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

School Year
2024-2025

Date of Board Approval
June 18, 2024

LEA Name
Lodi Unified School District

CDS Code:
39 68585 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.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

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.

According to the CA School Dashboard, students in Lodi Unified School District (Lodi USD) are still in need of support in the areas of Literacy and Mathematics. The LCAP aims to offer instructional support to all students, including target groups, through supplementary Professional Development and interventions. Additionally, federal funds are specifically allocated to provide an extra layer of support for identified students in accordance with program requirements.

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.

Through the LCAP process, the base program has been identified and defined. The LCAP incorporates support to expand services for all students, as well as specific supports for target groups. Title 1 has identified an additional layer of support for low-income students at Title 1 identified sites. These services aim to alleviate the academic and social needs faced by low-income students. Title III, the most restricted funding source, provides an additional layer of support that focuses solely on English Learners. It addresses services for students, as well as professional development opportunities for staff and parents, in order to address the specific needs of English Learners. Title II offers professional development opportunities to teachers and staff that go beyond basic curriculum training. Title IV will expand and enhance services based on the three requirements, with a strong focus on working with middle and high school students to emphasize the importance of school and engagement activities.

The goals outlined in the schools' Single Plan for Student Achievement (SPSA) align with State priorities and the goals in the District's LCAP. Data and LCAP metrics assist in identifying targeted areas that require supplemental support.

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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.

In Lodi USD, we have multiple schools participating in the Community Eligibility Provision. Community eligibility schools receive reimbursement for school meals through a formula based on the Identified Student Percentage (ISP). The ISP includes students who are directly certified to receive free school meals without the need for a school meal application. These students belong to households that participate in programs such as the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), Food Distribution Program on Indian Reservations (FDPIR), Medicaid (in select states), or are categorized as homeless, migrant, enrolled in Head Start, or in foster care. To establish a consistent poverty metric, we multiply the ISP by the 1.6 multiplier across all schools, regardless of their participation in community eligibility. Consequently, even schools not part of community eligibility can certify identified students without requiring an application, ensuring that the necessary data is readily available for all schools.

The poverty rate for Lodi USD is calculated by multiplying the identified student percentage by the 1.6 multiplier for all district schools. Each school in the district is then ranked from highest to lowest based on their individual poverty rate. Lodi USD designates a school as a Title 1 school if its poverty rate reaches or exceeds 75%.

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) – *Not Applicable to Charters and Single School Districts.*

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.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Each year, the district completes a comparability report to ensure that Title 1 schools do not have higher rates of ineffective, inexperienced, or out-of-field teachers teaching low-income or minority students. In order to be proactive and enhance the skill level of new teachers, long-term substitutes, Short-Term Permits (STPs), and Provisional Internship Permits (PIPs) assigned to teach low-income and minority students, Title 1 provides coaching support and professional development opportunities beyond what is offered through base or LCFF funding. These additional resources aim to address the needs of low-income and minority students.

Before the end of the previous school year, each school site collaborates with personnel to review staffing for the upcoming school year. This process ensures that vacancies and teacher placements are carefully considered to create the best configuration for students. During the summer, efforts are made to fill any remaining vacancies with the most qualified candidates. However, occasionally a vacancy may remain unfilled at the beginning of the school year. In such cases, a long-term substitute may be brought in until a permanent teacher is hired.

For long-term substitutes, support is provided through district coaching and site support from lead teachers or site instructional coaches. New teachers, in addition to receiving support from the two-year Teacher Induction Program, also receive additional assistance from district coaches. The primary focus of Title 1 district coaches is to support new teachers, long-term substitutes, STPs, and PIPs.

