

Kit Carson Federal Addendum May 2021 Update

Strategy

Our goal is to continue to assist all students moving towards proficiency in ELA and math as measured by local and summative assessments. Kit Carson Union Elementary School District's strategy for using federal funds is to increase low income and English learner student performance to the proficiency level. Kit Carson has focused Title I monies on literacy, math, and science. Kit Carson teachers and instructional aides provide students with before and after school tutoring. Kit Carson also provides trained instructional aides to provide student support within the classrooms throughout the school day.

Alignment

Our goal is to continue to assist all students moving towards proficiency in ELA and math. The district supplements reading intervention programs by offering before and after school interventions. Increased services for English Learners include instructional aides in the mainstream classroom to assist students access core content areas. The district contracts for services to provide professional development and coaching to teachers on English learner strategies. LCAP activities align English Learner's through data results and talking to stakeholders and align to the goals of the LCAP.

Kit Carson Union Elementary School District worked alongside stakeholders to review the comprehensive needs assessment outcomes to identify planned actions and services to support our students, and maximize our federal grant resources. We are using each Title fund to support areas of identified need; especially goal 2 from the LCAP Implementing the California Standards.

Title I Part A is being used to support the areas of ELA, Math, and student engagement. Teachers have been trained in EBLI to provide reading intervention to support identified students. Students are provided with strategic and intensive intervention. Classroom instructional aides are being funded to support students in classrooms during small group and individual instruction.

Title II Part A is being used to support the implementation of goal 2 of the LCAP: Implementation of California Standards. We have implemented professional learning to focus on analyzing student group achievement data and designated and integrated ELD . We are also working to plan engaging standards based lessons that incorporate structured student talk.

Title IV Part A is planned to be transferred to Title I Part A per allowable federal transfer-ability of funds. These funds will be used to support the purposes described under Title I Part A above.

Our goal is to continue to assist all students moving towards proficiency in ELA and math. The district utilizes parent and student survey results and student data to prioritize LCAP goals.

Title I Part A

Educator Equity

Kit Carson Union Elementary continues to work to provide our students with qualified and credentialed teachers. We identify ineffective, inexperienced, and out of field teachers by coordinating with our county office credential analyst staff. Ineffective teachers have been defined as mis-assigned (placed in a position for which the employee does not hold a legally recognizable certificate or credential or a certificated employee placed in a teaching or services position in which the employee is not otherwise authorized by statute to serve), and teaching without a credential. Out of field teachers have been defined as a teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, teachers with either a General or Special Education Limited Assignment Permit are out of field. Inexperienced teachers are teachers who have two or fewer years of teaching experience. Information regarding staff is entered into CalPads by our internal staff, and monitored by the county office of education. We also use the California Commission on Teacher Credentialing (CTC) to monitor deadlines for staff credentials. We collect and report this data annually in our School Accountability Report Cards. These reports are shared with our community during board meetings, School Site Council, and English Learner Advisory Committee. We also post them on our public website. Our district Local Control and Accountability Plan Goal 1: Provide fundamental student support is aligned to priority 1: Basic Services. The metrics for this priority include the appropriate assignment and full credentials of teachers. Goal 1 expected outcome 1A) address these metrics. We expect 100% of teachers to be appropriately assigned. Currently, in the 2020-21 school year, we have 100% of teacher appropriately assigned. There are no mis-assignments. 18 of the districts 22 teachers are fully credentialed, which is 82%. We are working towards 95% in 2021-22. During the 2020-21 school year, we had 4 teachers that had less than 2 years experience teaching. We update all stakeholders on our LCAP progress at monthly board meetings, and during stakeholder committee meetings. This metric is also included on our California Dashboard Local Indicator 1 report annually.

We work to address these metrics in a supportive way. If we were to have any mis-assigned or out of field teachers, we would work with the county office support staff and the teacher to identify what courses need to be taken to fulfill the requirements needed. Inexperienced teachers with 2 or fewer years experience are enrolled in an induction program with a local county office of education. They are also provided with a mentor. This mentor teacher supports our participating new teachers as they progress through the induction program. Kit Carson UESD contracts with the local county office of education for our New Teacher Induction (NTI) program to support first and second year teachers. We also provide our interns with support by providing them with a district mentor to support their participation in new teacher induction. All inexperienced teachers are provided with a mentor that works with them to plan, deliver, and reflect on instruction. Ineffective teachers will also be provided a district mentor to support planning, observational coaching, and teaching resources. Ineffective, out of field and inexperienced teachers are also provided with a minimum of one formal evaluation per school year by administrative staff. They are supported by district instructional staff and the teacher on special assignment. Ongoing progress would be monitored per teacher. Overall progress for the group is reported to our board and stakeholder groups and committees. We publicly report this in our LCAP in Goal 1 and include in the annual Local Indicator report.

