

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

LEA Name

Brawley Union High School District

CDS Code:

13-63081-0000000

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

Brawley Union High School District's LCAP includes 5 goals centered around student achievement, English learners gaining proficiency in English, School Climate and Culture, Parent Involvement, College and Career Readiness and Safe Facilities. These goals are all supported through federal funding as well. The federal dollars allow the district to supplement or further improve the quality of the intent of each goal. For example, LCAP Goal 1 references student achievement in core content areas. Title I and Title II funding allows us specialized training specific to English and mathematics as well as new teacher support and training. Because of federal dollars, BUHSD is able to provide additional support staff to assist unduplicated struggling students in the areas of math and English beyond that of their grade level peers. With Title I funding the district is able to contract with Americorps to provide in class assistance in the area of English. BUHSD is also able to hire 3 FTE Instructional Assistants to aide students who fall below grade level in mathematics. These actions fall under Goal 1 of the LCAP and help support achieving this goal. Title III funds help support LCAP through targeted classroom assistance with the help of instructional assistants.

Alignment

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

The district is utilizing Title IV funds to support Priority 1 clean and safe facilities, through the funding of security cameras, training for school safety as well as providing the most up to date technology through these funds. Title III funds are utilized and align with Goal 2 of the LCAP which is dedicated to students achieving English proficiency. With the supplemental funding of Title III, the district is able to provide a classroom aide for its English learner population. BUHSD is also able to provide more comprehensive professional development in the area of best practices and teaching strategies for English learners. LCAP Goal 1 addresses the needs of struggling students in core classes. Title I funds support this goal through the ability to hire AmeriCorps aides to assist students in English classes who are reading below grade level. Title I funds are also used to fund math aides as well as fund the salary of a math support teacher who provides a math support class in addition to the students' core math class.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Our district has three schoolwide Title I schools. Their status was determined based on greater than 40% of our students qualify to receive Free and Reduced Priced meals. One of the schools is our comprehensive high school and the other two are alternative education high schools. All schools are provided additional services and programs that will make the biggest impact on socio-economically disadvantaged students.

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:

Brawley Union High School District conducts an annual Comparability Report in which it collects data in order to identify any disparities in low-income and minority students' teachers compared to their peers. The LEA also uses Equity Data Collection and Analysis Tools provided by the California Department of Education. The district works with the Director of Human Resources to identify any teachers that are considered to be ineffective, inexperienced, or teaching outside their field of study and locate their school site and assignment. Once all teachers have been identified the Director of Special Projects and the Director of Human Resources work together in order to ensure they are not teaching at the high school with the highest rate of low-income and/or minority students. The district ensures that the schools with the highest low-income rate do not employ ineffective, inexperienced or out-of-field teachers. Currently there is no high school in the district that employs ineffective, inexperienced or out-of-field teachers. All three schools are identified as school wide Title I schools and based on the annual Comparability Report, there are no disparities between schools. The district currently does not have any ineffective or out-of-field teachers. Regarding inexperienced teachers, the district has both teacher coaches and mentors for its new teachers. The LEA has implemented goals and strategies for hiring and retaining qualified staff. If Educator Equity were to become a concern for the district, there is a plan in place to assist teachers in completing credential work. Participation in an induction program, work with a teacher mentor, completing credential coursework, peer coaching, demo lessons, and attending professional development are all part of the district's plan.

If the LEA were to discover a disparity, immediate action would occur to transfer to the teacher to a high school with the least amount of low-income and/or minority students and replace him with a more experienced, qualified teacher. Low-income and minority students are not taught at a higher rate than other students by ineffective, misassigned, out-of-field, and inexperienced teachers. The district is committed to ensure that these students are provided the highest quality education by the most qualified teachers.

