for both teachers and administrators in Grades K-12. In 2018-2019, we concentrated on implementing Tier I and II interventions in Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention and Instruction (RtI²) in order to better meet the needs of students in all classrooms. Additionally, we provided technology training to our final cohort of teachers using iPad carts in their classrooms. In 2019-2020, we will continue professional development in NGSS as well as Tier III interventions for PBIS.
Although our District has a low percentage of English learners (6%), we utilized Title III funds to ensure that they receive quality Designated English Language Development (ELD) and Integrated ELD. Feedback from parents of EL students during the LCAP process included the request to continue to provide summer support for students. In Summer 2018, we offered a four-week EL Summer Camp to help our English learners with reading, writing, and speaking. Based on those results and EL parent feedback, we will again offer this program this summer. We also have a part-time paraprofessional who works with our Immigrant and Newcomer ELs to help provide a smoother transition to our schools and community. Based on input from our site English Learner Facilitators, parents, and students in 2018-2019, we realized that we needed better instructional materials for our newcomer EL students and purchased materials. Finally, our bilingual Parent Liaison continues to build strong relationships with our parents, taking them to conferences, helping to organize our PIQE program, and assisting with a variety of activities such as the Latino Literacy Project.

Title IV funds were used to provide advanced technology training to a cohort of teachers with expert skills in using iPad carts in their classrooms. We also provided activities to students that promoted STEAM and innovation and coaching to teacher in the implementation of our Tier I and II interventions.

In order to determine how federal funds are spent, we identify student needs using multiple measures, i.e. state and local standardized assessments, student/parent/staff surveys, etc. Students are provided with a variety of supports based on those needs, whether through after-school opportunities or interventions offered during the school day.

The LCAP is a document linked to various related plans/grants/ that provide greater detail on specific activities. These include the English Learner Master Plan, Visual/Performing Arts Plan, Carl Perkins Career Technical Grant, etc. Also included in our District’s LCAP are all federal and grant dollars received which are aligned to LCAP goals and actions. The federal dollars are annually reviewed with the District English Learner Advisory Committee (DELAC), District Parent Advisory Committee (DPAC), and LCAP Councils. School Site Councils and the Site English Learner Advisory Committees (ELACs) review plans and receive updates at meetings. In addition, we annually report to the school board regarding the Consolidated Application and the LCAP Federal Addendum for federal funds.

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.

Our LCAP is a document which reflects both District initiatives and feedback that stakeholders feel will benefit the academic, social, and emotional well-being of our students. Members of the Claremont Unified School District community are actively involved and consulted in the Local Control Accountability Plan (LCAP) process. Stakeholders review District data for the eight state priority areas and achievement data for unduplicated student counts as well as numerically significant subgroups. Parents, community members, pupils, and bargaining units assisting our English learners, Foster Youth, and Low-Income Students are all involved in the process. The process focuses on reviewing data to determine stakeholder needs. Stakeholders and advisory council members review the following data: Student demographics; Student achievement; Basic services; Implementation of California Standards; Student engagement; School climate; Course access; and Other student...
All stakeholder feedback, communication, and suggestions are recorded and categorized in charts. Stakeholder input is reviewed and discussed with DELAC, DPAC and the LCAP Advisory Council. The superintendent responded to emails in writing regarding questions or comments from the DPAC and DELAC. Monitoring metrics are found throughout the LCAP attached to each goal. Once needs are identified, qualifying funding is assigned to carry out the action. Federal funding is utilized along with state funding to enhance various actions.

Examples of the alignment of federal, state, and local funds include the use of Supplemental Grant Funds (SGF) for professional development, enhanced by the addition of Title II funding, and the California Scale Up MTSS Statewide (SUMS) grant. The SUMS grant supports our implementation of Multi-Tiered Systems of Support (MTSS) which includes Positive Behavior Intervention & Supports (PBIS) and Response to Intervention and Instruction (RtI). These funding sources support our work in providing our teachers with the necessary skills and strategies so that their classrooms are focused on learning as well have in place a system that responds appropriately to students for whom Tier I support is sufficient. In addition, Title IV allowed us to also support the LCAP goals. The tandem use of these funds allows us to focus our efforts in addressing the academic, social, and emotional needs of our students, and to support professional learning for teachers in order to plan instructional improvements. All of these funding sources are used in concert to achieve our LCAP goals.

