

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

School Year

2024-2025

Date of Board Approval

06/12/2024

LEA Name

Capistrano Unified School District

CDS Code:

30-66464-0000000

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.)

Title I, Part A
Title II, Part A
Title III, Part A
Title IV, Part A

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

Instructions

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

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

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

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

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

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

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

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.

Capistrano Unified School District's core program funded by State LCFF base funding provides a foundation for the education program including 180 days of instruction, class size ratios, safe and clean facilities, and business and human resource services.

State LCFF supplemental funding provides increased and improved services targeted to students who are low-income, English learners and foster youth to increase academic achievement and college and career readiness. Supplemental funded services build on base services and focus on creating a multi-tiered system of supports. Services include school counseling, bilingual school liaisons, lower class size ratios in English language development secondary sections, and staff and materials to implement a multi-tiered system of supports and English learner program operations.

Federal funding is used to further build upon State supplemental funding to provide even greater support for underserved students. Title I provides enhanced support for students at 18 District schools with the highest low-income percentages. Title I schools conduct a comprehensive needs assessment by analyzing assessment data and input from staff and parents to determine areas of focus to increase student achievement. Proposed research-based actions and strategies to intervene are developed by the principal and site leadership team and reviewed with School Site Council for further input and approval. Technical assistance with research and evidence-based actions and strategies and best practices is provided to school sites by District curriculum specialists, instructional coaches, and administrators. School plans are annually evaluated, refined and updated, and approved by the school board prior to the start of the next fiscal year. Title I actions and services build upon State base and supplemental services and provide additional time for instruction through after school and summer intervention programs, after school one-on-one tutoring, supplemental digital learning hardware and electronic learning programs, and additional staff to support classroom instruction and intervention programs. Title II supports supplemental professional learning for teachers and school site leaders, teacher induction, and Additional Targeted Support and Improvement (ATSI) schools. Title III is used to supplement English language development and support academic achievement for students who are English learners by providing school site teacher advisers for English language development programs, parent education programs, and additional intervention programs. Title IV funding supports supplements in the areas of well-rounded education, safety and technology through additional college guidance and test preparation programs for low-income students, cultural proficiency, Positive Behavior Intervention and Supports (PBIS), and Restorative Practices training, and elementary Science, Technology, Engineering, and Math (STEM) labs.

Various educational partner groups including parent committees, Principals, high school students, and classified and certificated bargaining units provide input and ongoing consultation in the development of the Local Control Accountability Plan (LCAP) each year. District Directors and Principals also engage educational partners regarding decisions about the use of federal funds. Information on research and evidence-based practices is provided to Title I School Site Councils, Title I Parent Committee, and District English Learner Advisory Committee (DELAC) to advise on the best use of federal funds to further supplement the District's major initiatives. There is an annual cycle of action, reflection, and revision to support continuous improvement.

The District engages in meaningful consultation with non-profit private schools to offer equitable services that address the needs of nonprofit private school students and teachers. District staff schedule two in-person meetings annually to review program requirements and assist with implementation procedures. Staff are also available on an ongoing basis by email and phone to support private school participation in the Title I, II, III, and IV federal programs.

Alignment

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

The District has several procedures in place to increase communication and collaboration which support the alignment of local, state and federal funds. The Education Services and Student Support Services leadership teams have collaborated to create a clear and focused theory of action which is a multi-tiered system of supports. Staff from school site grade level or department to District departments and divisions work in Professional Learning Communities (PLCs) and use data and assessments to drive change for increased outcomes for students so that all students can be college and career ready. Regular weekly and monthly meetings are scheduled with and between teachers, curriculum specialists, school site administrators, and District leaders to support ongoing communication and collaboration to continue to engage in and refine this work.

Directors who provide input into the development of the District's LCAP and oversee federal grant programs meet weekly so there is constant communication and articulation. Actions for all students are funded by state base funds. Actions principally targeted to low-income, English learners and foster youth are funded with LCFF Supplemental funding, and actions to further supplement those for low-income students are funded by Title I. Actions to further supplement those for English learners are funded by Title III. Additional professional learning to support Additional Targeted Support and Improvement (ATSI) schools are funded by Title II. Additional actions to further support college guidance for low-income students, cultural proficiency, PBIS, Restorative Practices, and STEM labs are funded with Title IV.

The District's LCAP goals are aligned to the eight State Priorities and focus on teaching and learning, communication, and facilities and learning environments. LCFF Base funding is focused on core actions for all students, LCFF Supplemental funding is focused on targeted support for students who are English learners, low-income, and foster youth. Federal funding is used to provide further support to underserved student groups.

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.

The poverty criteria used by CUSD for eligibility is a combination of the Free and Reduced Priced Meal Program (FRPM) applications and data from the Alternate Income Eligibility Forms collected during the annual registration and data confirmation process.