Progress towards proper teacher assignments is verified through the annual Williams Report and State Accountability Report Cards (SARC). This information, along with the SARCs, is made available to stakeholders throughout the year via the school's website.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed 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, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits**

	Local Assignment Options (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement
ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Section 1111(d) of the LCAP Federal Addendum requires school districts to outline the involvement of parents in the development of the Comprehensive Support and Improvement (CSI) Plan and Alternative Targeted Support and Improvement (ATSI) Plan. At each school site, an annual program review/needs assessment is conducted, and a written program plan is developed as part of the School Plan for Student Achievement (SPSA) process. All CSI and ATSI sites are also required to create an SPSA that aligns with the template requirements specified by the California Department of Education. In order to ensure effective collaboration and stakeholder input, the presence of a School Site Council (SSC) is mandatory for all Title 1, CSI, and ATSI sites. The SSC plays a vital role in jointly developing the SPSA with input from various stakeholders, including parents who are integral to the school plan development process.

Currently, Lodi Unified has 6 schools identified for CSI and twenty-four schools identified for ATSI. The site leaders at each CSI and ATSI school work in collaboration with their respective School Site Councils, which consist of a team including five parents. Together, they formulate plans that address the specific needs of each site, taking into account the valuable input from parents and other stakeholders.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))

5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All 24 Title 1 schools operate under a School Wide Program, which has been verified by Consolidated Application Reporting System (CARS). Each school site conducts an annual program review/needs assessment and develops a written program plan as part of the School Plan for Student Achievement (SPSA) process. Additionally, all schools identified for Comprehensive Support and Improvement (CSI) and Alternative Targeted Support and Improvement (ATSI) complete the district SPSA, ensuring compliance with the template requirements set by the California Department of Education (CDE). To facilitate stakeholder input, it is mandatory for all Title 1, CSI, and ATSI sites to establish a School Site Council (SSC) to jointly develop the SPSA.

Furthermore, each Title 1 site is obligated to include a Parent Involvement goal within their SPSA. Services provided at each site encompass various components, including but not limited to State academic standards, State and local academic assessment data, provision of materials and training to assist parents in supporting their children's achievement (such as literacy training and technology usage), and the facilitation of opportunities for informed parent participation, including the provision of information and school reports in a language that parents can comprehend.

Examples of these services include:
- Community Outreach (Handbooks, fliers, etc.)
- Bilingual Paras/Classified Staff
- Student Planners/Communication Folders
- Community Liaison Assistants – LCFF
- Academic Nights (AVID, Science, Math, etc.)
- Jump Into English
- Parent Conferences
- Back to School Night/Open House
- Lunch on the Lawn and other events
- Principal's Parent Round Table - monthly
- ELAC Meetings
- Coffee Club
- Parent Workshops (PBIS, bullying prevention)
- ESL Classes
- Books for parents to read to their children
- Provision of supplemental mental health services to students and families

These examples demonstrate the range of initiatives and resources dedicated to fostering parent involvement and supporting student success across Title 1, CSI, and ATSI sites.

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.

Not applicable

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 eligible to receive Title 1 funds follow a standardized procedure, which includes the following steps:

Program Evaluation:
- Review the previous year's School Plan for Student Achievement (SPSA) to assess the implementation of goals, actions/services, and budget.
- Evaluate data to determine the effectiveness of goals, actions, and services.
- Involve and inform all stakeholders, including the principal, teachers, staff, parents, and School Site Council (SSC), in the evaluation process.

Planned Improvements:
- Based on the Program Evaluation, each Title 1 site develops a plan for the upcoming school year.
- It is expected that each site sets goals for English Language Arts (ELA), Math, English Learners, Parent Involvement, and Professional Development.
- The plan is created with stakeholder input, and the SSC is involved in evaluating, providing input, and approving the plan, which includes the budget.

Implementation:
- Each site implements the plan as written.
- A compliance form and accompanying documentation are required for every Title 1 expenditure made by the site.
- Multiple layers of oversight ensure adherence to the guidelines of the Title 1 program, with expenditures being reviewed and approved or denied at various levels.
- Actions and services are implemented based on data analysis to address the specific needs of students.

Targeted Title 1 schools follow the same procedure as schoolwide Title 1 schools, but an additional step is included prior to developing the planned improvements:

1. Program Evaluation
2. Planned Improvements
3. Implementation

However, for targeted schools, an extra step is taken to identify the specific target group of students:
- Schools identify students who are experiencing challenges in ELA and Math.
- A list is compiled, comprising students who require targeted support.
- ELA and Math goals are formulated to address the specific needs of these targeted students.

