

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

LEA name:

Barstow Unified School District

CDS code:

36 67611 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.)*

Title I, Part A

Title II, Part A

Title III, 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.

Barstow Unified School District uses federal funds 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, engaging and empowering all stakeholders, providing a positive and safe environment, providing highly qualified teachers, and ensuring English Learners will attain English proficiency as reflected in our District LCAP. BUSD reviews demographic information, test results, attendance percentages, academic performance, and available resources to determine the best use of funds. This information is gleaned from the California Dashboard and other data sources such as local assessments and various stakeholder input. This information is taken into consideration when making decisions on the expenditure of federal funds to ensure priority spending and equitable services.

Approximately 79% of the students in Barstow Unified School District are economically disadvantaged. Among the student population, 9.7% are English Language Learners. All 11 Barstow schools are Title I school wide. Title I funds are distributed among the 11 school sites to support student achievement, engaging and empowering all stakeholders in the education of our students, providing a safe and positive student environment, providing highly qualified teachers and ensuring ELL students will attain English proficiency.

Title II funds support professional development in content areas, including math, ELA, ELD and science. These funds supplement district funds used for professional development that is focused on closing the achievement gap and improving the performance of underperforming student groups.

Title III funds support English Language Learners with acquiring English proficiency, as well as increased student achievement on standardized assessments.

Title IV funds support school-based social emotional learning programs and supportive school discipline.

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.

Initiatives that are being implemented in Barstow Unified School District include best first teaching practices, PLCs at the district and site level, and targeted student intervention to promote consistency in closing the achievement gap and assessing and evaluating student performance. Federal funds are used to supplement programs and direct services to the lowest achieving students.

Barstow Unified has engaged in many different professional development opportunities to support students and families with issues of poverty, low student achievement and social emotional learning, as well as professional development in teaching practices, academic content areas, and state standards.

Along with standards-based instruction, BUSD continues to improve its technology resources for staff and students by implementing district-wide wi-fi access and a 1 :1 student to device ratio.

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	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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Barstow Unified School District's Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services and activities. Board Policies and Administrative Regulations are in place to ensure educator equity.

BUSD seeks fully credentialed teachers for all classrooms. When a fully credentialed teacher is unavailable, BUSD actively seeks teachers under Provisional Intern Permits or University internships. BUSD ensures all probationary and temporary teachers receive academic and professional support via a Teacher Induction Program and/or mentorship program. All probationary and temporary teachers are monitored by personnel to ensure timely completion of requirements to obtain fully credentialed status. Less experienced teachers (one or two years of experience) are dispersed among the district's eleven sites to the extent possible. Lower income and minority students are not taught at higher rates than other students by inexperienced or misassigned 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:

In developing the School Plan for Student Achievement and the site Parent and Family Engagement policy, site administration, the site PBIS Coordinator and Parent Involvement Coordinator, school site council and ELAC members, District representatives from Pupil Services including school psychologists and the District Homeless Liaison, the ELL Teacher on Assignment and the site ELL Coordinator will elicit information from parents in the needs assessment for the school. Information sent home and on the school and District website will be presented in Spanish. Information will be gathered through surveys, backpack flyers and informational meetings held at the school site.

Barstow Unified School District provides accommodations for parents and family members through sign-language interpreters and Spanish language translators for meetings and school functions. These services are arranged through the Pupil Services Department. The District has a Spanish translator/interpreter and school sites have at least one Spanish speaking para educator that is available for translations in the front office or for meetings on a pre-arranged basis.

Families with accessibility needs that make corresponding with the school difficult are provided accommodations through requests through the Pupil Services Department or the school site. For example, if a parent/family member cannot come to the school site, the administration at the school will normally do a home visit to accommodate the family. The BUSD Homeless Liaison also conducts home visits and provides services for families that are house-bound.

BUSD does not have a high number of migratory students. In the event that these students are identified, they receive the same services as those offered to students and families that have been identified as homeless.