Support for English learners (ELs) includes the use of Supplemental and Title III funds to provide a paraprofessional to support our Immigrant/Newcomer English learners. Title III funds and state Supplemental funds are used to provide translation services into multiple languages as well as to fund a Bilingual Parent Involvement Liaison who not only provides language interpretation at meetings, but has also been instrumental in reaching out to parents and planning such parent trainings such as PIQE, Latino Literacy Project, and PrepNOW!. Title III funds are also used to purchase Ellevation software. This software allows District staff to monitor all ELs and reclassified ELs electronically. Ellevation provides sites with EL data at their fingertips and staff are able to run and print reports as well as record meetings in an efficient manner. District staff monitor the progress of reclassified ELs for four years after they are reclassified. CLAD certified teachers are assigned to monitor Redesignated English learners on a quarterly basis for a period of four years.

We utilize a Districtwide template for all sites’ School Plans for Student Achievement (SPSAs) to ensure alignment with District goals and priorities. All SPSAs contain at least one District goal. Site administrators meet with District administrators to review their SPSA prior to approval by their School Site Council. All SPSAs are carefully reviewed by District personnel prior to submission to the governing board. Each site also prepares a short presentation and brings a small team (parent, teacher, student, and administrator) to a regularly scheduled Board meeting where the previous year’s attainment of goals is discussed as well as the current year’s goals are presented. All School Site Councils are trained at the beginning of each year using a presentation prepared by the Los Angeles County Office of Education to ensure accuracy and consistency of training materials.
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**

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

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<th>ESSA SECTION</th>
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<td>1112(b)(11)</td>
<td>6 (as applicable)</td>
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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**

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<th>ESSA SECTION</th>
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<td>1112(b)(12)(A–B)</td>
<td>2, 4, 7 (as applicable)</td>
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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

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<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
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<tr>
<td>2102(b)(2)(A)</td>
<td>1, 2, 4 (as applicable)</td>
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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

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<td>3116(b)(3)</td>
<td>3, 6 (as applicable)</td>
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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

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<tr>
<td>1112(b)(4)</td>
<td>N/A</td>
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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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The process our District utilizes to ensure that all teachers meet state certification requirements begins with the initial application. Potential candidates are screened for their eligibility to meet the requirements for certification. Our Human Resources Department monitors the progress of all hires to ensure that requirements are met. Data regarding current staff for 2018-2019 was checked and confirmed by Human Resources that 100% of certificated and classified staff are appropriately assigned and credentialed according to state requirements, i.e. there are no ineffective/misassigned or out-of-field teachers.

In the event that we ever found a disproportionate number of teachers without the appropriate credentials teaching in our Title I schools, in addition to notifying parents as required by law, i.e. parent notification when their child has been taught for four or more consecutive weeks by a teacher who has not met state certification or licensing requirements at either the grade level or subject area in which the teacher has been assigned, we would work closely with the teacher to ensure that these requirements are completed in a timely manner. We would also work to ascertain that the teacher is appropriately assigned to the correct grade level or subject area based on the pre-determined timeline for completion.

Analysis of CALPADs data for 2018-19 regarding low-income students [Free or Reduced Price Meals (FRPM)/English Learner/Foster Youth - Count], Minority students [Enrollment - Primary Status Disaggregated], and staff experience [Staff - Count and FTE by Job Classification and Staff Profile - List], revealed no disparities between low-income or minority students being taught at higher rates than other students by inexperienced teachers (teachers with two or fewer years’ experience).
Thus, we are pleased to report that there are no low-income or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

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:

Our District Parent and Family Engagement Policy is distributed to all parents and guardians at the beginning of each new school year. This policy is based upon Board Policy and Administrative Regulations to ensure compliance with both Federal and State regulations. It is revised annually through feedback received from our parent advisory groups such as the LCAP Parent Advisory Committee. District English Learner Advisory Committee (DELAC), and the individual School Site Councils.