Priority 1 Basic Services is addressed in Goal 1 of the district's LCAP. As part of the LCAP, the district engages its stakeholders in the decision making process and data analysis of several metrics to include educator equity. Stakeholders analyze the data tables for Ineffective, misassigned, inexperienced, and out-of-field teachers assigned to low-income or minority students. Goal 1 of the LCAP is dedicated to ensuring that it employs only the most effective and experienced teachers with the appropriate credential to teach in their assigned field. If a teacher should not meet this criteria, Goal 1 addresses the support the district provides such as peer coaching, professional development and district support providers. All of these actions have been agreed upon by the various parent committees as well as staff committees.

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:

LCAP Goal 4 includes parent involvement and family engagement. BUHSD's parent engagement policy development process includes several meetings with various stakeholder groups with the focus being on the eight state priorities, LCAP goals and ESSA requirements. The district provides opportunities for the informed participation of parents and family members through meetings where parents representing English Learners, socio-economically disadvantaged, foster youth, migrant students, students with disabilities, and parents of AP students, Committees that are consulted on district goals and achievements include: School Site Councils, English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), Migrant Program, and Title III Committee, These meetings are held in English and Spanish, with written materials provided in both languages at the level parents are able to understand the content. Should parents require interpreters other than Spanish, the district contracts with an outside agency to provide these services. Should parents require special accommodations in order to participate in these meetings, BUHSD will assist these families on a case by case basis. Migrant parent meetings are held monthly at which the district engages the parents in participating in the development process. By reviewing it monthly, BUHSD hopes to gain input from all migrant families. These committees jointly develop the plan in collaboration with administrators and school staff and mutually agree upon the plan. The plan is included in the student/parent handbook which is distributed every student household, is on the district's website and available via hardcopy at the district offices.

The LEA holds several parent meetings throughout the school year to discuss the new state exams: CAASPP ELA and Math, CAST, CAA and ELPAC. The district explains student score results and discusses how parents can support their students at home in order to demonstrate improvement in the state standards.

BUHSD holds parenting classes monthly in which they provide parents materials to improve their student's achievement. These classes include academic monitoring, literacy training, technology training, and how to provide social/emotional support.

The district also conducts several community outreach efforts such as presenting at a meeting in Westmorland to our feeder school parents, as well as the Chamber Mixer to involve members of our community. Information was made available through survey results, newsletters, website postings, weekly video updates, as well as presentations during the parent involvement meetings. Information included state assessment results, reclassification results, facilities inspection reports, parent survey results, and college and career readiness data.

The LEA provides whole staff training to include principals, teachers, counselors, classroom aides, etc. to discuss strategies for fostering positive working relationships with parents and students and how to utilize parents to become a part of the system of support for students. Training is conducted every August with a follow up in March.

The district supports a Family Resource Center and a College and Career Readiness Center on campus. Both of these resources are for students and parents to go in order to gain the skills, resources, and support necessary to become meaningful participants in the education of the student.

The district ensures written and verbal notices are sent out in the parent's preferred home language. BUHSD contracts with an outside agency in order to be able to provide written documents in the parent's preferred language.

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: Brawley Union High School District's three schools all operate under schoolwide programs. The district contracts with Imperial County Office of Education's alternative education division to provide a community school program for students who have been expelled from the district. Students are identified as they go through the expulsion process. Students who have participated in the Student Attendance Review Board also have the option to attend the alternative education community school program if agreed upon by parent, student, and district staff. The district supports these students in the program with the goal of those students returning to the comprehensive high school once they have fulfilled the agreement.

BUHSD utilizes the California Dashboards and Accountability System to ensure students are making progress toward proficiency. Teachers receive relevant professional development to ensure students are being exposed to challenging academic content standards and are provided coherent and rigorous content. The district conducts quarterly assessments to ensure students are making adequate progress in their core classes and holds itself accountable in measuring progress. Annual self-assessments are conducted at each school to ensure best practices are implemented and effective in reaching all students. The district reviews its annual yearly progress and creates an action plan based on those results. Based on these findings, the district will receive professional development provided by the Imperial County Office of Education specific to the needs of the district.