The following activities are all part of parent and family engagement with BUSD:

- Provide parent training on topics relevant to supporting their students' academic achievement.
- Provide parent trainings related to content areas, including math, ELA, Science, as well as attendance and PBIS/SEL.
- Provide a District Volunteer Process to encourage parents to volunteer at school sites.
- Provide a Parent Involvement Coordinator position for each school site to foster parent involvement and educate school staff on the value of parent contributions as equal partners in their children's education.
- Institute effective parent engagement strategies.
- Provide workshops and events for families, including training and materials to help parents work with their children.
- Use a combination of communication systems.
- Annually evaluate family engagement policy and practices, with meaningful input from families.
- Provide information to parents in a format and language they can understand.
- Parent Engagement Policy is distributed to parents/families at each school site and is available on the BUSD website.

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:

All schools in Barstow Unified School District are School Wide Title I programs. All sites have programs that are compliant with state and federal requirements such as the Parent School Compact, Parent Involvement Policy and Annual Title I Meeting. Each Title I school conducts a needs assessment annually that describes the methods and instructional strategies that strengthen the academic program at each school. Decisions to spend Title I funds are tied to outcomes that will 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.

Services for neglected and/or delinquent children are similar to the services provided to homeless students. These services include the purchase of clothing and hygiene items, school supplies and backpacks, tutoring, counseling referrals and resources, and resources for eyeglasses, medical and dental.

Students that have been expelled from BUSD will be placed in District-run community day schools. At the K-6 level the school is the Challenges program which is housed at Lenwood Elementary School. Secondary students that have been expelled from BUSD attend the School of Opportunity which is housed at Central Continuation High School. Students that are enrolled in either community day school have access to the same adopted curriculum as all BUSD students. If BUSD receives a records request from the juvenile court system, records are sent to the requestor and the student is dropped from the BUSD roster.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The enrollment process for students that have been identified as homeless is such that the parent/guardian may enroll the student without the normally required paperwork, e.g. birth verification, proof of residence, shot records, etc. Transportation is provided to students that have been identified as homeless. They may be transported to a school that is in a boundary area that is different from their original school of enrollment.

If students that have been identified as homeless experience attendance issues, outreach is provided by the District Homeless Liaison. She will conduct a home visit, go over records with the family, and possibly provide support through Social Services. Services for homeless and foster youth include the purchase of clothing and hygiene items, school supplies and backpacks, tutoring, counseling referrals and resources, school registration assistance, resources for eyeglasses, medical and dental, emergency food assistance, housing location for students transitioning out of high school, assistance with college applications and campus tours, and school transportation services.

Through the site SART (School Attendance Review Team) and district SARB (Student Attendance Review Board) process, families of students that have been identified as homeless may receive an opportunity for counseling services through several High Desert entities, Social Services support, peer counseling opportunities, assistance from the school psychologists with academic or behavioral support, and medical assistance from the district nurse.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students in the 4K program at Barstow Unified School District receive instruction in a program called Curiosity Comer, which is a component of Success for All. The Desired Results Developmental Profile (DRDP), developed by the California Department of Education Child Development Division is used to improve the quality of programs and services provided to children enrolled in the 4K program. The DRDP supports curriculum and assessment practices for 4K students.

Quarterly professional development for all 4K staff is provided which includes classroom observation and instruction on best practices. The 4K program students are prepared for entrance to kindergarten by being part of the mainstream culture of the school, including participation in school programs and expectations - namely the Positive Behavior Intervention and Support (PBIS) practices of the school site.

Students transitioning from junior high to high school will receive assistance from the District foster/homeless liaison for classroom and other school supplies. There will be follow-up on course selections by counselors, and orientation for in-coming freshmen that assists with finding classes, bell schedules, and transitions. Students transitioning from high school to postsecondary education will receive counseling from the local community college regarding available programs and support. Graduating seniors will also receive assistance with job interviews with local businesses. Industry coaching, mentorship, and internships to gain experience for future endeavors will be offered. The CTE program that allows students to take college courses during the regular day on the college campus will continue.

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:

Embedded in LCAP Goal 5 for Barstow Unified is the assurance of 21st century learning environments for student learning. Across the District, the goal of 1 :1 student to device ratio has been nearly met, which allows students an opportunity to develop digital literacy skills and improve academic achievement. Individual school sites expend Title I funds to improve classroom and site library collections.

