

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

LEA Name

Lodi Unified School District

CDS Code:

39-68585-0102632

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

Based on the CA School Dashboard, LUSD students continue to need support in Literacy and Mathematics. LCAP provides a layer of instructional support for all students including target groups by providing supplemental Professional Development and interventions. Federal funds are targeted to provide an additional layer of support for identified students based on 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, base program has been identified and defined. LCAP folds in support to expand services to all students, as well as specific supports for target groups. Title 1 identified an additional layer of support for low income students at Title 1 identified sites. These services are to help alleviate the academic and social needs encountered by low income students. Title III, most restricted, is an additional layer of support focusing on English Learners only. It addresses services to students and 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 above the basic curriculum trainings. Title IV will expand and enhance services based on the three requirements. A strong focus will be on working with middle and high school students learning the importance of school and engagement activities.

The goals in the schools' Single Plan for Student Achievement (SPSA) are aligned to State priorities and the goals in the District's LCAP. Data and the LCAP metrics help to identify targeted areas in need of 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 <i>(as applicable)</i>

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

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

In Lodi Unified, we have many schools participating in Community Eligibility Provision. Community eligibility schools are reimbursed for school meals using a formula based on the identified students percentage (ISP), which includes students who are directly certified to receive free school meals without submitting a school meal application because they live in a household that participates in the following programs: Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), Food Distribution Program on Indian Reservations (FDPIR), or Medicaid (in select states), or are homeless, migrant, enrolled in Head Start, or in foster care. In order to derive a common poverty metric, we multiply the ISP by the 1.6 multiplier in all schools (those that are participating in community eligibility and those that are not). Even schools that do not participate in community eligibility certify identified students without an application. This means that all schools have those data readily available.

Poverty rate for Lodi Unified is calculated based on the identified student percentage multiplied by the 1.6 multiplier in all schools. All district schools are ranked in order from highest percentage to lowest percentage based on the individual schools poverty rate. Lodi Unified identifies a school as a Title 1 school if the poverty rate is 75% or higher.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Each year, the district completes the comparability report that demonstrates the necessary data needed to verify that the Title 1 schools do not have higher rates of of ineffective teachers, inexperienced, or out of field teachers teaching low income or minority students.

To be proactive and raise the skill level of new teachers, long term subs, STPs and PIPs, whose teaching assignment may include low income and minority students, Title 1 provides coaching support and professional development opportunities beyond those offered through base or LCFF funding in order to support the needs of low income and minority students.

Before the end of the previous school year, with the help of personnel, each school site reviews the staffing for the next school year. At that time, vacancies and teacher placements are reviewed to ensure the best configuration for students. During the summer, vacancies are filled with the best candidates. Occasionally, there is a possibility that a vacancy remains unfilled by the beginning of the school year. A long term sub may be brought in until a permanent teacher is hired.

In the case of long term subs, support comes in the form of district coaching support and site support given by lead teachers or site instructional coaches. For new teachers, in addition to the two year Teacher Induction Program support, district coaches also provide added support. The Title 1 priority of district coaches is to support new teachers, long term subs and STPs and PIPs.

Progress toward proper assignments is verified by the annual Williams report. This information and the SARCs are made available to stakeholders throughout the year and on the site website.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Section 1111(d) asks school districts to identify how parents will be involved in the development of Comprehensive Support and Improvement (CSI) Plan and an Alternative Targeted Support and Improvement (ATSI) Plan. Each school site engages in an annual program review/needs assessment, and a written program plan as part of the School Plan for Student Achievement (SPSA) process. All CSI and ATSI sites also develop a SPSA for their site to improve student outcomes, including all of the California Department of Education template requirements. All Title 1, CSI and ATSI sites are required to have a School Site Council (SSC) to ensure the SPSA is jointly developed with stakeholder input. Parents are an integral part of the school plan development process.