TAS: N/A

Neglected or delinquent: N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district employs an Intervention Counselor to provide direct services to homeless and foster youth to ensure that their educational needs are being met. The full time Intervention Counselor serves the homeless and foster youth of all three high schools. The district of origin (BUHSD) ensures that homeless youth's needs are being met and provides transportation from the city in which they are placed to Brawley Union High School. The Family Resource Center provides services and appropriate avenues of support for our homeless youth. The Intervention Counselor works closely with social services, temporary care facilities and our local receiving home to ensure students' needs are being met. Through the ConAp funding the district pays for transportation, school supplies as well as clothing and toiletries for its homeless youth. If other needs arise the LEA will support the needs of its homeless students. Upon enrollment, transcripts will be evaluated to ensure graduation requirements are being met and those students eligible under AB 216 are afforded the opportunity to obtain a high school diploma.

Student Transitions

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

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

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

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

A.

The district has partnered with its local community college to ensure coordination of current high school pathways with collegiate level credit. BUHSD's ROP Nursing program provides students the opportunity to gain college credits with the option of taking the Certified Nursing Assistant exam at the successful completion of a two year program. The district's welding program works in collaboration with the local community college to allow students to earn a certificate of welding after successfully passing the welding exam.

B.

Currently the LEA has a contract with its local community college to provide three college level courses per semester, to be taught on the high schools' campuses. These courses are at no cost to the students. The district provides the textbooks and necessary material for the courses. Upon successful completion, the student will earn college credits.

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:

N/A

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:

BUHSD does not accept Title I, Part D funding

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

Brawley Union High School District supports all staff in professional growth and improvement, to include, but not limited to: Content area professional development, classroom management strategies, positive behavior and interventions training, equity, access and accommodations training, and technology training (LCAP Goal 1). The district provides required professional development as well as teacher autonomy to choose additional trainings of their choice. BUHSD supports its new teachers through a beginning teacher induction program (LCAP Goal 1). The district employs seven teacher coaches as well as subject specific teacher mentors to assist struggling veteran teachers as well as beginning teachers. Through our contract with the Imperial County Office of Education, all teachers are able to keep current with evolving standards and practices through various trainings and support. The district provides a comprehensive professional development program focusing on state frameworks, instructional shifts, and the implementation of newly state board approved instructional materials. The district provides 3-4 collaboration periods per month to allow teachers to develop a professional learning community to ensure student success of all students.

The district distributes a professional development survey annually to certificated and classified staff to determine professional development needs. Teachers and classroom aides attend whole group professional development, professional development specific to their content areas, as well as professional development of their choice in regards to best practices and teaching strategies.

As teachers careers progress, support is provided in different ways. Beginning teachers in addition to the aforementioned professional development, get the support of a district teacher coach who assists them in lesson planning, classroom management and any other concerns a beginning teacher may have. Beginning teachers are also supported through the Beginning Teacher Induction program as well. They are provided a support provider, a district support lead, as well as a county support lead. They are provided additional training through this program at no cost to the teacher. These teachers are observed by their teacher coach, support provider, district lead, and resource teacher. They are evaluated by their administrator who will provide the teacher constructive feedback and areas of growth and improvement.

Veteran teachers are also provided The aforementioned professional development as well as professional development specific to their evaluations. Veteran teachers are provided a teacher coach to assist them in their areas of growth and development. The veteran teachers write a self-reflection regarding their gains for the school year and the administrator, through observations and evaluations will meet with the teacher to discuss their progress and next steps.

Principals create a professional learning plan annually which specifically denotes areas of focus for their professional growth. Principals are involved in monthly principals' network training through the Imperial County Office of Education (ICOE). Principals are also members of ACSA and participate in at least one strand of ACSA training. Not only do they participate in the above trainings, they also choose an area of focus in which to participate in professional development. For example, this year the Vice-Principal focused on school safety and security and attended trainings on this subject. One principal focused on Positive Behavior and Intervention Systems and attended trainings related to restorative justice and multi-tiered systems of support. Another principal focused on motivating the unmotivated learner and attended trainings relevant to that subject. Through self-reflections, data analysis, and observations, they are able to ascertain their successes and next steps.