We collect and analyze educator equity data to identify disparities. Our school district is a single school district. We serve students in grades TK-8. There are eight classrooms in grades TK-3. We have one combination class in this grade range. Grades 4-6 include six classrooms, with no classes being a combination grade classroom. We have four 7-8 grade classrooms, and none of these are combination classes. Grades TK-6 are self-contained. Students in grades 7-8 spend the instructional day in core blocks. Our Low Income student population was 77% in the 2018-19 school year. 63% of these students are Hispanic, 34% are White, 1.1 African American, and 1.3% two or more races. In addition, 40% are English Learners, and 6% are students

with disabilities. These rates are similar in each grade in each classroom. We follow a process for class assignments to ensure that students are placed evenly in numbers, needs, and race in each classroom. We currently have no disparities for low income or minority students due to how we split the grade levels between classrooms, classroom assignments, and overall student population. We are a single school district. The collection and analysis of data will be done annually as we assign students to classrooms for the upcoming school year. Any disparities we discover will be addressed by district administration, and will be remedied prior to the start of the school year. We acknowledge the importance of ensuring that there are no equity gaps in our instructional program.

Parent & Family Engagement

Kit Carson Union Elementary School District values parent and family engagement. Our LCAP goal 4 is dedicated to this state priority: Maintain a high level of stakeholder engagement. We develop our written parent and family engagement policy with our School Site Council. We review the policy annually, incorporate suggestions for improvement and approve it at a council meeting. This includes garnering prior input from our English Learner Advisory Committee. These committees include parents from low income, minority, and migrant families. This policy is available at our district office and posted on our public website. We distribute the policy annually by including it in our Parent Student Handbook. We also provide each family the Parent Student Title I Compact at back to school night. These are part of the new student enrollment package as well. Our parent compact includes information on how to monitor a child's progress and how to work with your child's teacher to improve educational achievement. We assist parents of children served by the school or district in understanding such topics as the challenging state academic standards, state and local assessments, student literacy, technology, and how to monitor a child's progress and work with educators to improve the achievement of their children. Each teacher presents an overview of the state standards for the grade level at back to school night, and teachers work with parents to support students learning at home during parent conferences, School Site Council, and ELAC. We send annual letters home to parents that describe the state assessment and results. In addition to conversations with individual families, we provide our School board, English Learner Advisory Committee and the School Site Council with state assessment data.

We have also included these data points as expected outcomes in our LCAP. LCAP Goal 4: Maintaining a High Level of Stakeholder Engagement includes the following metrics: LCAP stakeholder surveys, % of participation at SSC/ELAC, and % of participation at IEP team meetings. This data is collected and shared with all stakeholder groups, used to analyze for action effectiveness, reviewed as part of the annual update, and used to revise future expected outcomes. We also survey parents during the fall and spring each school year.

During the 2020-21 school year, we have been unable to hold events such as Back to School Night, 3 Family Art nights, family dinner night, parent conferences, parent education night regarding social media and mental health, music performances, drama performances, Pancakes with Parents, Open House, Grandparents Day, and our spring carnival. We discuss positive parent contact during staff meetings, and sites keep communication logs to document parent contact. We use our district website, the Remind app, a weekly Wednesday note, and social media to communicate important events and provide special announcements regarding school activities with families. We also translate all notes, letters, and announcements sent home. 32% of Kit Carson's families were EL or RFEP from Spanish speaking families. This meets the 15% and above translation need requirement. Translation is completed by bilingual staff, and is reviewed by the Superintendent/Principal for approval prior to sending home. We coordinate with community resources to support student health and nutrition education. Our cafeteria staff also provides student lessons that focus on healthy nutritional habits. We ensure participation for parents and families with limited English proficiency by providing translation at meetings that are specific to student progress. Translations are completed by qualified

bilingual staff members. We hold meetings at locations and times as parents request. We also ensure access for parents or family members with disabilities. We use the annual survey results, discussion from stakeholder meetings, School Site Council, and ELAC to garner additional parental suggestions and requests. We will continue to review any suggestions or requests, and incorporate them to improve family engagement using our surveys, committees, board, and LCAP stakeholder process.