In each of our four Title I funded schools, the site Parent and Family Engagement Policy is reviewed by the School Site Council at a regularly scheduled meeting and then by parents at Back to School Night during the Title I School meeting. Each site Parent and Family Engagement Policy is electronically distributed to all parents and hard copies are available in the school office. The Parent and Family Engagement Policy, along with the School Compact, are also included in each school’s School Plan for Student Achievement (SPSA). The SPSA is developed in consultation with the School Site Council and English Learner Advisory Committee (ELAC). Templates for both documents are shared with site administrators to ensure that all required components are included. Documents such as the District and site Parent and Family Engagement Policies, School Compact, and other communication with parents, i.e. newsletters, flyers, etc., are available to parents in Spanish as well as English.

Our bilingual Parent Liaison works closely with parents at our Title I sites as well as at our secondary sites to provide resources and information on upcoming workshops or programs at sites. Examples of programs are Parent Institute for Quality Education (PIQE), Latino Literacy Project, and PrepNOW! In addition, this past year our Parent Liaison took a small group (four to six) parents to two conferences - California Association for Bilingual Education and Alliance.

Translation is provided at district meetings (DELAC, LCAP Parent Advisory, etc.) as well as for documents (letters, surveys, etc) for parents. Our Director of Special Education holds meetings for parents of students with disabilities which allows them to share concerns and ask questions. Feedback from these meetings is then shared with K-12 administrators at our monthly meetings. Information on student achievement is shared during parent conferences which are held in the fall and spring at our elementary sites as well as via report cards and progress reports. The ELAC at each site also receives information on reclassification requirements and other important academic measures.
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: There are four schoolwide Title I elementary schools in our District. All four schoolwide Title I programs are compliant with all state and federal requirement such as the Parent/School Compact, Parent and Family Engagement Policy, and Annual Title I meeting. Each Title I school conducts a needs assessment that describes the methods and instructional strategies that strengthen the academic program in the school. The School Site Council and English Learner Advisory Committee at each Title I site not only provide input but also approve the SPSA which includes Title I goals and actions as well as budget. Decisions to spend Title I funds are tied to outcomes designed to increase the amount and quality of learning time, help provide enriched and accelerated curriculum, and address the needs of those at risk of not meeting academic standards. All Title I expenditures are linked directly to goals in each site’s SPSA and identified in each purchase requisition. Approval of expenditures does not occur if this documentation is missing.

Examples of services provided at our Title I Schools include, English language arts/Literacy support during the school day as well as after school, literacy instructional materials to provide intervention services for students within the school day, progress monitoring assessments to identify and monitor students for Tier 2 and Tier 3 intervention within the school day, paraprofessionals to provide intervention assistance to students, materials for parents on ways to assist their students (Reading for Success, attendance, etc.), and professional development for staff on evidence-based strategies and programs, e.g. AVID Summer Institute, Cognitively Guided Instruction, etc.).

TAS: There is one Targeted Assistance Program at our Community Day School (CDS) which services students in Grades 7-9. Examples of services provided in our Targeted Assistance Program include, English language arts/Literacy and Mathematics support during the school day to provide intervention services, progress monitoring assessments to identify and monitor students for Tier 2 and Tier 3 intervention within the school day, materials for parents on ways to assist their students (Reading for Success, attendance, etc.), and professional development for staff on evidence-based strategies and programs, e.g. Thinking Maps, Kagan Cooperative Learning strategies, etc.).

Neglected or delinquent: N/A.

Students in the Targeted Assistance Program at our Community Day School are identified using the following criteria: Do not meet, or are most at risk of not meeting the State’s challenging student academic achievement standards based on multiple measures established by our District, e.g. Smarter Balanced Test Scores in English language arts and Mathematics, grades, District benchmarks, etc. Selection is based entirely on low-achievement, not low income.
The process for implementation of the Targeted Assistance Program includes: conducting an annual needs assessment via data analysis; selecting students based on initial eligibility using a rank order list; and evaluating program effectiveness annually. Due to school size, we have a combined School Site Council (SSC) for Community Day School with that of our continuation high school which services grades 10-12. The SSC provides input for the creation of a Comprehensive Plan which has the following components: Includes a comprehensive needs assessment; Ensures that planning for low achieving students is incorporated into current SPSA; Provides for instruction by highly-qualified teachers and paraprofessionals; Provides opportunities for professional development; Provides strategies to increase parent involvement; and Coordinates federal, state, and local services.