Historically, the poverty criteria used by CUSD to allocate funds to Title I schools is solely the students' participation in FRPM. However, the state provision of free meals has impacted the collection of FRPM applications. In addition, all CUSD Title I schools became eligible for a waiver under the Community Eligibility Provision. The aforementioned events obscured the initial poverty criteria that solely relied on students' participation in FRPM. In order to provide a clearer and more reliable criterion, CUSD adopted a combination of FRPM applications and data from the Alternate Income Eligibility Forms collected during the annual registration and data confirmation process as its poverty criteria.

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:

The District's Human Resource Services, Technical Information Services, and Education Services departments collaborate to report information through the CALPADS system. Human Resource Services oversees the monitoring of appropriately credentialed and assigned teachers. Teacher credentialing, miss-assignment, and vacant position numbers are listed in each school's School Accountability Report Card (SARC), and the District's total percentage of teachers appropriately credentialed and assigned are listed in the LCAP. Over the past three years, the percentage of teachers appropriately credentialed and assigned has exceeded 99%. The District is fortunate to recruit and retain effective, experienced, and appropriately credentialed teachers. Human Resource Services, Technical Information Systems, and Education Services Department staff have attended CALPADS Course Codes, Assignment Monitoring, and LCAP Federal Addendum Equity Data training. Staff are working to map courses to ensure that data reported through CALPADS is accurate.

The process used by CUSD in identifying disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, and out-of-field teachers includes the collection and analysis of data as recommended by CDE. Our process involves using the 2023-2024 data from Dataquest, as gathered by the District's Human Resources department, and CALPADS data to conduct an educator equity gap data analysis. This process looks at the available data to identify teachers in each grade span; Elementary Grades TK-5, Middle School Grades 6 - 8 and High School Grades 9-12 and the sites where they work. The results of this equity analysis for each identified area are then used as the basis for responding to questions dealing with low-income and minority students. In addition to this method of educator equity analysis, CUSD looks at other relevant data sources such as the Title I Comparability Report, Teacher Evaluation, and Learning Walks to make decisions that address disparities resulting in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced, and out-of-field teachers.

Ineffective Teachers

Based on the CUSD educator equity gap analysis done with the most recent data from DataQuest (January 2023), there is no evidence that low-income and minority students are taught at higher rates by ineffective teachers.

The District's average for ineffective teachers is 0.4% in elementary schools. There are 3 out of a total of 35 elementary schools (TK-5th) who are above the District's average. All three schools are Title I schools with a high enrollment of minority students. In the middle school, the District average of ineffective teachers per school is also 0.4%. There are 2 out of 13 middle schools that are above the District's average with a high minority enrollment, and only 1 of the schools is a Title I school. In the grade span 9-12, the District average of inexperienced teachers per school is 0.37%. There are 2 out of 6 schools that are above the District average. For the Alternative Schools, with a limited sample size, the District average is 0%.

Even though CUSD has almost 0% ineffective teachers, CUSD continues to strive to educate certified staff, overseeing the master schedule, on alternative options available to assist in reducing the number of ineffective teachers. CUSD provides administrators with a rigorous teacher evaluation process and instructional framework. CUSD provides a strong induction program, facilitates District and on-site professional learning for ineffective teachers and address areas of needs and provide on-site support partners. Title I instructional coaches act as an immediate point of contact for ineffective teachers to address teacher need for classroom support, reflection on practice, and guidance in navigating the school system. Additionally, the District provides professional learning opportunities, such as Orton Gillingham Comprehensive Plus Training.

Inexperienced Teachers

Based on the CUSD educator equity gap analysis done with the most recent data from Dataquest (January 2023), there is no evidence that low-income and minority students are taught at higher rates by inexperienced teachers.

The District's average for Inexperienced teachers is 10.7% in elementary schools. There are 15 out of a total of 35 elementary (TK-5th) that are above the District's average, and just 7 of the schools are Title I schools with a high enrollment of minority students. In the middle school, the District average of inexperienced teachers per school is 11.6%. There are 5 out of 13 middle schools above the District's average with a high minority enrollment, and only 1 of the schools is a Title I school. In the grade span 9-12, the District average of inexperienced teachers per school is 10.9%. There are 2 out of 6 schools that are above the District average. For the Alternative Schools, there is insufficient data to arrive at a conclusion due to the sample size.

Even though CUSD has a low percentage of around 9.1% of inexperienced teachers, CUSD continues to strive to promote the retention of teachers and develop their growth in the teaching profession. The District provides District and on-site professional learning to inexperienced teachers and addresses areas of needs and provide on-site support partners. Title I instructional coaches act as an immediate point of contact for ineffective teachers to address teacher need for classroom support, reflection on practice, and guidance in navigating the school system. Additionally, the District provides professional learning opportunities, such as Orton Gillingham Comprehensive Plus Training.

Out-of-Field Teachers

Based on the CUSD educator equity gap analysis, there is only 1 Title 1 school with low-income students being taught at higher rates than other students by out-of-field teachers. Data used to determine these findings are derived from District reporting capturing the number of Limited Assignment Permits, Short-Term Waivers, Emergency English Learner or Bilingual Authorization Permits, Local Assignment Options issued in 2023-2024 to both Title I and non-Title I sites. The District average of out-of-field teachers in Middle School is 3.4%. Data identifying the percentage of out-of-field teachers shows that Marco Forster Middle School (site has 72% of low-income students) has 5.4% of out-of-field teachers.