SchoolWide Programs for N&D

The district follows a set process for identifying eligible neglected or delinquent children. We complete the following steps annually. First, the county provides a list of the group home addresses within the county to districts. Then, if any of the group homes are within the district boundaries. We currently do not have any group homes within the district boundaries. If we did, then the district would search our SIS system for students listing the group home address as their home address. We are a single school district. After that, we would then determine the number of students at those addresses, and determine if these students attend Title 1 or non-Title 1 funded schools. Lastly, the baseline number gathered by the LEA is used to determine the set aside funds to support students receiving comparable services. If students are attending a Title 1 funded school, they already receive comparable Title 1 services per the funding provided to the school. If they attend a non-Title 1 funded school, the district will use the set aside funds to provide comparable services. Currently all of our school sites are school-wide Title I funded programs. We are a school-wide single school district. We would set aside funds to support eligible students. Students identified in this process will receive comparable services that are aligned to the nature of our Title I program. The following description includes services that align to the nature of our school-wide program. If a student were to attend a non-title I program, we would provide them before/after school tutoring, small group instruction, literacy support, use of technology, and/or use of staff materials. We would prioritize students at academic risk. School district staff would coordinate and monitor services. School site staff would be responsible for delivering and implementing services with the support of the district. We would annually evaluate services for effectiveness using aligned metrics within the school plan. We would use data such as state and local assessments, surveys, school climate suspension rates, English Learner language acquisition data, and other LCAP aligned metrics.

District Process:

1. County provides a list of the group home addresses within the county to districts.
2. If any of the group homes are within the district boundaries, then the district searches their SIS system for students listing the group home address as their home address.
3. Once the LEA determines the number of students at those addresses, the LEA determines if these students attend Title 1 or non-Title 1 funded schools. Non-funded would include schools skipped by the LEA per the consolidated application. **Note-** the frequency of searches for students is determined at the local level. This may be done one each month, trimester, or quarter. The LEA may also run a search to see the total number of students having lived in the group home for the prior school year to determine a baseline number. The LEA may also use the number gathered on the county N&D survey from the prior year, which is collected and reported by each COE during the month of December.
4. The baseline number gathered by the LEA is used to determine the set aside funds to support students receiving comparable services. If students are attending a Title 1 funded school, they already receive

comparable Title 1 services per the funding provided to the school. If they attend a non-Title I funded school, the district will use the set aside funds to provide comparable services. **Homeless Children & Youth** Kit Carson Union Elementary has a homeless board policy that addresses the McKinney-Vento Homeless Assistance Act. Our site homeless liaison participates in the county office professional development opportunities throughout the school year. We set aside funds for homeless students each year. The Principal/Superintendent assists office staff with review of student enrollment forms. Students reported as homeless during initial enrollment are immediately enrolled. We provide transportation to all students living within school boundaries. If students live outside the district boundaries, but are attending our schools as the school of origin, our Parent Liaison will work with parents to ensure they have the ability to bring children to school by working with the county office coordinator. Attendance of homeless students are monitored by our Supervisor of Attendance. We also monitor all students' attendance, and work with the county office attendance staff to support the priority for student engagement. We support the success of our homeless children and youth with regular progress monitoring using local assessments. This data is reviewed by staff and used to provide additional services to students needing support. This program assists students in filling identified instructional gaps.

Homeless

Kit Carson Union Elementary has a homeless board policy that addresses the McKinney-Vento Homeless Assistance Act. Our site homeless liaison participates in the county office professional development opportunities throughout the school year. We set aside funds for homeless students each year. Reservation funds are used for clothing, school supplies, and bus coupons. The Superintendent/Principal assists office staff with review of student enrollment forms. Students reported as homeless during initial enrollment are immediately enrolled. We provide transportation to all students living within school boundaries. If students live outside the district boundaries, but are attending our schools as the school of origin, our Parent Liaison will work with parents to ensure they have the ability to bring children to school by working with the county office coordinator. Attendance of homeless students are monitored by our Supervisor of Attendance. We also monitor all students' attendance, and work with the county office attendance staff to support the priority for student engagement. We support the success of our homeless children and youth with regular progress monitoring using local assessments. This data is reviewed by staff and used to provide additional services to students needing support. This program assists students in filling identified instructional gaps.