Lodi Unified currently has four schools identified for CSI and twelve schools identified for ATSI. Site leaders at the sixteen schools identified for CSI and ATSI work with their school sites councils, which include 5 parents on the team, to develop plans to address site needs.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

All 25 Title 1 schools operate a School Wide Program as verified by CARS. Each school site engages in an annual program review/needs assessment, and a written program plan as part of the School Plan for Student Achievement (SPSA) process. All CSI and ATSI sites also complete the district SPSA, including all of the CDE template requirements. All Title 1, CSI and ATSI sites are required to have a School Site Council (SSC) to ensure the SPSA is jointly developed with stakeholder input.

Each Title 1 site is required to include a Parent Involvement goal in the SPSA. Services provided at each site include but are not limited to State academic standards, State and local academic assessments data, 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, provide opportunities for the informed participation of parents, including providing information and school reports in a format in a language parents understand.

EXAMPLES:

- 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 – Level 1
- Parent Conferences
- Back to School Night/Open House
- Lunch on the Lawn and other events
- Principal's Parent Round Table - monthly
- ELAC Meetings
- Sending parents to conferences (CABE, CAASA)
- Coffee Club
- Parent Workshops (PBIS, bullying prevention)
- ESL Classes
- Books for parents to read to their children
- Provide supplemental mental health services to the students and family
- Rosetta Stone Licenses for parents (student licenses provided by TitleIII)

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Every school qualifying to receive Title 1 funds follows the same procedure:

1. Program Evaluation

- Previous years SPSA is reviewed for implementation of goals, actions/services and budget
- Data is reviewed to determine effectiveness of goals, actions and services
- All stakeholders are involved and informed of the evaluation (Principal, teachers, other staff, parents, SSC)

2. Planned Improvements

Based on the Program Evaluation, each Title 1 site writes a plan for the new school year. District expectation is that each site will write a goal for ELA, Math, English Learners, Parent Involvement and Professional Development. The plan is written with stakeholder input. The SSC is involved in the evaluation, input and approval of the plan which also includes the budget.

3. Implementation

- Each site implements their plan as written. A compliance form and documentation accompany every site Title 1 expenditure. There are several layers of oversight to ensure funds are used according to the guidelines of the Title 1 program. Expenditures are reviewed and approved or denied at various levels.
- Actions and services are implemented based on data reviewed to identify specific needs of students.

Targeted Title 1 schools follow the same procedure as schoolwide Title 1 schools:

1. Program Evaluation

2. Planned improvements

3. Implementation

However, for a targeted school, there is an additional step prior to writing the planned improvements to identify the specific target group of students. Schools identify students who are struggling in ELA and Math. A list is compiled of students needing targeted support. The ELA and Math goals are written to address the ELA and Math needs of the targeted students.

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 LEA provides a wide range of services 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. The Homeless Liaison ensures the Homeless and Students in Transition process is adhered to in order to expedite services for students. A district Homeless procedures binder, online videos and informational meeting ensure adherence to the process. Services for students may include transportation, school supplies, backpacks and hygiene kits. To support attendance and academic success, two Child Welfare and Attendance advisers make contact with the students and families to find out if any further services are needed. Staff have created a website that sites can access to help identify students and families who might be homeless.

Resources Provided for Homeless Students through McKinney-Vento

- Transportation
- 2.0 FTE Child Welfare and Attendance advisers
- School Supplies (backpacks, binders, etc.)
- Hygiene Kits
- 1.5 FTE Homeless Liaisons
- Website – helps sites identify and enroll 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.

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Preschool teachers make contact with parents on a daily basis to support learning, administer assessments, and ensure the student and parent are ready to transition to elementary school. In addition, preschool teachers visit kindergarten classes with their students to make the transition easier.

To facilitate the transition from elementary school to middle school, Grade 6 students at Title 1 sites participate in a school site visitation to the middle school they will attend the following year. The middle school staff provides information regarding courses, interventions, student supports, electives and extra curricular opportunities. Students walk the campus and meet seventh grade teachers and staff.

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:

Supported by district and LCFF funds. The district has elected not to use title 1 funds to identify and serve Gifted and Talented students.

Through district funds, each school is provided with Library Media Assistants (LMA) time. The LMA provides instruction on Library skills. The classroom teacher and/or LMA provide digital literacy skills instruction. Neither of these activities is funded out of Title 1.