The superintendent, directors and school board created professional learning goals as well. The school board members attend trainings relevant to their comprehension of the district goals as well as attend quarterly board retreats. The superintendent attends the Superintendents' Training held by ICOE as well as trainings relevant to his professional goals. The directors follow the same process. Through data-analysis, self-reflections and discussions with the school board, they are able to ascertain if progress is being made and next steps for professional growth.

Counselors attend the Counselors' Round Table held by ICOE monthly. They have to fill out a self-reflection tool at the beginning of the year and create an area of focus. Counselors will attend 3 – 4 trainings per year relevant to their profession as well as select an area of focus such as school safety, student well-being, etc. and attend trainings specific to their areas of focus. They also attend whole staff trainings with certificated staff.

Through data analysis, evaluations and observations, the district is able to ensure continuous improvement and growth for all its staff. Through professional development surveys, BUHSD's professional development plan remains relevant to its employees.

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:

The District does not have any CSI and TSI schools and therefore is not required to prioritize funding under this sanction. 1124(c)

Funding is prioritized through greatest need of staff which is determined through self-assessment and staff surveys. In conjunction with the Imperial County Office of Education, a professional development plan is created and funding is disbursed accordingly (LCAP Goal 1). The district provides equal opportunities for professional development among its one comprehensive high school and its two small alternative education schools. Because the district is relatively small, all staff members are provided the same opportunities for professional growth. Funding is mainly prioritized in accordance with district goals to ensure all staff have the relevant professional development needed to achieve these goals.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district maintains monitoring metrics in both the LCAP and School Plan for Student Achievement in order to assist in targeting needs, allocating resources, and evaluating program effectiveness. The district continues to improve in its analysis of school data to drive professional development activities. Consulting with the Imperial County Office of Education has proven beneficial in targeting specific areas of growth for our district. The district utilizes the California Dashboard data to determine and improve upon activities and professional development for the school year. BUHSD uses benchmark data quarterly to ensure progress is being made.

BUHSD uses ongoing consultation with stakeholders and the Imperial County Office of Education to ensure professional development is relevant and meeting the learning needs of both students and staff. The district consults with stakeholders on a monthly basis through DELAC, ELAC, School Site Council, Migrant Meetings, Wildcat Parent Night, Special Education Parent Night and community events. Teachers, principals, school leaders, paraprofessionals, parents and community partners are given surveys in which the district uses to determine its greatest needs. ICOE conducts an annual needs assessment in collaboration with the district's leadership team to determine effectiveness of practices in place and next steps for the district. The district's professional development plan is a dynamic document and is constantly being revised to meet the needs of all stakeholders.

Title II, Part A, works in conjunction with LCAP Goal 1 and Title I professional development funds. The district has overarching goals with strategies and program in place to meet those goals. Depending on the goal, funding is determined through compliance monitoring of funds to ensure funds are being appropriately apportioned to the activities relevant to that specific fund's requirements.

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:

Brawley Union High School District provides comprehensive professional development to all its staff that specifically supports instructional outcomes for English learners with the goal of achieving English proficiency. The district is committed to ensuring that ELs have access to rigorous and comprehensive curricula while meeting state grade level and graduation standards.

In addition to core professional development opportunities, the district has contracted with the Imperial County Office of Education to conduct training in Cultural Diversity and Equity and Access strategies specifically designed for increased achievement with English learners. Over the course of the next two school years, ICOE will be working with each department to integrate Equity and Access strategies specific to their content areas. Follow up trainings and demonstration lessons will be conducted as well as peer observations with the focus on English learners. District staff are also afforded the opportunity to attend the two day English learner institute held annually. Currently staff are being trained in Project Voice and the Icons of Depth and Complexity as they relate to equitable access for English learners. The district plans to continue with more in depth trainings in the Icons of Depth and Complexity during the 2020-21 school year with follow up and monitoring during the 2021-2022 school year.