Student Transitions

Kit Carson Union Elementary works to facilitate effective transitions for students. Early childhood preschool students transitioning to TK/K are invited to attend Kindergarten orientation prior to school beginning. Students and parents ride the bus and are given a school tour. Parents are invited to a parent orientation to meet their child's teacher and visit the classroom. Elementary students transitioning to middle school are really moving from one self contained classroom to the next. Unlike larger middle schools, students know teachers on staff and routines are familiar. We do provide summer school to all returning K-8th grade students before the school year begins in July. The focus of this time is to support the transition from grade level to grade level. Middle school students transitioning to high school are also supported. Our local high school district sends staff to provide students with pre-enrollment registration for all 8th graders each spring. They also administer a placement test for Math, ELA, and Science. Eighth grade students complete a research project to learn about the college of their choice. This includes information about enrollment processes, entrance requirements, costs, and available programs.

Additional Use of Funds (Library & GATE)

Kit Carson Union Elementary utilizes Title I funds at the school site. The district provides professional development opportunities for staff. This is provided to teachers and instructional aides. We identify the focus for professional development based on the collection and analysis of district and site data using a comprehensive needs assessment. Each site has also chosen to focus on actions developed with stakeholders using a site needs assessment. Title I Part A is being used to support the areas of ELA, Math, and technology. We provide tutoring outside the school day, instructional support for small groups within the instructional day, accelerated reader support for reading comprehension, maintenance on equipment for instructional materials to enhance instruction. Technology is enhanced by providing chromebook carts and an interactive white board or TV. A percentage of funds to support social emotional learning within the classroom to improve behavior. We also have entered into an audio-visual contract with a local county office library to increase uses of media such as videos, online text, images, and music into lessons for student interest. We provide for educational resources to support school climate; such as a local bullying report "ROAR" report for students to be able to report bullying.

Title II

Professional Growth & Development

Kit Carson Union Elementary School District has a system for professional learning for teachers, principals, or other school leaders that supports a quality learning environment for all. We use a variety of data to identify needs for professional learning. We garner staff input via surveys, as well as discussions in staff meetings. We also analyze student data, and classroom observational data to identify professional development needs. This professional development plan is included in our single school district plan, LCAP, and shared with all stakeholders for input. This information includes: aligned metrics, outcomes, planned actions, and effectiveness results. They are discussed with School Site Council, ELAC, school board, parents, staff, and collective bargaining unit, district leaders to garner additional ideas and feedback. We focus this time on implementation monitoring of instructional programs by analyzing student group data, training on new instructional practices to increase engagement, and structured student collaboration techniques. Administrators and other school leaders participate in this professional development in order to assist with implementation. Fiscal resources (state and federal) are prioritized based on the analysis of student need, staff survey feedback, professional learning resources, and staff time. We value professional development highly, and are known for providing learning opportunities for our staff.

Staff is provided ongoing support throughout their careers in our district. Beginning teachers participate in induction with a local county office of education. The Kings County Office of Education's New Teacher Induction (NTI) program is designed as a two-year, individualized, job-embedded system of mentoring support and professional learning that begins in the teacher's first year of teaching. KCOE New Teacher Induction provides a pathway for teachers seeking to clear Preliminary Multiple Subject and/or Single Subject credential(s) and Preliminary or Level I Education Specialist credential(s). They are also provided with a site mentor teacher, which supports planning, instructional delivery, and reflection. Intern teachers are also provided a district mentor that follows the same process as an induction mentor. Regular professional learning support is continuously provided. We also have a Teacher on Special Assignment that provides teacher and staff with support to teachers in the area of mathematics. Teachers, principals and leaders participate in observing and reflecting upon classroom instruction. They also participate in the weekly planning meetings. All instructional staff, teachers and principals, participate in 3 hours of scheduled professional development or collaboration each week. This is held each early release Monday day. This work is supported by internal district instructional staff and outside support providers. Priorities for professional development for the Superintendent/Principal are identified via self reflection, board evaluation and recommendation, and site staff needs. Topics for professional development may include ELD, human resources, fiscal, special education,