Title 1 sites use Title 1 funds to purchase supplemental literature books for the classroom and library.

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 LUSD, Title 1, Part D funds are set aside and held at the district level. Sites are not allocated the funding to ensure appropriate use of the funds.

The Director of Curriculum and Instruction reviews site data with the principals of the sites targeted for the funds. The discussion includes site data and stakeholder input gathered by the principal at the site. It is determined at this meeting, where the funds will be used most effectively to support the needs of the students at the site.

Based on survey and CA dashboard data, it has been determined that students at these sites have a great need regarding engagement and drop out rates. Therefore, the district has used Title 1 Part D funds to support engagement strategies, drop out prevention and connecting to the CTE offerings in the district.

Formal Agreements ESSA SECTION 1423(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. Only district alternative schools use Title 1, Part D funds.

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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)

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:

The LUSD alternative programs use Title 1 funds to improve student engagement and on drop out prevention.

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 alternative program students have access to CTE courses. The CTE courses are offered at the comprehensive high schools of Lincoln Technical Academy.

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:

LUSD currently offers an in-house Teacher Induction Program (TIP) for General Education and Special Education teachers to assist in clearing their credentials. It is a two-year program, providing a minimum of 40 hours of job-embedded mentor support plus training to promote new teacher growth towards the mastery of the California Standards for the Teaching Profession (CSTP). The growth and improvement plan, an Individual Learning Plan (ILP), is created by setting goals for growth, participating in research, application, and reflection based on the Individual Development Plan (IDP) from their preliminary preparation program and input from their mentor and site administrators. Throughout their growth plan they meet weekly with their mentor to help and support this growth and improvement. New teachers in the profession tend to stay in the profession when they feel supported.

The Curriculum Department has a staff of 17 Instructional Coaches in the areas of AVID, ELA, GATE, Math, Science, and Technology, providing job-embedded support to teachers in their growth as a teacher in the classroom, concentrating on the needs of Intern teachers, new teachers, retired teachers, teachers on Short Term Permits, Pre-Interns, and long-term substitutes to ensure our students are getting the best instruction possible by building the capacity of teachers. The Instructional Coaches prepare and provide a wide variety of professional growth opportunities throughout the year in afterschool trainings and workshops in areas of curriculum support, best practices, classroom management, early literacy, blended learning, AVID strategies, and Culturally Relevant Teaching, to name just a few. They are also able to provide in-classroom support through model lessons, co-teaching, and cognitive coaching. The goal is always to provide our teachers with the tools, strategies, and confidence they need to provide our students with the best education for high achievement.

Meaningful Teacher Leadership:

The Instructional Coaching Program provides teachers the opportunity for teacher leadership. They participate in a variety of trainings, workshops, and conferences to increase their knowledge and capacity as leaders in their subject area in order to provide the resources and support for teachers. Teachers in the district can aspire to become an instructional coach and share their levels of expertise with others.

LUSD has also created a Review Board for Excellence in Teaching (RBET) to work in consultation with the Curriculum Department to develop an Individualized Professional Development (IPD) system to meet the needs at sites, and to develop a Teacher Career Pathway, designed to provide resources, support, and training to teachers in their content area.

Administrators are provided professional development on instructional leadership strategies, providing multiple opportunities to learn about data mining, instructional strategies, and curriculum.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD follows the guidance authorized by ESSA. Schools are ranked by poverty from highest to lowest. LUSD funds all schools with a poverty level at 75% or greater with Title I funds. Each site is required to review their student achievement results and develop a plan using strategies that have been proven effective to increase student achieving.

All staff members have access and reviewed LCAP goals and actions. Site plans are aligned with LCAP goals and address individual sites changes in meeting goals.

Each site develops a plan that focuses on English Language Arts, Mathematics, English Language Development and professional development for all grade levels at their site based on the needs of student's (benchmarks, SBAC, grades) and needs of teachers (experience, level, intern, PIPP, STP, veteran) and classroom student achievement.

Plans are reviewed by Assistant Superintendents, Educational Support Services, and Curriculum and Instructional staff.