All teachers are provided additional training in a wide array of instructional strategies to assist English learners in the classroom.

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:

N/A

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

In addition to core curriculum, teachers have access to various supplemental supports to assist English learners in attaining English proficiency. The teacher utilize Rosetta Stone, The Edge, Academic Vocabulary Toolkit, English 3D, Reading Plus as well as supplemental Scholastic magazines for the four core subject areas: Math, English, History and Science. The district administers interim assessments and benchmarks to determine growth in English proficiency. English learners and RFEPs are monitored every six weeks to ensure they are attaining academic success equivalent to their English only peers.

English Proficiency and Academic Achievement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

English learners are exposed to the four foundational skills assessed on the ELPAC: Reading, Writing, Speaking and Listening. Teachers and classified staff will be trained in the components of the ELPAC and best practices in assisting English learners in attaining proficiency equivalent to that of their English speaking peers. LCAP Goal 2 is focused on English learners gaining proficiency in English and achieving reclassification. The English learner office monitors students every six weeks to ensure proper placement and student needs are being met. In addition to program professional development, teacher coaches provide staff additional classroom support strategies for English learners.

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:

A.

The district is committed to focusing its efforts in providing a safe and healthy environment for students. The district has taken measures to provide mental health support to students who require support beyond academics. BUHSD has partnered with behavioral health as well as county services in order to determine how to best serve students in need of behavioral and mental support. The district has partnered with IVC to provide dual enrollment for students who wish to enroll in a college class during high school. These classes are at no cost to the student. The Family Resource Center ensures that students and parents are provided with avenues to obtain affordable healthcare, vision and dental care, as well as adequate housing.

B.

The district is utilizing a portion of these funds (approximately 20%), to purchase the required textbooks for IVC dual enrollment courses held on campus. It is also providing technology services to socio-economically disadvantaged students through take home MyFi devices and chromebooks. This will allow students access to additional curriculum supports who may not have been able to access the internet outside of the school. Another expenditure encumbered under these funds are paying for AP exams for all students in order to provide access and equity for every student wishing to participate in an AP course and subsequently the exam.

C.

BUHSD has set aside 20% of its funds to promote safe and healthy students as well as a safe school. The district found that safe and healthy students went far beyond academics and attendance and is focusing its efforts on social and emotional support as well. The district invests funds in a Family Resource Center. This center provides group and individual therapy, drug and alcohol counseling and anger management classes. Students are able to speak with a mental health therapist whose office is on campus in our resource center. Students also can come to the center to speak with a social worker, counselors, or the Director of Family Resources. This center not only focuses on mental health, but physical health as well. The Director assists students in obtaining affordable healthcare, dental and vision care as well as affordable housing options for their families. If needed the center will help to provide clothing and basic necessities students need to be successful. The district is trying to expand awareness to all staff and has invested in MTSS training which teaches everyone a Multi-Tiered System of Support that we can provide to our students.

D.

The district is committed to remaining current on technology and utilizing this resource to promote a safe school environment and committed at least 20% of Title IV funding to this goal. BUHSD has invested in security cameras installed throughout the main campus and the two continuation schools. The main campus will continue to purchase security cameras until adequate coverage is met. BUHSD has also invested in a WiFi/Internet security system, Go Guardian. This allows staff to monitor students internet usage in real time, thus blocking inappropriate sites or contacts in seconds. The high school district has purchased chromecarts for every classroom allowing students to become technology literate which is required in today's job market.

E.

The above goals were created based on a needs assessment conducted by the safety committee, management team, and Positive Behavior Interventions and Support team. Based on the results of the needs assessments conducted by the three groups, a list of priorities and goals was established and timelines set. The district's Safety Committee, School Site Council, management team, and Positive Behavior Interventions and Support team will monitor the effectiveness and progress of the activities quarterly as it pertains to their focus areas and revise the activities as needed.