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:

Upon enrollment in the District, parents or guardians of homeless children and youth are informed of educational and related opportunities to participate in the education of their child/children. We have adopted policies and practices to ensure that homeless children are not stigmatized or segregated on the basis of their homeless status.

We have a designated liaison whose role is to ensure that the homeless youth are identified, enrolled in schools, provided with or have access to preschool, health care, dental care, mental health, housing, transportation, and other appropriate services. If necessary, assistance is provided to students who move so that the student may continue their education in the school of origin. Our designated liaison monitors the attendance of the homeless youth and meets with families as needed. District personnel are provided with technical assistance and information relative to the support for our homeless youth.

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

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

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

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.
Our District has state preschool programs at two elementary school sites and offers transitional kindergarten at four of our elementary schools. These programs benefit our young students by helping them to be better prepared for kindergarten and beyond. Preschool teachers across the District spend time collaborating on assessments and curriculum planning. The District offers kindergarten orientation/informational sessions at school sites to help families better prepare their child to transition to kindergarten.

Our intermediate school (grades 7 & 8) hosts an information night for grade 6 students and their parents to help provide a smooth transition to grade 7. Grade 6 students are given an end of year math assessment and have the option of sitting for a placement assessment to determine which students may be placed in an accelerated math course during their middle school years or who may require additional support. These assessments, along with other multiple measures, e.g. Smarter Balanced math scores, grade 6 math grades, etc., provide students with several options for their math courses.

Our comprehensive high school hosts a parent night for parents/guardians of incoming grade 9 students to help them understand the workings of the high school. This is held in conjunction with the Freshmen Student Orientation prior to the start of school. As with the transition to grade 7, students entering grade 9 also have options for either acceleration or support in mathematics. All grade eight students are given an end of year benchmark and have the option of sitting for a placement assessment to determine placement in accelerated math courses. These assessments, along with other multiple measures, e.g. Smarter Balanced math scores, grade 8 math course grades, etc., are used to assist in the selection of the appropriate high school math course.

Our high school also coordinates college readiness events for families, such as college financial aid guidance, Just for Juniors which reviews the college application process for both students and parents, a college fair with over 50 colleges in attendance, and Career Tech Showcase. Students in our high school have access to Advanced Placement, International Baccalaureate, and Career Technical Education (CTE) courses which allow them to earn college credits and advancement opportunities. In addition, we have a dual enrollment program agreement with a local community college for students at both our comprehensive and alternative high schools. We also have an agreement with the Claremont Colleges for students, who have exhausted all curricular options at the high school, to enroll in courses at the colleges for a significantly reduced rate.

Students, parents, and staff in grades 9-12 have access to Naviance. Naviance is an online platform through which all students are able to explore colleges and careers. Our high school students use Naviance to complete all college applications and scholarships. High school staff, including counselors, utilize Naviance to manage letters of recommendation and other college documents that students require during the application process. Our College and Career Technician uses Naviance curriculum during dedicated time in the school day to provide students with access to career interest and strength surveys and inventories.
The District has worked diligently to promote clear communication with all stakeholders regarding the transition to high school. These activities include, but are not limited to: Orientation presentations to grade 8 students by high school counselors, staff, and students to help them learn about the high school; College and career pathways; Support systems and extra-curricular opportunities; Parent meetings for families with students in grades 6-8 to explain the academic and social components of the transition to high school; Pre-testing meetings for teachers and administrators to clarify the course placement process and the directions for placement testing; and IEP transition meetings for students receiving special education services.

These are once again planned and scheduled for the 2019-2020 school year.

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:

Although we do not use Title I funds to identify and serve gifted and talented students or to support our school library programs, we do use these funds for other non-required, allowable, District operated services at Title I schools prior to allocating funds to eligible schools. These services include: Operation of after-school intervention programs; Literacy intervention program used during the school day; Professional development on evidenced based instructional strategies and programs (AVID Summer Institute, Cognitively Guided Instruction); and Additional parent/family engagement activities (Families in Schools Summit, Parents for Quality Education – PIQE program, Reading for Success, etc.).

TITLE I, PART D – The LEA does not receive these funds.

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:
Our District does not receive Title I, Part D funds.

**Formal Agreements**  
ESSA SECTION 1423(2)  
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:**

Our District does not receive Title I, Part D funds.