The district reserves funds to assist sites after a district review of needs in cooperation with site staff. These funds are above site allocations and are targeted by Cabinet and Instructional team members to support sites struggling to increase student achievement. In addition, the district is working in conjunction with SJCOE to support the CSI schools in developing a CSI plan to overcome their 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:

LUSD has a deep commitment to reviewing data both districtwide and site specific. The Assessment, Research, and Evaluation (ARE) office develops and provides reports on not only student achievement but also student engagement. i.e. student attendance of specific students, suspension and expulsion, monitoring homeless and foster youth and achievement.

The Assessment, Research, and Evaluation Department meets monthly with site administrators to share reports and provide guidance on reviewing site data for benchmarks, SBAC results, and on-line dashboards such as Rosetta Stone, DreamBox, iRead, and Amplify Reading. Teachers use the core ELA and math programs supplemental data resources and dashboards to review student progress.

Sites review data with site leadership teams and entire site instructional staff and non-instructional staff at faculty meetings. Administrators meet with teachers in grade level meeting and individually. They hold academic conferences to discuss grade level achievement and individual class and student achievement. These conferences give teachers and administrators and opportunity to provide input suggestions and receive instructional support.

The district LCAP committee reviews and monitors data monthly at instructional team meetings. In addition, Cabinet is presented with data reports on a quarterly schedule.

The Board of Education reviews district data and site data through Board Reports and study sessions. This provides an opportunity for Board members to learn about site needs and struggles and provide direction for additional support for strategies above and beyond ESSA funding.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

General fund and LCFF jointly fund a Coordinator of Professional Development to ensure professional development opportunities offerings which include publisher trainings as well as core professional development to address all students, including English Learners, Foster Youth, and Low-Income students.

Title I Professional Development provides training to teachers to address the specific needs of Low-Income and Minority students.

Title III funds will be used to improve the instruction and assessment of English learners by enhancing the ability of teacher, principals, and support staff to better address the instructional needs of English learners and deliver the best instruction, using most effective instructional strategies. To ensure students English language and academic proficiency continues to increase, training on assessments, monitoring and interpreting data are addressed in professional development opportunities.

Title III funds two district English Learner Instructional Coaches who focus on providing professional development and site coaching on English learner needs, English Language Development (integrated and designated), and specific instructional strategies to effectively support English learners. Professional Development opportunities are offered to help teachers and administrators align ELD standards, core materials, and State and Local Assessment to meet the needs and monitor the language and academic growth of the English learners.

In addition, district and site administrators will be provided the opportunity to attend conferences, such as CAFE and other EL focused professional development opportunities. Principals will share the knowledge gleaned from the training with their sites and fellow principals.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A - LUSD does not receive Immigrant funding

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

General funds provide students with standards-based curriculum. Integrated and designated English Language Development (ELD) is provided on a daily basis for all English Learners.

LCFF provides:

- Teachers receiving core professional learning from district Instructional Coaches.
- Intervention opportunities for all, including English learners.
- Technology for use during intervention

Title 1 provides supplemental support for English learners through supplemental programs (Read 180, System 44) to address language and academic needs of English learners. Title 1 site SPSA provides for various actions to address the needs of English learners.

Title III provides English learner support above and beyond all other funding sources.

Rosetta Stone is a software made available for English learners at the emerging level of language to support English language learning and literacy. Rosetta Stone is used to supplement core instruction and is not used during core time. Data shows that additional language support is needed for these EL students in grades 4-12. Data collected on LUSD students has shown that Rosetta Stone is most effective with students at the lower levels of English proficiency when used in conjunction with, and as a supplement, to designated ELD and integrated ELD during core instruction.

Providing professional development on using effective ELD pedagogy to support their core Instruction for classroom teachers is a primary focus. This professional development effort is carried out largely with Title III-funded instructional coaches who provide job-embedded coaching for teachers and principals in schools with high EL populations.

During the summer of 2022, an English Learner Summer School program will be offered to accelerate K-8 English learners' literacy skills through the use of complex texts and engaging content. Participating teachers will receive daily professional learning on how to target the specific linguistic needs of their EL students. We will partner with San Joaquin County Office of Education colleagues to implement this program.