No schools have been designated as Targeted Assistance Schools (TAS) for the 2024-2025 school year.

Homeless Children and Youth Services
ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in

coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Local Education Agency (LEA) offers a comprehensive range of services to support the enrollment, attendance, and academic success of homeless children and youths, in coordination with the services provided under the McKinney-Vento Homeless Assistance Act. The designated Homeless Liaison ensures strict adherence to the Homeless and Students in Transition process, expediting services for students in need. The district maintains a Homeless Procedures Binder, online videos, and informational meetings to ensure compliance with the established process. Services provided to students may include transportation assistance, provision of school supplies, backpacks, and hygiene kits. Additionally, to enhance attendance and academic success. Furthermore, the staff has developed a list of resources located on the district website accessible to schools to aid in the identification and enrollment of students and families who may be experiencing homelessness.

Resources Provided for Homeless Students through McKinney-Vento:
- Transportation support
- Provision of school supplies (backpacks, binders, etc.)
- Distribution of hygiene kits
- 1.0 Teacher on Special Assignment dedicated to supporting homeless students
- 1.0 FTE Homeless Liaison Assistant
- Provision of food, clothing, and other essential necessities
- Website resources that assist schools in identifying and enrolling homeless students

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.

Preschool teachers establish daily communication with parents to facilitate learning, conduct assessments, and ensure a smooth transition for students and their families to elementary school. They also conduct individual home visits to ensure each student and family experiences a successful transition. By visiting kindergarten classes with preschool students, there is seamless collaboration between the preschool and kindergarten levels. Moreover, the Preschool Community Liaisons play a vital role in supporting, integrating, and coordinating services, including English Learner classes, the Jump Into English program, and access to literacy resources.   These liaisons assist parents in setting goals during the preschool experience, enabling a smoother transition to the local elementary school and providing resources within the school and community.

Additionally, transition programs for students with an Individual Education Program include individualized transition meetings involving the current and receiving teachers, as well as site administration. During these meetings, goals, services, accommodations, and modifications are discussed, and all necessary supports and resources for the student are transferred to the new teacher at the end of the year. Professional development opportunities are provided for the receiving teachers. On the first day of school, preschool teachers and para-educators visit their former students in the receiving classrooms, offering familiar faces for the students and providing support to the teacher, ensuring a successful transition into kindergarten.

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:

Preschool teachers maintain regular communication with parents to support learning, conduct assessments, and ensure a smooth transition for both students and parents to elementary school. Additionally, preschool teachers accompany their students on visits to kindergarten classes, fostering a seamless transition process.

To facilitate the transition from elementary school to middle school, Grade 6 students attending Title 1 sites participate in school site visitations to their respective middle schools for the upcoming year. During these visits, middle school staff provide valuable information regarding courses, interventions, student supports, electives, and extracurricular opportunities. Students have the opportunity to explore the campus, meet seventh-grade teachers and staff, and familiarize themselves with their new learning environment.

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:

The district utilizes district and LCFF funds for various initiatives. However, Title 1 funds are not allocated for the identification and support of Gifted and Talented students.

Each school receives dedicated Library Media Assistant (LMA) time, which is funded through district funds. The LMA provides instruction on library skills, while digital literacy skills instruction is delivered by the classroom teacher and/or LMA. It's important to note that neither of these activities is funded through Title 1.

At Title 1 sites, the purchase of supplemental literature books for classrooms and libraries is made using Title 1 funds.

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:

In Lodi USD, Title 1, Part D funds are centrally held at the district level instead of being allocated directly to individual sites. This approach ensures appropriate and effective utilization of the funds.

The Associate Superintendent of Educational Services collaborates with the principals of targeted sites to review site-specific data. The discussion encompasses various aspects, including site data and stakeholder input collected by the site principal. During this meeting, the most effective utilization of the funds to address the students' needs at each site is determined.

Based on survey results and data from the CA Dashboard, it has been identified that students at these sites face significant challenges related to engagement and dropout rates. Consequently, the district has allocated Title 1, Part D funds to support engagement strategies, dropout prevention initiatives, and enhanced connections to Career Technical Education (CTE) offerings within the district.