Based on the CUSD educator equity gap analysis, there are 2 Title I schools with minority students being taught at higher rates than other students by out-of-field teachers. Data used to determine these findings are derived from District reporting capturing the number of Limited Assignment Permits, Short-Term Waivers, Emergency English Learner or Bilingual Authorization Permits, and Local Assignment Options issued in 2023-2024 to both Title I and non-Title I sites. There is one non-Title 1 site in the Elementary grade span impacted. The district average of out-of-field teachers in elementary school is 0.7%. Data identifying the percentage of out-of-field teachers shows that Marian Bergeson Elementary School (site has 70% of minority students) has 5% of out-of-field teachers. The two Title I sites impacted are in the Middle School and High School. The district average of out-of-field teachers in Middle School is 3.4%. Data identifying the percentage of out-of-field teachers shows that Marco Forster Middle School (site has 73% of minority students) has 5.4% of out-of-field teachers. The district average of out-of-field teachers in High School is 10.7%. Data identifying the percentage of out-of-field teachers shows that Capistrano Union High School (site has 76% of minority students) has 28.6% of out-of-field teachers. Capistrano Union High School is an Alternative High School.

To address this, CUSD staff provide guidance to teachers and administrators regarding renewal requirements that teachers must fulfill before the expiration of their licenses or permits. Out-of-Field teachers are required to continue their education in the subject area by either taking additional qualifying coursework or passing the appropriate subject matter exams in order to gain the appropriate subject matter knowledge.

*Direct funded charter schools (CA Connections Academy, Community Roots Academy, Journey, Opportunities for Learning, and Oxford Preparatory Academy) were excluded from the District’s analysis since they hire and place their own staff.

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	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> • 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. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
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

	<p>she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
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.

The District uses a variety of strategies to implement effective parent and family engagement activities including implementing the board approved District's Parent and Family Engagement Policy and each school site's Parent Engagement Policy and Parent-School Compact. The implementation of each of these policies encourage and provide practical ideas on how parents can be involved. The District holds an Annual Title I Parent Meeting with representatives from all Title I schools. The District provides an overview of the Title I Program and the Parent and Family Engagement Policy is reviewed and input on ways to involve parents and reduce barriers are taken. In addition, the District provides year-round parent meetings on topics such as School Site Council, Curriculum and Assessments, Attendance, School Plan for Student Achievement, and California Dashboard. Suggestions are shared with principals and implemented. Each Title I school also holds an Annual Title I Parent Meeting and parent workshops. Principals and site leadership team share information about the school's participation in Title I programs, Title I allocation, requirements, and activities which promote parent and family engagement, and how to reduce barriers to greater participation by parents. The school's Title I Parent and Family Engagement Policy and School-Parent Compact are reviewed for input and revised as needed. The policy and compact are distributed to parents annually through the school's first day packet, during registration, posted in the school websites, and electronically. District staff, principals and teachers provide information to parents on a variety of topics such as State standards, assessments (including CAASPP and local assessments), student progress, interventions and supports at regularly scheduled parent conferences, and a variety of meetings including Student Success Team (SST) and Individual Education Program (IEP). Progress reports/report cards are provided each trimester in elementary and at the semester at secondary. Secondary also provides 6 and 12-week progress reports and daily digital communication so students and parents can review due dates, missing assignments and grades. The District has contracted with the Parent Institute for Quality Education (PIQE) which is offered in English and Spanish at locations across the District. District reviews information from the Family Engagement Framework to enhance activities at the District, schools, and home. District staff and principals collaborate with their teachers, support staff, and parents at District English Learner Advisory Committee (DELAC), English Learner Advisory Committee (ELAC), School Site Council (SSC), District Title I Parent Workshops and other meetings. District staff collaborate with a variety of programs to support parents to fully participate in the education of their children including local State preschool programs, as well as local Family Resource Centers for counseling and parent education classes. The District ensures that information related to school and parent programs, meetings, and other activities is sent by the District and school sites to parents in multiple ways including through in-person, digital, and hard copies. Schools with 15% or more English learners, translate documents into Spanish and send information in both English and Spanish. Interpreters are available at meetings. The District has a Family Resource Center which provides parents with information in-person as well as online on a variety of general and special education topics. Parenting workshops are offered in English and Spanish. District staff have open communication with parents and try to accommodate requests to support parent involvement activities such as paying for fingerprint clearance fees for low-income parents to be able to volunteer at their child's school and assistance with parent portal registration. District and school staff provide translation and interpretation services to allow parents to understand and more fully participate in their child's education. Each school site has a bilingual community services liaison available to translate documents and interpret at a variety of meetings. IEP documents are translated into Spanish and interpreters are available during meetings and parent conferences. District staff have aligned parent engagement with the LCAP educational partner engagement process. Staff engage a variety of parent educational partner groups including DELAC, ELAC, Special Education Advisory Committee, the LCAP Parent Advisory Committee, and the Preschool Parent Advisory Committee. District staff meet with these groups annually, some multiple times to gather input, share draft documents, and solicit feedback.