In grades K-12, the focus is on supporting classroom teachers and principals with ELD materials for integrated and designated ELD. This will include supplemental educational materials, high-interest bilingual books, supplemental reading materials for StudySync sections at the secondary level, and other resources for teachers related to support English proficiency and academic achievement.

Administrators are also required to conduct classroom walk-throughs to ensure implementation of ELD programs and that appropriate instructional strategies are used to engage students and support English proficiency and academic achievement.

Title III provides supplemental opportunities to ensure English proficiency and academic achievement of English Learners. ELD coaches support teachers of English learners' supplemental language instruction provided for English learners, targeting specific language proficiency of the students Language Intervention, as necessary.

English Proficiency and Academic Achievement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

LCFF is used to provide additional services include but are not limited to:

- Teachers administering ELD benchmarks K-12 quarterly. Teachers review weekly and end of Unit Benchmarks to monitor ELD and Academic Achievement.
- Grades/Report cards.
- Monitoring of reclassified students for 4 years
- Teachers review data by classroom, grade level, school site and district. Data is discussed at district leadership meetings as well as school site level and grade level meetings.
- Data reports shared by our Assessment Research and Evaluation Office to Administrators at monthly principals' meetings to review EL progress.

Upon review of the data, teachers adjust instruction based on the needs of students. Teachers collaborate at the site by grade level to design a plan to support the students using all available resources.

Title III funds will be used to create an EL Task Force to provide release time and / or additional compensation for staff to attend English learner collaboration / planning meetings. During collaboration / planning meetings, program staff work together with site administrators, instructional coaches, teachers, and other support staff to evaluate the effectiveness of the English Learner Program. Staff work together to identify site level and district level needs to support our English learners. Based on the identified needs, adjustments are made to the EL program, resources, or support as necessary.

Promote Parent, Family, and Community Engagement in the Education of English Learners.

Title III funds support implementation of parent educational programs for parents of English learners to support parents' acquisition of English language. During parent educational programs, instructors also provide content related to how families can support their children in school. Parents acquire English skills to better support the needs of their children. The district will continue to promote parental involvement by sending English learner parents to attend regional and statewide California Association for Bilingual Education (CABE) Conference (registration/related costs).

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To support a well-rounded education:

- Partner with community-based organizations with a demonstrated record of success in implementing social-emotional learning supports, classes related to resilience strategies, mentoring, and tutoring.
- Provide Science, Technology, Engineering and Math (STEM) resources to expand and implement high-quality STEM programs and curricula in school. Provide hands-on STEM learning opportunities for students and professional development for teachers.
- Support college and career counseling, including providing information on opportunities for financial aid through the early FAFSA
- Advanced Placement testing fees for low income students.

To support safe and healthy students

- Implementing school-wide positive behavioral interventions and supports, including providing training and other supports to school sites.
- Partner with community-based organizations with a demonstrated record of success to implement parenting classes for strategies for working with children improve behavior, social-emotional learning supports, and establishing a community support group.
- Resources to support schoolwide Positive Behavioral Interventions and Supports program implementation, including professional development and other resources.
- Positive Behavior Coach – The responsibilities of the PBIS Coach include mentoring, providing assistance and guidance to the PBIS school team, school-based coordinator, and the district level coordinator. PBIS Coach will provide coaching to assigned school teams by assisting with data collection, identifying training needs, linking school teams to supporting resources, and positively promoting and reinforcing school progress.
- Provide Social-Emotional Learning supports and resources to school sites, including curricular resources and training opportunities.

To support effective use of technology in schools

- Provide resources supporting the effective use of technology, including evidence-based online technology licenses to improve student outcomes language arts, math, science, and other curricular supports.
- Support high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement
- Hardware to support the district initiative of 1:1 take home devices.
- Resources to improve internet connectivity for our students.
- Provide Science, Technology, Engineering and Math (STEM) resources to expand and implement high-quality STEM programs and curricula in school. Provide technology resources to support learning opportunities for students and professional development for teachers.