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:

Not applicable

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:

Not applicable

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:

Not applicable

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:

Not applicable

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:

Not applicable

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:

Not applicable

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:

The alternative programs in Lodi USD utilize Title 1 funds to enhance student engagement and implement strategies to prevent dropout. Additionally, these programs actively involve parents and family members in various activities and initiatives to support their children's academic achievement and foster a safe and positive learning environment.

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:

All 11th and 12th grade students enrolled in our alternative programs have the opportunity to access career and technical education (CTE) courses. These CTE courses are available both at our comprehensive high schools and at Lincoln Technical Academy. By providing access to CTE programs, our district ensures effective coordination between the alternative programs and the career and technical education initiatives aimed at serving at-risk students.

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:

Not applicable

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:

Not applicable

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:

Not applicable

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:

Address these questions:
1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

In Lodi USD, we have implemented the Teacher Induction Program (TIP), an in-house initiative specifically designed for General Education and Special Education teachers. This two-year program supports teachers in clearing their credentials and facilitates their growth in alignment with the California Standards for the Teaching Profession (CSTP). It includes a minimum of 45 hours of job-embedded mentor support and training. Through the Individual Learning Plan (ILP), teachers set growth goals, engage in research, application, and reflection based on their Individual Development Plan (IDP) from their preliminary preparation program, and receive input from their mentors and site administrators. Regular weekly meetings with mentors provide ongoing support throughout the growth and improvement process, contributing to the retention of new teachers in the profession.

To further support teacher growth, the Curriculum Department employs 18 Instructional Coaches specializing in areas such as AVID, ELA, GATE, Math, PBIS, Science, and Technology. These coaches offer job-embedded support to teachers, focusing on the needs of intern teachers, new teachers, retired teachers, teachers on Short-Term Permits, pre-interns, and long-term substitutes. They provide a wide range of professional growth opportunities throughout the year, including afterschool trainings and workshops on curriculum support, best practices, classroom management, early literacy, blended learning, AVID strategies, and Culturally Relevant Teaching, among others. They also offer in-classroom support through model lessons, co-teaching, and cognitive coaching. The goal is to equip teachers with the necessary tools, strategies, and confidence to provide high-quality education and promote student achievement.

Meaningful Teacher Leadership is fostered through the Instructional Coaching Program. Participating teachers have access to various trainings, workshops, and conferences to enhance their knowledge and capacity as leaders in their respective subject areas, enabling them to provide valuable resources and support to their colleagues. Additionally, teachers in the district can aspire to become instructional coaches and share their expertise with others.

Lodi USD has established a Review Board for Excellence in Teaching (RBET) in collaboration with the Curriculum Department. This board works to develop an Individualized Professional Development (IPD) system tailored to meet site-specific needs. Furthermore, a Teacher Career Pathway has been designed to provide resources, support, and training to teachers in their content areas, supporting their professional growth and advancement opportunities.

Administrators in Lodi USD receive professional development on instructional leadership strategies, offering multiple opportunities to learn about data mining, instructional strategies, and curriculum enhancement.

A major focus of Lodi USD is on implementing a Multi-Tiered System of Supports (MTSS) and Universal Design for Learning. While the district is currently in the exploration phase of this initiative, the aim is to establish a robust system of support for students. Training and development opportunities are necessary to create this system and provide equitable outcomes for all students. The district continually evaluates its systems for professional growth and improvement, making necessary adjustments to ensure continuous improvement and meet the evolving needs of its educators and students.

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).

Address these questions:
1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Lodi USD adheres to the guidelines set forth by ESSA. Schools served by the district are ranked based on poverty levels, with the highest percentage of poverty being the primary factor for determining funding allocation. Lodi USD allocates Title I funds to all schools with a poverty level of 75% or higher. Each school is required to review its student achievement results and develop a plan that incorporates proven strategies to enhance student achievement.

All staff members have access to and review the LCAP goals and actions. School plans are aligned with the LCAP goals and address specific changes needed at the individual site to meet the goals.