ATSI and CSI plans are integrated into the School Plan for Student Achievement (SPSA). The SPSA is evaluated annually to ensure at-risk students are receiving the resources and intervention needed to be grade level proficient. Title I schools use the current state data, CA Dashboard, and local data to develop the following school year's SPSA. The SPSA is revised each spring in collaboration with each school's leadership team and School Site Council (SSC), composed of parent and staff representatives, classified and certificated staff, parents/families as well as students at the high school level. The SSC is the advisory committee that approves the SPSA. In addition to the SSC, other parent groups such as the Parent Teacher Student Association (PTSA) and English Learner Advisory Committee (ELAC) are engaged for plan components such as a needs assessment, and recommendations for development of actions and expenditures.

The strategy the District will use to implement effective parent and family engagement is to outreach to all parents and guardians to engage in meaningful consultation regarding programs. The District will also jointly develop and distribute a written parent and family engagement policy regarding expectations and objectives for meaningful parent and family involvement. The District will reserve at least one percent of the Title I allocation to assist Title I schools in carrying out parent engagement activities. All Title I schools will have a school parent and family engagement policy, convene an annual meeting, offer a flexible number of meetings, involve parents in the planning, review and improvement of the policy and schoolwide program plan and activities. All Title I schools will also jointly develop with parents a school-parent compact outlining the shared responsibility for improving student academic achievement. The District and Title I schools will also provide assistance to parents in understanding State standards and assessments and their child's progress. The District and Title I schools will also provide materials and training to help parents with their children to improve

achievement. The District will provide training and technical assistance to principals, teachers and specialized instructional support staff on the value and contribution of parents, how to reach out and communicate with, and coordinate parent programs. The District will also coordinate and integrate parent involvement programs and activities with other federal, state and local programs to support parents to fully participate comprehensively in the education of their children. The District will ensure that information related to school and parent programs, meetings, and activities are sent to parents in English and Spanish. The District will also provide reasonable support for parental involvement activities as parents may request.

Input is gathered from parents and families at annual Title I parent engagement meetings and Community Advisory Committee (parents of students with disabilities) meetings where parents discuss ways to increase parent involvement and how the District can help to support overcoming any barriers to participation. District staff also work with the San Diego County Office of Education Migrant program staff to support service plan agreements and access to resources to increase parent involvement of parents who are migrant workers. That input and information are shared with the LCAP development team so goals and services can be aligned to support the outcome of increased parent involvement.

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:

The District uses a variety of strategies to implement effective parent and family engagement activities including implementing the board approved District's Parent and Family Engagement Policy and each school site's Parent Engagement Policy and Parent-School Compact. The implementation of each of these policies encourage and provide practical ideas on how parents can be involved. The District holds an Annual Title I Parent Meeting with representatives from all Title I schools. The District provides an overview of the Title I Program and the Parent and Family Engagement Policy is reviewed and input on ways to involve parents and reduce barriers are taken. In addition, the District provides year-round parent meetings on topics such as School Site Council, Curriculum and Assessments, Attendance, School Plan for Student Achievement, and California Dashboard. Suggestions are shared with principals and implemented. Each Title I school also holds an Annual Title I Parent Meeting and parent workshops. Principals and site leadership team share information about the school's participation in Title I programs, Title I allocation, requirements, and activities which promote parent and family engagement, and how to reduce barriers to greater participation by parents. The school's Title I Parent and Family Engagement Policy and School-Parent Compact are reviewed for input and revised as needed. The policy and compact are distributed to parents annually through the school's first day packet, during registration, posted in the school websites, and electronically. District staff, principals and teachers provide information to parents on a variety of topics such as State standards, assessments (including CAASPP and local assessments), student progress, interventions and supports at regularly scheduled parent conferences, and a variety of meetings including Student Success Team (SST) and Individual Education Program (IEP). Progress reports/report cards are provided each trimester in elementary and at the semester at secondary. Secondary also provides 6 and 12-week progress reports and daily digital communication so students and parents can review due dates, missing assignments and grades. The District has contracted with the Parent Institute for Quality Education (PIQE) which is offered in English and Spanish at locations across the District. District reviews information from the Family Engagement Framework to enhance activities at the District, schools, and home. District staff and principals collaborate with their teachers, support staff, and parents at District English Learner Advisory Committee (DELAC), English Learner Advisory Committee (ELAC), School Site Council (SSC), District Title I Parent Workshops and other meetings. District staff collaborate with a variety of programs to support parents to fully participate in the education of their children including local State preschool programs, as well as local Family Resource Centers for counseling and parent education classes. The District ensures that information related to school and parent programs, meetings, and other activities is sent by the District and school sites to parents in multiple ways including through in-person, digital, and hard copies. Schools with 15% or more English learners, translate documents into Spanish and send information in both English and Spanish. Interpreters are available at meetings. The District has a Family Resource Center which provides parents with information in-person as well as online on a variety of general and special education topics. Parenting workshops are offered in English and Spanish. District staff have open communication with parents and try to accommodate requests to support parent involvement activities such as paying for fingerprint clearance fees for low-income parents to be able to volunteer at their child's school and assistance with parent portal registration. District and school staff provide translation and interpretation services to allow parents to understand and more fully participate in their child's education. Each school site has a bilingual community services liaison available to translate documents and interpret at a variety of meetings. IEP documents are translated into Spanish and interpreters are available during meetings and parent conferences. District staff have aligned parent engagement with the LCAP educational partner engagement process. Staff engage a variety of parent educational partner groups including DELAC, ELAC, Special Education Advisory Committee, the LCAP Parent Advisory Committee, and the Preschool Parent Advisory Committee. District staff meet with these groups annually, some multiple times to gather input, share draft documents, and solicit feedback.