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:

BUSD 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:

BUSD 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:

BUSD 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:

BUSD 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:

BUSD 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:

BUSD 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:

BUSD 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:

BUSD does not receive Title I, Part D funds.

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:

BUSD 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:

BUSD 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:

BUSD 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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

BUSD 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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

BUSD offers teachers, administrators, and staff members a variety of professional growth and improvement opportunities. New administrators are provided coaching through BTS Spark; new teachers are provided induction support through Center for Teacher Innovation. The District provides professional development for various staff groups twice per month on early-out Wednesdays. Trainings include utilizing programs such as iReady Reading and Math and Peekapak SEL program, differentiating instruction, providing designated and integrated ELD instruction, math instructional practices, social emotional learning, and various topics in the special education field.

BUSD has partnered with SBCSS to provide professional learning with two elementary sites and all four secondary sites. Teachers engage in monthly lesson study, co-plan/co-teach, and data analysis sessions. The two elementary sites' Academic Intervention Specialists also receive coaching about the coaching model and process to further professional growth at their sites. All Grade 3-6 teachers are provided monthly training in High Impact Teaching Strategies (HITS) by our SBCSS consultant.

BUSD teachers and staff have opportunities to participate in various after-hours and off-site trainings and conferences as well. Various sites staffs are participating in ELD professional development through the Multilingual California Project (MCAP) grant. Secondary math teachers have the ability to attend after-school Teacher Improvement Practices (TIPS) workshops provided by SBCSS.

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:

Barstow Unified School District has five identified comprehensive support and improvement (CSI) and one assisted targeted support and improvement (ATSI) school. The four elementary schools receive CSI funding: Cameron Elementary, Crestline Elementary, Henderson Elementary, and Montara Elementary. Regardless of CSI grant allocations, all identified sites conduct comprehensive needs assessments to develop student achievement goals. The required CSI plans are integrated into the site School Plans for Student Achievement (SPSAs). CSI interventions that have been approved for the 2021-2022 school year include after school intervention and tutoring; after hours collaboration time for attendance and student achievement teams; supplemental programs and materials with professional development for ELA, ELL, and math, such as Scholastic Guided Reading, Leveled Learning Intervention, and Reflex Math; student devices to support online programs; ELA/Math/STEM manipulatives and learning materials; PBIS, attendance, and academic incentives; and professional development to promote cooperative learning and student engagement, including Kagan strategies, Capturing Kids' Hearts, and the Innovative School Summit. BUSD has also partnered with San Bernardino County Superintendent of Schools to provide in-depth lesson study and model lessons in Mathematics. During the time that the San Bernardino County partners are on the two school campuses, administration and/or site leads will work side by side to provide support and then follow up with additional model lessons and lesson study. Central High School has identified a need to pursue innovative and effective techniques and strategies to enhance the probability that students will perform at higher levels on the CMSPP and in general course work. The school has earmarked, through the SPSA, supplemental programs to support student academic progress.

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:

Barstow Unified School District disaggregates the data obtained through CAASPP and ELPAC reports and shares the information with teachers and administrators at the school sites. Based on this data, each school site conducts a Comprehensive Needs Assessment. Professional Development provided with Title II funds aligns to the needs of the sites. Following each professional development opportunity, surveys are used to compile data as to the effectiveness of the PD.

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:

- Partnership with SBCSS to provide Differentiated Assistance
- PLCs
- Trainings and Conferences
- Academies for teachers and administrators
- Lesson study coaching supported by District ELD coach
- Wednesday professional development opportunities

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:

Immigrant students receive designated time as well as integrated instruction.

Immigrant students receive tutoring from EL para educators one-on-one or in small group settings to support language acquisition and academic progress.