Each school develops a plan that focuses on areas such as English Language Arts, Mathematics, English Language Development, and professional development for all grade levels, based on the specific needs of students (benchmarks, SBAC, grades) and teachers (experience level, internships, PIPP, STP, veteran status) in the classroom.

The plans are reviewed by the Educational Services staff.

The district reserves funds to provide additional support to sites after conducting a district-wide needs assessment in collaboration with site staff. These funds, allocated beyond the regular site allocations, are targeted by the Cabinet and Instructional team members to assist sites facing challenges in improving student achievement. Furthermore, the district is working closely with San Joaquin County Office of Education (SJCOE) to support CSI schools in developing and implementing CSI plans to address their specific challenges.

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:

Address these questions:
1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
   a. Teachers
   b. Principals and other school leaders
   c. Paraprofessionals (including organizations representing such individuals)
   d. Specialized instructional support personnel
   e. Charter school leaders (in a local educational agency that has charter schools)
   f. Parents
   g. Community partners
   h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

Lodi USD demonstrates a strong commitment to reviewing data at both the district and site levels. The Assessment, Research, and Evaluation (ARE) office is responsible for developing and providing reports on student achievement and engagement. This includes monitoring attendance, suspensions and expulsions, homeless and foster youth data, and academic achievement.

The Assessment, Research, and Evaluation Department meets with site administrators monthly to share reports and provide guidance on reviewing site-specific data such as benchmarks, SBAC results, and online dashboards like Rosetta Stone, DreamBox, iRead, and Amplify Reading. Teachers utilize supplementary data resources and dashboards from the core ELA and math programs to assess student progress.

Site leadership teams and the entire instructional and non-instructional staff review data during faculty meetings. Administrators engage with teachers through grade-level meetings and individual conferences to discuss overall grade level and individual student achievement. These conferences provide an opportunity for input, suggestions, and instructional support.

The district LCAP committee conducts monthly reviews of data during instructional team meetings. Additionally, Cabinet members are presented with data reports on a quarterly basis.

The Board of Education evaluates both district and site data through Board Reports and study sessions. These opportunities allow Board members to gain insights into site needs and challenges, as well as provide guidance for additional support beyond ESSA funding.

Lodi USD meaningfully consults with educational partners on a regular basis:
- Teachers, principals, and other school leaders are consulted through regular meetings, conferences, and grade-level discussions.
- Paraprofessionals are engaged in consultation through their representation organizations.
- Specialized instructional support personnel participate in ongoing consultations and collaborate with district and site administrators.
- Charter school leaders in the district are consulted on Title II, Part A-funded activities.
- Parents are actively involved through parent-teacher conferences, surveys, and engagement events.
- Community partners collaborate with the district on program design and implementation.
- Organizations or partners with relevant expertise are consulted when developing and refining programs and activities.

The frequency of meaningful consultations varies depending on the partner and the nature of the activity. Regular meetings, conferences, and communication channels ensure ongoing collaboration and feedback from all relevant educational partners.

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.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Lodi USD uses general funds and LCFF in collaboration to fund a Coordinator of Professional Development who ensures a variety of professional development opportunities are available to address the needs of all students, including English learners, Foster Youth, and Low-Income students. These offerings include both publisher trainings and core professional development sessions.

To improve the instruction and assessment of English learners, Lodi USD is committed to enhancing the abilities of teachers, principals, and support staff in meeting the instructional needs of English learners and delivering effective instruction using proven strategies. Professional development opportunities focus on training educators in assessments, data interpretation, and monitoring to support the growth of students' English language proficiency and academic skills.

Title III funds will be utilized to implement an EL Summer School program along with professional development for EL teachers targeting the specific needs of at-risk and long-term English learners (LTELs). The program will involve co-teaching by teacher teams, with support from the San Joaquin County Office of Education's Language & Literacy Department. Prior to the summer school, SJCOE staff will provide two days of training to teachers, followed by 60-90 minute daily training sessions during the program to discuss activities and prepare for the next day. The aim is to accelerate the English skills of long-term EL students in reading, writing, listening, and speaking, ultimately leading to improved proficiency and greater potential for reclassification. The focus is also on enhancing teachers' instructional practices for English Language Development (ELD) throughout the year.