**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:**

Our District does not receive Title I, Part D funds.

**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:**

Our District does not receive Title I, Part D funds.

**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:**

Our District does not receive Title I, Part D funds.

**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:**

Our District does not receive Title I, Part D funds.

**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:**

Our District does not receive Title I, Part D funds.

**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 of their children in delinquent activities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**
**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:**

Our District does not receive Title I, Part D funds.

**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:**

Our District does not receive Title I, Part D funds.

**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:**

Our District does not receive Title I, Part D funds.

**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.
Our District does not receive Title I, Part D funds.

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.

Our District has an inclusive system of professional growth and improvement for teachers and administrators.

Certificated Staff:
New teachers participate in the California Teacher Induction Program via the Foothill Consortium with the support of both internal and external mentor teachers. New and veteran teachers also participate in grade level (TK-6) or department (grades 7-12) planning meetings, PLC meetings, and staff meetings each month. These meetings allow staff members the opportunity to discuss instructional strategies, work collaboratively to examine student work, analyze student data by target groups, and grow professionally. Teachers across the District also meet annually as District grade level, collaborative teams (TK-6) to discuss instructional strategies, assessments, etc. Teachers have the opportunity to share with others what they have learned from both District and off-site professional development opportunities. We also utilize a trainer of trainers model with our elementary and secondary Teachers on Special Assignment (TOSA) that allow a more tailored professional development experience for each site. The District has a Professional Development Committee which consists of elementary and secondary teachers, administrators, and District personnel. The role of this committee is to review evaluations from past professional development activities, share needs from sites, and review input from teacher professional development surveys to determine specific training areas. This past year, certificated staff participated in the following professional development activities funded by Title II, Title IV, and Supplemental Funding:

1) Write from The Beginning and Beyond (TK-8), Thinking Maps (TK-12), and Path to Proficiency (TK-8)
2) Next Generation Science Standards (NGSS) Rollout (K-12)
3) 5E Lesson Planning for Science (K-6).
4) NGSS Middle School Pathways Transition and Implementation (6-8)
5) History/Social Science Standards training (9-12)
6) Positive Behavior Intervention and Supports Tier 1 & 2 Implementation (K-12)
7) Response to Instruction and Intervention (RtI²) (K-12)
8) iPad Instructional Technology training (K-12)
9) California Science Test training
10) ELD and ELPAC training
11) Comprehensive Sexual Health Education (6-12)
Principals and other school leaders
Professional development for principals and other site leaders is provided via various means. During monthly K-12 administrator meetings this past year, we worked on Next Generation Science Standards Implementation. In addition, the District Leadership Council attended a two-day Leadership Advance which focused on such topics as difficult conversations, new initiatives, and leadership. We also had monthly secondary school administrator meetings and elementary administrator meetings where time was set aside for site walk-throughs and debriefs. Principals are asked to attend the same professional development offerings as the classroom teachers to ensure an understanding of the expectations for teaching and learning. Principals are provided with opportunities to develop their understanding in a collaborative environment and opportunities to develop the language for teacher feedback. New principals are further supported by regularly scheduled meetings with District personnel.

The Educational Services Department is charged with gathering data to evaluate the effectiveness of all actions and services in the LCAP each year. A careful analysis of professional development, based on staff feedback and implementation in the classroom is part of that process. We examine what was effective in moving us toward our goals as well as where the data shows we need to intensify our professional learning efforts. We know that we need to continue efforts in the implementation of NGSS and History/Social Science Framework implementation as well as improving mathematics instruction K-12.

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)
Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Funding is prioritized across the District based on individual student needs. However, the number of students in high need does vary by school sites. The baseline of tiered supports is defined in the District LCAP and the additional needs for sites are provided through School Plans for Student Achievement (funded based on the unduplicated count of high needs students by school site). District level support available through the LCAP includes: Tiered staffing; Tiered professional development; Tiered instructional programs; Tiered parent engagement; and Tiered student engagement and behavioral supports. This design facilitates both transparency and monitoring of program effectiveness as well as the responsible use of support funding. This structure allows us to monitor students based on need whether these needs are academic enrichment or intervention, social emotional support, or guidance with meeting graduation requirements or college/career readiness.