ATSI and CSI plans are integrated into the School Plan for Student Achievement (SPSA). The SPSA is evaluated annually to ensure at-risk students are receiving the resources and intervention needed to be grade level proficient. Title I schools use the current state data, CA Dashboard, and local data to develop the following school year's SPSA. The SPSA is revised each spring in collaboration with each school's leadership team and School Site Council (SSC), composed of parent and staff representatives, classified and certificated staff, parents/families as well as students at the high school level. The SSC is the advisory committee that approves the SPSA. In addition to the SSC, other parent groups such as the Parent Teacher Student Association (PTSA) and English Learner Advisory Committee (ELAC) are engaged for plan components such as a needs assessment, and recommendations for development of actions and expenditures.

The strategy the District will use to implement effective parent and family engagement is to outreach to all parents and guardians to engage in meaningful consultation regarding programs. The District will also jointly develop and distribute a written parent and family engagement policy regarding expectations and objectives for meaningful parent and family involvement. The District will reserve at least one percent of the Title I allocation to assist Title I schools in carrying out parent engagement activities. All Title I schools will have a school parent and family engagement policy, convene an annual meeting, offer a flexible number of meetings, involve parents in the planning, review and improvement of the policy and schoolwide program plan and activities. All Title I schools will also jointly develop with parents a school-parent compact outlining the shared responsibility for improving student academic achievement. The District and Title I schools will also provide assistance to parents in understanding State standards and assessments and their child's progress. The District and Title I schools will also provide materials and training to help parents with their children to improve achievement. The District will provide training and technical assistance to principals, teachers and specialized

instructional support staff on the value and contribution of parents, how to reach out and communicate with, and coordinate parent programs. The District will also coordinate and integrate parent involvement programs and activities with other federal, state and local programs to support parents to fully participate comprehensively in the education of their children. The District will ensure that information related to school and parent programs, meetings, and activities are sent to parents in English and Spanish. The District will also provide reasonable support for parental involvement activities as parents may request.

Input is gathered from parents and families at annual Title I parent engagement meetings and Community Advisory Committee (parents of students with disabilities) meetings where parents discuss ways to increase parent involvement and how the District can help to support overcoming any barriers to participation. District staff also work with the San Diego County Office of Education Migrant program staff to support service plan agreements and access to resources to increase parent involvement of parents who are migrant workers. That input and information are shared with the LCAP development team so goals and services can be aligned to support the outcome of increased parent involvement.

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.

All of the Title I schools have gone through the process to operate schoolwide programs. All schools have completed an initial comprehensive needs assessment inherent in the requirement for a schoolwide program. A comprehensive needs assessment is done annually as State test data, CA School Dashboard data, and school staff and parent survey and other data is received. Data is analyzed to determine areas of focus to increase student achievement. Proposed evidenced-based actions and strategies to intervene are developed by the principal and site leadership team and reviewed with the School Site Council for further input and approval. Technical assistance with evidenced-based actions and strategies and best practices are provided to school sites by District instructional coaches and administrators. School plans specifying actions and strategies aligned to expenditures are annually evaluated, refined and updated, and approved by the school board prior to the start of the next fiscal year. Title I actions and services provide additional time for instruction through after school and summer intervention programs, supplemental digital learning hardware and electronic learning programs, and additional staff and professional learning to support classroom instruction, intervention programs, and break combination classes.

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 of the Title I schools have gone through the process to operate schoolwide programs. All schools have completed an initial comprehensive needs assessment inherent in the requirement for a schoolwide program. A comprehensive needs assessment is done annually as State test data, CA School Dashboard data, and school staff and parent survey and other data is received. Data is analyzed to determine areas of focus to increase student achievement. Proposed evidenced-based actions and strategies to intervene are developed by the principal and site leadership team and reviewed with the School Site Council for further input and approval. Technical assistance with evidenced-based actions and strategies and best practices are provided to school sites by District instructional coaches and administrators. School plans specifying actions and strategies aligned to expenditures are annually evaluated, refined and updated, and approved by the school board prior to the start of the next fiscal year. Title I actions and services provide additional time for instruction through after school and summer intervention programs, supplemental digital learning hardware and electronic learning programs, and additional staff and professional learning to support classroom instruction, intervention programs, and break combination classes.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District currently serves approximately 3,000 homeless children and youth.