leadership, and facilities. The Superintendent/Principal also participates in staff professional development related to updated instructional programs, assessments, and state standards. The Superintendent/Principal position has been provided with a mentor to support ELD coaching and instruction. This is important for a small school with a small leadership team. Other school leaders also participate in professional learning opportunities. The district technology support staff member attends a county technology network that allows for collaboration with other small and larger school districts. They have also attended professional development related to technology implementation and student support. The data support specialist and supervisor of attendance participates in a regional training that focuses on attendance, chronic absenteeism, and truancy to increase student engagement. Participating in professional development activities provides staff at all levels experience that can be used for career advancement. We support staff seeking advanced degrees, credentials, and encourage aligning work with action based research projects by aligning work to action research and improvement projects. We have a tiered salary schedule that increases as certificated staff obtain additional units. These units must be approved by the Superintendent/Principal to align to school and student needs. We dedicate a considerable amount of resources for professional development. When planning, we include support for all phases of implementation and evaluation or analysis. Alignment is achieved by ensuring that the district and site goals and actions are driven by a shared belief, input and a comprehensive review of all pertinent data outcomes related to priorities. The professional learning focus is driven by a shared purpose for student learning, which is aligned to Goal 2 of the district LCAP. We all believe in increasing the educational outcomes of all students.

Prioritizing Funding

We are a single school district with a dependent home school charter, Mid Valley Alternative Home School. Currently staff needs are prioritized based on student need, the comprehensive needs assessment, ongoing data analysis, and stakeholder input. An analysis for the adequacy of funds to support identified professional learning needs is completed as part of the planning process. The resources we allot may be fiscal (state and federal), time, or staff to support the learning. Resources are used strategically with other funding streams to support identified activities and a comprehensive professional learning plan. The alignment of resources and focused consistency assists our district in creating implementation sustainability. If either of the sites became eligible for CSI or TSI we would prioritize the funding taking that into account.

Data & Ongoing Consultation to Support Continuous Improvement

Professional learning is an integral part of our instructional planning process. We include professional development in district strategic plans. Specific actions supported by Title II funds are used to support the implementation of state standards and student engagement. We have implemented professional learning as weekly collaboration meetings, to focus on analyzing student group achievement data. We are also working to plan engaging, standards based lessons that incorporate structured student collaboration. We are also providing professional learning in the area of math and science. Cycles of professional learning will include content knowledge building, modeling, observational coaching, feedback, and planning support. Additional professional development will be provided to support teachers attending ongoing county improvement networks and instructional rounds opportunities. We work with our district categorical director and the county office staff to ensure that all activities fall within the uses of Title II Part A funding. All plans include Goal 2: Implementation of the California standards. This goal is aligned to state priority 2: Implementation of State Standards and 4: Pupil Achievement. The district LCAP includes professional development in this goal, which is evaluated for effectiveness using aligned metrics. The aligned data is collected and analyzed several times per year. We use it as we develop and analyze our Single District School Plan, Local Indicator Report, and LCAP. The information is reported and discussed with all stakeholder groups, site and district committees. Stakeholder groups include teachers, principals, other school leaders, specialized instructional support personnel, parents, community partners, and experts in related programs and activities. The data is monitored

to ensure improvement towards expected outcomes, and modified if needed. Observational data is collected monthly, and used to create and adjust planned professional learning. We also compare student group data to identify any disparities. This evidence based approach allows for us to monitor impacts to student learning. We feel that alignment between state and federal programs contribute to a coherent system of learning that supports identified priorities, metrics, and positive outcomes.

Title IV

Kit Carson Union Elementary develops its application in consultation with School Site Council, English Learner Advisory Committee, parents, staff, and community. We administer an annual survey, discuss federal program requirements, and student needs based on data with these groups throughout the year. We have developed a comprehensive needs assessment using district data that is aligned to Goal 3 of our LCAP: The District will maintain a positive school climate and support safe and healthy students. This goal includes metrics such as suspension, expulsion, student attendance, chronic absenteeism, and surveys regarding safety and connectedness. This goal is aligned to State Priorities 5 (Pupil Engagement) & 6 (School Climate) and all associated metrics. We are not partnering with any institutions for the purposes of Title IV. We are utilizing the federal transfer-ability option to move funds to Title I Part A for allowable use. We are implementing programs to implement the California standards for students in LCAP Goal 2. The District will improve student achievement. This goal is aligned to State Priority 2: State Standards (Conditions of Learning) and State Priority 8: Other Student Outcomes. We also continue to implement our technology program that aligns to the implementation of state standards and assessment. We evaluate our programs annually in our LCAP with all stakeholder groups. We have aligned all actions and goals to associated metrics and expected outcomes to reflect, analyze and adjust services to students.