We do not have any schools identified as Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) schools. In the event that any school or
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 analysis of the effectiveness of professional development is based on staff feedback from the evaluations of professional development sessions, input from the District Professional Development Committee, and evidence of implementation in the classroom as part of classroom walkthroughs. The frequency of this analysis is dependent on the method of analysis, e.g. evaluations of professional development sessions from staff is dependent on the frequency or the session (one-time, monthly, etc.); input from the District Professional Development Committee is four times a year; and evidence of implementation in the classroom as part of classroom walkthroughs is monthly at the secondary administrator and elementary administrator meetings as well as how frequently site administrators conduct formal and information observations of staff.

We use several consultation mechanisms with stakeholders (staff, parents, school leaders, etc.) to determine both effectiveness and areas of improvement. The overarching structure for consultation is the LCAP process where we consult with all stakeholders as we develop our plan. Consultation with parents as part of both the LCAP Parent Advisory Committee as well as the District English Learner Advisory Committee has provided insight into areas of focus for professional development.

LCAP consultation with staff and bargaining units also adds professional development topics to the list. Our staff is very open about sharing their ideas for various trainings that would assist them in better meeting the needs of their students, e.g. Thinking Maps, Path to Proficiency, NGSS implementation, etc. We value their input and find it very useful.

Our analysis of professional development data provides important information about what was and was not effective, along with changes needed for the following year. This information is used to plan the professional development activities for the next school year.

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:
In order for administrators, teachers, parents, and the community to meet the needs of EL students at all proficiency levels, they must participate in a comprehensive standards-based professional development program. Title III funds are used to design a professional development plan that integrates research and scientifically-based, high-quality instructional practices. Additionally, through Title III and Supplemental funds, the District is able to do the following:

1) Expand the Advancement Via Individual Determination (AVID) program. EL and RFEP students earn extra points on the criteria selection form for the AVID program. The AVID Excel program will be offered at our intermediate school in 2019-2020 to provide Long Term English learners (LTELSs) the opportunity to accelerate their language acquisition, develop academic literacy, and place them on a path to high school AVID and college-preparatory coursework.

2) Provide professional development and collaborative coaching throughout the year using our site Teachers on Special Assignment (TOSAs). Training on effective research-validated strategies to support ELs is provided to teachers.

3) Provide professional development in Thinking Maps and Write from the Beginning and Beyond to teachers who service ELs. Training in Thinking Maps - EL Path to Proficiency will be continued this coming school year.

4) Provide all sites access to resources vetted by the EL Facilitators for grade level/content area teams or whole site professional development to better assist English learners. Carousel, an instructional program for newcomers, will continue to be used this year to instruct beginning ELs.

5) Provide site administration and site teams continued professional development on Response to Intervention and Instruction (RtI²) as well as Positive Behavior and Intervention Support (PBIS).

6) Hire staff developers, pay stipends to teachers of ELs, and/or pay substitutes in order for teachers to receive scientifically and research-based strategies training which specifically includes those strategies that meet the needs of the EL students including: SDAIE, ELA/ELD Framework themes and strategies, ELD institutes/conferences, cultural proficiency, use of adopted ELA/ELD materials, effective instructional practices, communicating with linguistically and culturally-diverse parents, balanced literacy, curriculum planning, and academic vocabulary.

7) Provide all teachers, especially those who service EL students, with professional development in the area of engagement strategies using Kagan strategies.

8) Provide professional development on the California English Learner Roadmap to administrators in order to help them understand the shifts in language education from a deficit approach to an asset-based approach.

9) Provide training to EL Facilitators and other personnel from each school site in the administration and scoring of the ELPAC, in order to better instruct our students and prepare them for the rigor of this language proficiency exam.