1. Enrollment - The District provides services to support homeless children and youths with enrollment by having the Title I Homeless set-aside fund a District Homeless Liaison who provides training to school staff including Homeless site liaisons, attendance clerks, registrars, counselors, guidance technicians, bilingual school liaisons, and teachers about the McKinney-Vento homeless student rights to maintaining enrollment at the school of origin and eliminating enrollment barriers such as a lack of documents. The Homeless Liaison also facilitates enrollment by collaborating with homeless liaisons and child welfare staff from other districts when students move outside of the attendance boundaries to eliminate barriers such as interdistrict transfer paperwork.
2. Attendance - The District provides services to support homeless children and youths with regular school attendance by having the District Homeless Liaison collaborate with staff from Food and Nutrition Services and Transportation to ensure that homeless students are offered free lunch (and breakfast where available) and transportation on school bus routes if needed. If school bus routes are not available and transportation to and from school is needed, the District Homeless liaison and school site staff offer bus passes on city transit routes or mileage reimbursement to support regular attendance.
3. Success - The District provides services to support homeless children and youths with school success by having the District Homeless Liaison, Site Homeless Liaisons, school site counselors, and guidance technicians work together to identify students in need of academic tutoring. Students who are not meeting the standards and/or have D's and F's in core academic subjects are referred for one-on-one tutoring services. In addition, school staff and the District and Site Homeless Liaisons identify homeless students in need of school clothing, shoes, backpacks, and/or school supplies and these items are provided through Title I Homeless funding, grants, or donations. The Homeless Liaison also partners with community-based agencies such as local shelters, food banks, and homeless prevention agencies to provide information and referral services to families in need.

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.

The District's Early Childhood Education department coordinates with the elementary schools to support student transitions from preschool to transitional kindergarten (TK) and kindergarten. All school sites hold TK and kindergarten orientation meetings for parents as well as provide information on accessing the Children and Families Commission of Orange County's School Readiness Parent Toolkit with information on the five domains of learning and specific activities parents can do at home. Additional ways the District supports preschool to kindergarten transition is with teacher articulation meetings and transfer of records including a preschool to kindergarten transition form for each child with attendance and development information.

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:

Title I middle schools provide a summer orientation program for all incoming 6th grade students. Eighth grade students participating in the Advancement Via Individual Determination (AVID) program attend high school tours in the spring. AVID classes also participate in a lot of college and career education, particularly which colleges are best fits for which careers. All high schools have a link crew orientation for incoming ninth graders shortly before school starts. High schools also do a showcase for incoming freshmen and their families. The Title I middle school has a joint agreement with the University of California at Irvine (UCI). One component of that agreement is that 35 first generation college bound students go to the UCI campus each week to work with undergraduate math students. There is a parent education component to the program as well.

The Title I alternative high school works with Saddleback College (the local community college) to support student transition in several ways:

- a monthly Lunch & Learn field trip is offered where interested students visit a specific department, get a tour, meet the professors, and learn about the programs within the department.
- quarterly, graduating students visit Saddleback to complete the matriculation process
- quarterly, a FAFSA night is held at the school with Saddleback College personnel.
- a Saddleback College course is offered on-site at the high school.

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:

(A) The District does not use Title I funds to identify or serve gifted and talented students.

(B) Some Title I elementary schools use Title I funding to STEAM/Innovation labs to support digital literacy and improve academic achievement.

Other Uses: Optional Reservations

The District utilizes an optional reservation for Title I funded professional learning to hire 4.6 FTE of Title I instructional coaches who provide support to teachers and administrators at 18 elementary, middle school, and high school Title I schools. Instructional coaches are trained in a variety of areas such as State standards, great first instruction, MTSS, foundational skills, writing; cognitive coaching, Professional Learning Community (PLC) protocols, English language development, digital literacy, and DIBELS/IDEL, Orton Gillingham, GLAD, etc. and provide professional learning through demonstration lessons, co-teaching, training, and coaching.

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:

Not Applicable - The District does not receive Title I, Part D.

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 - The District does not receive Title I, Part D.

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 - The District does not receive Title I, Part D.

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 - The District does not receive Title I, Part D.

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 - The District does not receive Title I, Part D.

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 - The District does not receive Title I, Part D.

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 - The District does not receive Title I, Part D.

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:

Not Applicable - The District does not receive Title I, Part D.

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:

Not Applicable - The District does not receive Title I, Part D.

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 - The District does not receive Title I, Part D.

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 - The District does not receive Title I, Part D.

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 - The District does not receive Title I, Part D.

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.

New teachers are provided two years of intensive support from the District's Teacher Induction Program. Mentor teachers are identified and assigned to each teacher induction candidate. The Mentor teacher supports the candidate in identifying their system of support, including curriculum specialists and professional learning relevant to their job placement. Throughout the two year program, teachers engage in continuous learning cycles of inquiry in order to demonstrate growth and proficiency toward the California Standards for the Teaching Profession. Mentor teachers are supported by a cadre of coaches. These cycles of inquiry are supported by District provided professional learning opportunities and resources.