Continuing the professional learning initiated with K-12 site leaders, additional 3-day California ELD Standards Institutes provided by SJCOE will be offered. Administrators will have the opportunity to visit the summer school program and observe the implementation of the ideas discussed in the institute. Teachers will also have the chance to attend California ELD Standards Institutes during Fall, Spring, and Summer breaks.

Two district English Learner Instructional Coaches, funded by Title III, focus on providing supplemental professional development and on-site coaching tailored to English learner needs, including integrated and designated English Language Development (ELD) and instructional strategies. Professional development opportunities are offered to align ELD standards, core materials, and state and local assessments with the aim of meeting the needs of English learners and monitoring their language and academic growth.

Bilingual paraprofessionals receive specialized professional development in collaboration with Ready Associates and SJCOE to support newcomers and students scoring at the ELPAC 1 level in math.

Furthermore, district and site administrators have the opportunity to attend conferences and other professional development opportunities focused on English learners.

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.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable: Lodi USD does not receive funding for immigrant programs.

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.

Complete responses will:
1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
   o are focused on English learners and consistent with the purposes of Title III;
   o enhance the core program; and
   o are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Lodi USD utilizes general funds to provide students with standards-based curriculum. Integrated and designated English Language Development (ELD) is delivered on a daily basis for all English learners.

LCFF funding supports the following:
- Teachers receive core professional learning facilitated by district Instructional Coaches.
- Intervention opportunities are available to all students, including English learners.
- Technology resources are provided for use during interventions.

Title I funds support supplemental reading intervention programs (Read 180, System 44) to address the language and literacy needs of English learners. Title I site Single Plan for Student Achievement (SPSA) includes various actions to meet the needs of English learners.

Title III funds are allocated to support English learners beyond other funding sources. SJCOE, EL Rise!, and publisher Ballard & Tighe provide newcomer K-12 resources, strategies, and professional development to assist students in acclimating to the US academic setting and developing English language skills.

In grades K-6, English learners continue to use the Designated ELD Journeys as their core program. Title III funds are allocated for the purchase of the supplemental resource, Language Power, in grades 3-6. Language Power focuses on improving writing and vocabulary skills using expository texts, which require students to annotate text for overall improvement in ELPAC and SBAC scores.

In grades 7-12, English learners utilize the Designated ELD Study Sync program as their core program. Title III funds support the purchase of the supplemental resource, Language Power, for grades 7-8, focusing on enhancing writing and vocabulary skills using expository texts. Additionally, Title III funds support the implementation of the ERWC-Expository Reading and Writing Curriculum for grades 9-12, aimed at advancing proficiency in rhetorical and analytical reading, writing, and thinking. Newcomer students in grades 9-12 also receive support through the Vista Newcomer Program.

Rosetta Stone software is made available as a supplement to core instruction for English learners who are TBD or newcomers. It is used outside of core instruction time and has shown effectiveness when used alongside designated ELD for students with lower levels of English proficiency.

Providing professional development on effective ELD pedagogy to support core instruction for classroom teachers is a primary focus. Title III-funded instructional coaches play a significant role in providing job-embedded coaching for teachers and principals in schools with high English learner populations. The coaching model includes lesson studies and a push-in coaching approach, analyzing site data for targeted professional development, and implementing a demo, co-plan/co-teach, and observation process. This year's coaching will focus on integrated ELD in math.

Bilingual paraprofessionals receive a supplemental curriculum called Frames for Fluency through Ballard and Tighe to support newcomer students. They work closely with English learners scoring at ELPAC levels 1 and 2 in ELA, as well as all English learners in math.

During the summer of 2024, Lodi USD will continue implementing the EL Summer School program, targeting language development and literacy skills for English learners in grades 4-8. Participating teachers will receive daily professional learning to address the specific linguistic needs of their English learner students. Collaboration with the San Joaquin County Office of Education will continue for program implementation.