We also provided a series of trainings in which teachers of EL students, administrators, and other school or community-based personnel acquire new knowledge, strategies, and skills to improve instruction and positively affect the achievement of EL students in their classrooms. Additionally, teachers, staff, and parents have the opportunity each year to attend statewide conferences, such as California Association for Bilingual Education (CABE), where the most current research, strategies, and materials are presented and discussed. This information is shared with stakeholders at sites and with District personnel to ensure that the training in new skills and knowledge is delivered Districtwide and brought to local application at the sites.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116
Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Title III funds in our District enhance the current instructional program for immigrant children and youth as follows:

1) In addition to the initial beginning-of-the-year training, the District provides opportunities for enhanced professional development to EL Facilitators in order to deepen support for immigrants, ELs, and site teachers.
2) We provide supplemental materials such as copies of Spanish textbooks, home language dictionaries, and iPads for EL newcomers to enhance their access to the core curriculum.
3) In addition to already existing site classified personnel, the District continues to fund a paraprofessional to support immigrant/newcomer ELs Districtwide. This part-time individual visits sites depending upon the location of the most recent newcomers. They provide both additional support to our students in acclimating to the school environment and additional vocabulary development.
4) English Learner Facilitators assist in the delivery of Designated and Integrated ELD as well as identify ways to increase and deepen already existing support and services provided to ELs.
5) Supplemental English Language Development (ELD) materials and newcomer materials to support daily ELD instruction are provided to sites.
6) Newcomer materials were purchased to address the needs of beginning English learners at the elementary level.

**Title III Programs and Activities**

**ESSA SECTION 3116(b)(1)**

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

We provide the following programs and activities that will help English learners increase their English language proficiency and meet the challenging State academic standards:

1) Structured English Immersion (SEI): K-12 EL students who have been assessed on the English Language Proficiency Assessment for California (ELPAC) and are designated Limited English Proficient receive daily Integrated and Designated English Language Development (ELD) instruction and access to the core content subjects through Specially Designed Academic Instruction in English (SDAIE) until they reach reclassification. Designated ELD instruction focuses on listening, speaking, reading, and writing in English, is targeted to the students’ levels of proficiency in English, and is based on the ELD and ELA standards. Core content instruction (Integrated ELD) is based on state grade-level standards; teachers utilize appropriate strategies to ensure comprehensibility of instruction.
2) In the elementary schools, teachers provide additional and appropriate services to help students toward language acquisition and access content through SDAIE and small group ELD, including robust academic vocabulary instruction. English learners are assessed on a regular basis to
monitor progress and may continue to receive services to become proficient in English and to strengthen academic skills.

3) All of our ELs are grouped by language-proficiency levels for designated ELD instruction and placed in settings where teachers have CLAD or BCLAD authorization. Students remain in the program until they reach adequate fluency.

4) The Seal of Biliteracy has been implemented and is supported with LCFF funds to promote biliteracy. We ensure that our EL students and their families are well informed about the Seal of Biliteracy as well as other language pathways available.

5) LCFF supports an International Baccalaureate Diploma Program (IBDP) which is available to all ELs.

6) A Teaching English learners through the Arts (TEAL) Grant, in conjunction with the Los Angeles County Office of Education, helps address the needs of our elementary English learners with integrated arts strategies.

**English Proficiency and Academic Achievement**

**ESSA SECTION 3116(b)(2)(A-B)**

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

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

(B) meeting the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Our District is committed to ensuring that all schools assist English learners in achieving English proficiency and meeting the challenging state academic standards. To ensure that EL students are making satisfactory progress, we have in place the following:

1) Students are grouped by language proficiency level for Designated ELD instruction.

2) At the secondary level, English learners who score at ELPAC Level 1, 2, or 3 have an ELD/support class section added to their schedules.

3) Structured English Immersion (SEI): K-12 EL students who have been assessed on the English Language Proficiency Assessment for California (ELPAC) and District assessments are designated English learners and receive daily Integrated and Designated English Language Development (ELD) instruction and access to the core content subjects through Specially Designed Academic Instruction in English (SDAIE) until they reach reclassification. Designated ELD instruction focuses on listening, speaking, reading, and writing in English; is targeted to the students’ levels of proficiency in English; and is based on the ELD and ELA standards. Core content instruction (Integrated ELD) is based on state grade-level standards; teachers utilize appropriate strategies to ensure comprehensibility of instruction.

4) In the elementary schools, teachers provide additional and appropriate services to help students toward language acquisition and access content through SDAIE and small group ELD, including robust academic vocabulary instruction.

5) All ELs are grouped by language-proficiency levels for Designated ELD instruction and placed in settings where teachers have CLAD or BCLAD authorization. Students remain in the program until they reach adequate fluency.
6) ELs are given priority placement in their school site RtI²/Multi-Tiered System of Support (MTSS) program.