Throughout their careers, teachers participate in District provided professional learning relevant to their job placement. Annually, teachers participate in two full days of learning as they work to further strengthen their Professional Learning Community (PLC). Additionally, the District holds a Summer Professional Learning Academy (PLA) just prior to the new school year. The PLA offers a multitude of choices of professional learning topics as well as support for better understanding newly adopted materials. Throughout the school year, professional learning opportunities are accessible to all teachers via our online learning platform. These opportunities may be available in-person, online, or in a hybrid format.

New principals are supported are provided two years of intensive support from the District's Administration Induction Program. Mentor administrators are identified and assigned to each admin induction candidate. The Mentor admin supports the candidate in identifying their system of support, including curriculum specialists and professional learning relevant to their job placement. Throughout the two year program, admins engage in continuous learning cycles of inquiry in order to demonstrate growth and proficiency toward the The California Professional Standards for Education Leaders CPSEL.

Throughout their careers, all principals participate in ongoing professional learning. All CUSD Management participate in an annual conference prior to the beginning of the school year as well as target training as needed (i.e., new adoptions, support on District Initiatives and goals). Additionally, throughout the year principals have a multitude of professional learning opportunities to participate in professional learning that supports their current responsibilities as well as provides new learning to advance their career.

Similar to principals, other school leaders participate in all CUMA professional learning opportunities including the summer professional learning academy and the two additional one-day CUMA learning events. All District-provided professional learning is available to other school leaders to not only support their current role but also support advancement opportunities.

The District has developed an online professional learning management platform that collects data for all District-wide professional learning activities. An electronic survey is sent to participants immediately upon completion of the class or section. The survey is based on the established professional learning quality standards. This data is reviewed by each sponsoring department, and used to make decisions regarding future learning opportunities.

All learning opportunities are linked to improved student outcomes. The professional learning guiding principles and practices model the District defined Great First Instruction that is expected in every classroom.

The Great First Instruction model is based on the Sheltered Instruction Observation Model (SIOP). The SIOP Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States.

All approved professional learning opportunities must include a plan for follow-up support and sustainability of practices. Additional learning opportunities are provided to ensure practices are acquired, implemented, reflected upon, and improved. The District is moving toward hybrid professional learning with in-person learning followed up by ongoing online interaction and support.

The professional learning guiding principles and practices include peer to peer interaction, and are based on the professional learning community model.

The District's Goals (Vision of a CUSD Graduate and CUSD's Core Educational Program) are aligned to the LCAP goals and State priorities drive the decisions and resource allocation dedicated to professional learning.

The professional learning system is designed to close the achievement gap, and reinforce District and school priorities. The California School Dashboard data and the results from the Truenorthologic Professional Learning Management system drive the decision making process and prioritization of professional learning content. Great First Instruction and professional learning communities serve as the basis for the delivery method and vehicle for instruction.

The LEA utilizes several stakeholder focus groups to examine data based on the learning outcomes of each professional learning. Multiple measures from the California School Dashboard and Truenorthlogic Professional Learning Management system are examined. The District utilizes the Plan, Do, Study, Act continuous improvement process at all levels.

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:

The District determines funding among the schools it serves based on the LCAP plan and priorities. Data is examined and proposals are submitted to close the achievement gap and support a Multi-Tiered System of Support.

Schools in ATSI or schools with the Students with Disabilities student group in Orange or Red will receive additional support. School Leadership Teams are provided with direct instruction and consultation to support the examination of schoolwide data and key indicators. Teacher substitutes or additional assignment hours will be provided so the School Leadership Teams can analyze subject matter data by grade level and subject matter. Teachers will also receive training in curriculum and instruction related topics such as Universal Design for Learning (UDL) and differentiation. In addition, teachers will be provided training for the subject matter competency test.

Educational Partners are provided multiple opportunities to provide input and feedback aligned to Title II spending. Educational Partner survey data is collected and utilized by the LCAP Planning Committee, LCAP Parent Advisory Committee, PLC Implementation Committee, Private Schools, Collective Bargaining Teams, PK-12 Principals and District Instructional Leadership Team.

As State assessment and CA School Dashboard data is released each year, staff analyze the data to determine strengths and areas of need. Each spring, a budget development process occurs where Title II actions and strategies are revised to target high needs schools to continually improve student outcomes.

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.

The LEA examines California School Dashboard, Stakeholder Surveys, and Truenorthlogic Professional Learning Data to evaluate Title II spending. Districtwide data is evaluated yearly. Sponsoring departments have the ability to examine professional learning data in real time, immediately following an event.

Educational Partners are provided multiple opportunities to provide input and feedback aligned to Title II spending. Educational Partner survey data is collected and utilized by the LCAP Planning Committee, LCAP Parent Advisory Committee, PLC Implementation Committee, Private Schools, Collective Bargaining Teams, PK-12 Principals and District Instructional Leadership Team.

Educational Partners groups are consulted at least one time per year, based on organization schedule.

Program proposals for all improvements related to LCAP and student achievement goals are examined collectively.