Lodi USD staff will support administrators' professional development and collaboration to monitor the site's English learner program. Administrators will conduct classroom walk-throughs to ensure the implementation of EL programs and the use of appropriate instructional strategies to engage English learners, support English proficiency, and promote academic achievement. The walk-through list will be developed collaboratively after administrators complete the ELD Standards Institute.

English Proficiency and Academic Achievement
ESSA SECTIONS 3116(b)(2)(A-B)

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

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

(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LCFF funds are utilized to provide additional services, including but not limited to:
- K-12 teachers administer ELD benchmarks quarterly. Teachers review weekly and end-of-unit benchmarks to monitor ELD and academic achievement. They also review the following assessments:
- ELPAC annually for grades K-12
- SBAC annually for grades 3-8 and 11
- Lexile assessments quarterly for grades 2-12
- i-Ready assessments each trimester for ELA proficiency in grades 3-8
- DIBELS assessments each trimester for Reading Foundations in grades K-2
- Grades/report cards
- Monitoring of reclassified students for 4 years

Teachers review data by classroom, grade level, school site, and district to monitor the progress of English learners. Data is discussed at district leadership meetings, as well as school site and grade level meetings. The Assessment Research and Evaluation Office shares data reports with administrators during monthly principals' meetings to review English learner progress.

Based on the data review, teachers adjust instruction to meet the needs of students. Grade-level teachers collaborate to develop a plan that utilizes available resources to support English learners.

The Master Plan for English Learners was updated and finalized during the 2022-2023 school year with guidance from the Coordinator of English Learner Programs. The coordinator worked with educational partners to update policies, programs, and protocols for EL student instructional programs.

Title III funds will be used to establish an EL Task Force, providing release time and/or additional compensation for staff to attend English learner collaboration and planning meetings. During these meetings, program staff, site administrators, instructional coaches, teachers, and support staff evaluate the effectiveness of the English Learner Program. They identify site-level and district-level needs to support English learners and make adjustments to the EL program, resources, or support based on these identified needs.

Promoting Parent, Family, and Community Engagement in the Education of English Learners:

Title III funds support the implementation of parent educational programs for parents of English learners. These programs aim to support parents in acquiring English language skills and foster partnerships between families and schools. The parent educational programs also provide content on how families can support their children's education. The district encourages English learner parents to attend regional and statewide California Association for Bilingual Education (CABE) Conferences, covering registration and related costs. The district will utilize the Latino Family Literacy Project in conjunction with Jump Into English, offering parents three program options: I am READY/LISTO! for pre-K and kindergarten students, Family Stories/Cuentos Familiares for parents and children to learn English vocabulary together, and a College Awareness Program to build early college awareness by exploring cultural and familial situations.

TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

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.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To support a well-rounded education:
- Establish partnerships with community-based organizations that have a demonstrated record of success in implementing social-emotional learning supports, resilience strategies classes, mentoring programs, and tutoring services.
- Provide Science, Technology, Engineering, and Math (STEM) resources to expand and implement high-quality STEM programs and curricula in schools. Offer hands-on STEM learning opportunities for students and professional development for teachers.
- Support college and career counseling by providing information on financial aid opportunities through the early FAFSA program.
- Cover Advanced Placement testing fees for students.

To support safe and healthy students:
- Collaborate with community-based organizations with a proven track record to conduct parenting classes focusing on strategies for improving children's behavior, social-emotional learning supports, and establishing community support groups.
- Allocate resources to support the implementation of schoolwide Positive Behavioral Interventions and Supports programs, including professional development and other necessary resources.
- Assign a Positive Behavior Coach who will mentor and provide guidance to the PBIS school team, the school-based coordinator, and the district-level coordinator. The PBIS Coach will offer coaching to assigned school teams, assist with data collection, identify training needs, connect school teams with supporting resources, and positively reinforce school progress.
- Provide Social-Emotional Learning supports and resources to school sites, including curricular resources and training opportunities.