7) The Director of Intervention & EL Programs supports all programs related to RtI² and English learners.

8) The Seal of Biliteracy has been implemented and is supported with LCFF funds to promote biliteracy. We ensure that our EL students and their families are well informed about the Seal of Biliteracy as well as other language pathways available.

9) ELs are supported through an extended year program. Summer offerings provide additional options and opportunities for ELs.

10) District administrators and principals visit classrooms regularly to monitor implementation of both Integrated ELD and Designated ELD instruction and to provide feedback to teachers.

11) In addition to our student management system, Q, our District utilizes Ellevation. Through the use of Ellevation, District staff monitors all ELs, and reclassifies them electronically during EL meetings with teacher and parents. Ellevation provides sites with additional and easy access to EL data along with the ability to produce and print reports and record meetings in an efficient manner. District staff monitors the progress of reclassified ELs for four years after reclassification. CLAD certified teachers are assigned to monitor redesignated ELs on a quarterly basis for a period of four years. Action plans are developed for any RFEP student that is not performing at grade level in core subjects and monitoring will be provided 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:

Activities for 2019-2020 funded by Title IV were determined using a comprehensive needs analysis based on feedback gathered via various methods, e.g. surveys and stakeholder meetings (LCAP Advisory Council, LCAP Parent Advisory Council, District English Learner Advisory Committee, K-12
Administrative meetings, etc.). Based on the 2018-2019 allocation of ($32,951), the planned activities for 2019-2020 in each of the three designated areas include.

1) Well Rounded Education ($7,000) - Our Science, Innovation, and Technology Teacher on Special Assignment (TOSA), funded through supplemental funding, will continue to assist teachers in the development of activities that promoted STEM. Activities from this year which will continue in 2019-2020 include - demonstrations at schools sites using various types of robotics (Spheros, Lego Mindstorms, etc.) to promote not only coding, but other STEM skills (collaboration, problem-solving, critical thinking, etc.), use of class sets of Spheros for teachers to check out and use in their classroom, and hosting of a Family STEAM Night, where students and teachers in K-12 provided STEAM demonstrations and hands-on activities for all age levels. In addition, professional development in the implementation of NGSS for K-3 teachers will be funded via Title IV with the focus on the integration of science into other content areas, including the Visual and Performing Arts. We will also continue to utilize our cadre of high school students who take the lead each year in promoting STEM and computer science activities through such activities as Hour of Code and Robotics. The Hour of Code is a one-hour introduction to computer science, designed to demystify "code" and to show that anyone, regardless of their computer skills, can learn the basics of coding. Its goal is to broaden participation in the field of computer science. In learning these basics, students develop problem solving skills, logical thinking, and nurtures creativity. Under the leadership of the Science, Innovation, and Technology TOSA as well as other members of the Educational Services Department, these students will continue to work with our elementary and middle school students on STEM and computer science activities.

2) Safe & Healthy Schools ($21,000) - In 2019-2020, we will implement Tier III intervention and support as part of Positive Behavioral interventions and Supports (PBIS). Activities will include two days of professional development for site teams with two consultants along with site visits by the consultants for targeted feedback on implementation.

3) Effective Use of Technology ($2,769) - At the secondary level (grades 7-12), there will be focused professional development, i.e. coaching, by our Technology TOSAs in the innovative uses of educational technology with an emphasis on the Substitution, Augmentation, Modification, and Redefinition (SAMR) model. SAMR supports and enables teachers to design, develop, and infuse digital learning experiences that utilize technology. The goal is to transform learning experiences so they result in higher levels of achievement for students. The focus will be on the transformational levels of SAMR (Modification and Redefinition). In 2019-2020, our one intermediate school (grades 7-8) will be moving to one-to-one iPads and our grades 9-12 Science teachers at our one comprehensive high school will each received an iPad cart.

The remaining balance, $2,182, is allocated to our three participating private schools (allocation based on enrollment) for use in one of the three areas outlined above. Funding restrictions were explained during the consultation meeting held in May. All expenditure requests are submitted to us in advance for review and approval.

In addition to working closely with our Educational Foundation who partnered in the Family STEAM Night, partnerships in the community have been forged with STEM Center USA to provide materials as well as with The Claremont Colleges to provide higher education expertise and technical assistance.