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:

School site teacher advisors meet bi-monthly with District leadership to address both instruction and compliance related to services for English learners. Topics include integrated and designated English language development instruction, content area instruction, ELPAC and alternate assessments, and reclassification and ELAC guidance. Information is also provided on serving English learners with IEP's. School site instructional leadership and teachers work with District Instructional Administrators to focus on best practices, differentiation, and content standards. School site teacher advisors participate to ensure differentiation to meet the linguistic needs of English learners. Administrators also receive training during principal professional learning community meetings.

English learner program staff meet with teachers by grade level and/or entire staff during collaboration meetings to provide support with implementation of ELD standards and use of adopted curriculum. Personnel from each school site including teachers and administrators receive annual training on standardized ELPAC administration procedures and materials. This staff signs the affidavit and administer the assessment at their sites.

District Administrators, Curriculum Specialists, Instructional Coaches, and site teacher leaders participate in specific trainings including but not limited to foundational literacy skills, Professional Learning Communities, CA Reading and Literature Project, and Accountability Leadership Institute to support teachers with enhancing instruction to support English learners.

English learner program staff support individual school site needs such as disaggregating data for English learner instruction, clustering students for instruction, and use of effective instructional strategies.

Bi-monthly meetings provide an opportunity for on-going reflection, discussion, and collaboration.

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:

Supplemental language and literacy activities are provided to immigrant students through an online electronic learning program called Imagine Learning and Get Ready. The program provides primary language support in a variety of languages that supports students with acquiring English language skills. Students use the software during school hours and at home. Several elementary school sites also provide after-school newcomer programs to support students in both their language development as well as homework support. Parents of immigrant children and youth attend a parent meeting to learn about the tutoring services prior to services starting.

The Director works consults with teachers at bi-monthly advisory meetings and emails, specialized support personnel such as Bilingual school liaisons through bi-monthly meetings, and parents at quarterly DELAC meetings.

When Title III, Part A Immigrant funding is not available, students are supported with actions and strategies funded by Title III, LEP and LCFF Supplemental funding. Some program activities can still be sustained with non-consumable materials.

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:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Staff ensure Designated ELD is provided daily for students at their language level. District uses State approved instructional materials for ELA/ELD, with comprehensive Designated ELD aligned to the ELA curriculum. Students in middle and high schools are clustered in content classes by language proficiency to ensure Integrated ELD is delivered within their content courses. Professional learning to support English learners in content areas is provided for curriculum leaders and teachers to support Districtwide growth in this area.

District administrators schedule classroom walkthroughs with site administrators to observe the ELD instruction. In elementary, Principals and Assistant Principals collect the classroom schedules with the Designated ELD time-frame. In secondary, the course rosters are evidence of clustering of students by English language proficiency level in content area courses. EL Teacher site representatives use ELPAC and Smarter Balanced Assessment data for EL course placement.

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:

Director reviews individual student ELPAC and Smarter Balanced Assessment data to review progress and determine reclassification recommendations. Director works closely with school site teacher advisors and administrators on instructional grouping for English language development, reclassification guidelines, course placement, and engagement on English learner status.

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:

A leadership team comprised of teachers, coordinators, directors, executive directors, assistant superintendents and associated superintendents from Education Services, Student Support Services, Technology and Information Systems, and Human Resources met to review Student Support and Academic Enrichment grant non-regulatory guidance regarding goals, examples of allowable uses of funds, and program requirements. Staff also met with school principals, certificated bargaining unit leadership, parents of American Indian students, and non-profit private school officials to provide meaningful consultation regarding the SSAE program.

Staff conducted a needs assessment to determine areas for improvement. Student group data from the CA School Dashboard indicators (College and Career, Suspension Rate, Graduation Rate, English Language Arts, Mathematics, and Chronic Absenteeism) was reviewed to identify strengths and gaps.

Through the needs assessment, it was found that equity to access to well-rounded educational opportunities including college and career supports was needed to better support students from low-income households. Activities such as college entrance test preparation, attendance at college fairs and college tours, and college and career counseling services were identified as actions to provide increased support to students. It was also found that although student access and participation in Advanced Placement (AP) courses was increasing, there was a need for high school teacher training for teachers teaching AP courses. AP teacher training was identified as an action for SSAE funding.

Through the needs assessment, it was found that additional supports for non-punitive measures was needed to increase a positive school climate and reduce suspension and chronic absenteeism rates. Activities such as additional teacher and counselor training on Positive Behavior Intervention Supports (PBIS), cultural proficiency, and Restorative Practices were identified actions.

Through the needs assessment, it was found that equity to access to elementary science and technology labs was needed. Activities such as teacher training on the implementation of a science and technology lab and supplies and materials to increase students' digital literacy skills were identified.

The program objectives and intended outcomes are:

- increase percent of students who are socio-economically disadvantaged who are enrolled in public postsecondary institutions
- decrease bully logs/reports
- decrease suspension rate
- have Innovation/STEM labs on each elementary school campus

District staff will conduct an annual evaluation on the effectiveness of the actions and services and make adjustments as needed to increase outcomes for students.