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:

Title III funds support the salary and benefits of our ELD Teacher on Assignment. Sites offer after school tutoring for our EL students, which is coordinated by the ELD TOA. Monthly EL Coordinator meetings are held with representation from all of our schools. At these meetings we review student data and best practices. We purchased ELD Companion books to demonstrate the correlation for the ELD standards and the ELA standards and how to make use of best practices to incorporate both. All teachers will be trained on these practices by the ELD TOA. We trained our EL para educators to work with immigrant and refugee students and purchased literature for them to use as an instructional tool. We are currently working toward obtaining the State Seal of Biliteracy for our District. Additionally, the District and two sites, Barstow Junior High School and Skyline North Elementary, are participating in the Multilingual California Project (MCAP) that provides professional development regarding EL student achievement.

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:

PD will be provided to teachers in instructional support for the effective use of materials to address the integrated and designated time for EL students. Devices, such as Chromebooks, will be used to support EL students with in-school and after-school intervention and summer school. Teachers and staff will use adopted core materials and supplemental programs and materials to support the increase of English proficiency by providing high quality language instruction. The ELD TOA will provide data analysis for student progress. The data analysis will be used to provide professional development and instructional support.

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:

Barstow Unified School District seeks to provide students with a well-rounded education. BUSD offers an industry coaching model that includes mentorship and internships at the secondary level for students to gain experience needed for successful entry into the business world. The program includes opportunities for students to interview with local businesses in the community to explore resume writing, the interview process and how to keep a job once they have been hired. The high school provides a STEM pathway for students as one of the options for graduation requirements. A fine arts pathway is being developed at the junior high school to support the pathway at the high school. The CTE program at the high school level is a collaboration with the local community college that allows students to take college courses during the regular school day on the college campus. Students have the opportunity to enroll in AP classes, dual and/or concurrent enrollment in the early college program. Students have access to foreign language instruction and arts and music education. At the elementary level, students at Barstow Fine Arts Academy have class sessions in visual and performing arts as part of their daily curriculum.

Supporting safe and healthy students is a priority in Barstow. BUSD has implemented PBIS for the past eight years and is moving into a culturally responsive model. PBIS has helped BUSD create school environments where students are taught appropriate behaviors by using a proactive approach versus a reactive method. Student behavior data is tracked with our student information system, Infinite Campus. With stakeholder input, administrative leadership and teacher involvement, BUSD schools have established behavior expectations for student success. Each school site has a data entry facilitator and a PBIS Coach as part of their PBIS team to disseminate data and work with site leadership and staff to plan, implement and maintain PBIS policies. School sites host a minimum of two PBIS Family Nights each school year to include parents and families in the PBIS implementation process. Prior to the COVID pandemic, all BUSD schools earned recognition for their PBIS implementation through the California PBIS Coalition.

BUSD has a dropout prevention program to increase the graduation rate at the high school level. A peer-counseling program is in place at the secondary schools. All elementary sites have a counselor on staff. Counselors meet with individual students and/or groups and provide lessons on various topics to classes during the school day. Data collected from the Healthy Kids Survey (administered to students in grades 5, 7 and 9) helps the district evaluate school climate, alcohol and drug use, as well as the social emotional health of students. The Supportive School Climate Office shares data from the survey with site administration who then share with school stakeholder groups for analysis and input to address any concerns. Barstow Unified has an anti-bullying policy, a suicide prevention policy and a trauma-informed practices policy in place for all school sites.

Professional development, blended learning and the purchase of ed tech devices support the effective use of technology in Barstow. Each school site has an Education Technology Specialist in place to assist with software implementation and curriculum technology support. Chromebooks, iPads and laptops are purchased to build technological capacity at all school sites with the goal of being 1:1 student-device ratio. Professional development opportunities are offered to staff via off-site conferences, on-site PD through our partnership with San Bernardino County, as well as several programs adopted district-wide, such as iReady.

The California School Dashboard is disaggregated and shared with all stakeholders, including the Board of Trustees. The LCAP annual evaluation and the site SPSA annual evaluations are completed to address the attainment of goals.

Title IV funds are used to support SEL curriculum at all BUSD schools. Additional professional development opportunities will be supported in the areas of student mental health and CR-PBIS. Barstow High School students receive support with AP exams and Pearson Review for the SAT. Secondary SEL curriculum and SEL assemblies will be funded.