To support the effective use of technology in schools:
- Allocate resources to enhance the effective use of technology, including evidence-based online technology licenses to improve student outcomes in language arts, math, science, and other curricular areas.
- Support high-quality professional development for educators, school leaders, and administrators to personalize learning and enhance academic achievement.
- Provide hardware to support the district's initiative of providing take-home devices with a ratio of 1:1 for students.
- Allocate resources to improve internet connectivity for our students.
- Offer Science, Technology, Engineering, and Math (STEM) resources to expand and implement high-quality STEM programs and curricula in schools. Provide technology resources to support learning opportunities for students and professional development for teachers.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Annual LCAP shareholder and partnership input meetings to gather input and feedback on how to provide well-rounded education opportunities. We also used Annual School Climate Surveys to identify needs related to providing well-rounded education opportunities.

What activities will be included within the support for a well-rounded education?

A focus on enhancing STEM educational activities, programs, equipment and supplies, for teachers to receive professional development and to provide instruction to students. We establish partnerships with community-based organizations that have a demonstrated record of
success in implementing social-emotional learning supports, resilience strategies classes, mentoring programs, and tutoring services. We provide Science, Technology, Engineering, and Math (STEM) resources to expand and implement opportunities for students and professional development for teachers. We support college and career counseling by providing information on financial aid opportunities through the early FAFSA program. We cover Advanced Placement testing fees for students.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

We evaluate the College and Career Indicator on the California School Dashboard to evaluate progress towards providing well rounded educational opportunities. On the 2023 California School Dashboard, Lodi USD had 31.4% of our students who were prepared on the College and Career Indicator. There is room for improvement in this metric. Through the LCAP process, Lodi USD will incorporate activities for our educational partners to provide input and feedback on how we can ensure more of our students are prepared on the College and Career Indicator.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Local School Climate Survey data demonstrates a need to increase student feelings of safety, belonging and support at school. Lodi USD also reviewed district-wide discipline data and used this data to confirm a continued need to focus on refining our Positive Behavior Interventions and Supports.

What activities will be included within the support for safety and health of students?

Collaborate with community-based organizations with a proven track record to conduct parenting classes focusing on strategies for improving children's behavior, social-emotional learning supports, and establishing community support groups. We allocate resources to
support the implementation of schoolwide Positive Behavioral Interventions and Supports programs, including professional development and other necessary resources. We assign a Positive Behavior Coach who will mentor and provide guidance to the PBIS school team, the
school-based coordinator, and the district-level coordinator. The PBIS Coach will offer coaching to assigned school teams, assist with data collection, identify training needs, connect school teams with supporting resources, and positively reinforce school progress. We provide Social-Emotional Learning supports and resources to school sites, including curricular resources and training opportunities.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Comparison of annual School Climate Survey data will demonstrate growth or decline in student feelings of safety, belonging and support at school.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Effective use of technology is measured by participation rates. All students use technology as a tool to increase exposure, enhance learning, and demonstrate understanding. Technology site leads, RBET STEM teacher leads, and technology coaches measure effective use through informal observation and provide staff with tools and support to continue to increase effectiveness.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

We allocate resources to enhance the effective use of technology, including evidence-based online technology licenses to improve student outcomes in language arts, math, science, and other curricular areas. We support high-quality professional development for educators, school leaders, and administrators to personalize learning and enhance academic achievement. We provide hardware to support the district's initiative of providing take-home devices with a ratio of 1:1 for students. We allocate resources to improve internet connectivity for our students. We offer Science, Technology, Engineering, and Math (STEM) resources to expand and implement
high-quality STEM programs and curricula in schools. STEM activities to introduce and enhance student exposure to the integration of core content learning into STEM real life applications.

Provide technology resources to support learning opportunities for students and professional development for teachers. The activities will also expose students to the career pathways and opportunities in the STEM fields.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

CTE pathway enrollment and completion. Increased UC A-G completion in the STEM subject areas. All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at:
https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp

All of these activities will be measured by the following California School Dashboard Indicators: a) College and Career Indicator, b) English Lanuage Arts Indicator, and c) Math Indicator. We will use these metrics to gauge the effectiveness of our Title IV actions.

- o Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

May 20, 2023

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: https://www.cde.ca.gov/sp/st/

California Department of Education
February 2022