

California Department of Education

LCAP Federal Addendum System

Instructions, Strategy, and Alignment

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 Every Student Succeeds Act (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.

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 LEA must address the Strategy and Alignment prompts provided below. Please 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.

Response from Tracy Joint Unified:

Tracy Unified School District uses federal funds to supplement and enhance ELA and Mathematical literacy for all students, as well as provide additional supports to English Learners, Economically Disadvantaged, and Foster Youth. Federal funding provides targeted professional learning, with effective instructional strategies, supplemental materials and resources to support student achievement.

TUSD LCAP Goals:

Goal 1: Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups.

Goal 2: Provide a safe and equitable learning environment for all students and staff.

TUSD LCAP Priorities:

- a. Early Literacy for all students, implementation of Rigor Relevance, Relationship Framework with Units of Study in Mathematics and ELA, and Professional Learning Communities
- b. Comprehensive incoming 9th Grade Bridge to High School initiative
- c. Social Emotional Learning (SEL) Curriculum at K-5/K-8 schools and Mental Health services at all sites
- d. STEM for all students with the support of the Education Innovation and Research (EIR) Grant, professional development

TUSD includes Title I, Title II, Title III funds in the LCAP and allocates Title IV funds to support academic and behavior enrichments for Social Emotional Learning.

To support literacy, TUSD has partnered with HMM to provide leadership development to site administrators and teachers on rigor/relevance instructional strategies, providing onsite coaching support to implement Units of Study aligned to common core standards focusing on engaging all students in academic discourse. TUSD instructional coaches and PLC training are also integrated to provide capacity and sustainability of implementation of Units of Study and responding to the needs of all students.

English Learners services include an English Learner Coordinator working providing additional professional learning and instructional coaching to site administrators, teachers, and parents. TUSD has also invested in a Long Term English Learner Counselor to provide supplemental services such as ongoing data chats with students and parents, as well as informational workshops to families regarding reclassification and high school graduation/college career readiness. Professional learning opportunities include targeting sites with a high volume of English Learner students to support academic achievement with a focus on providing training and implementation of effective EL strategies as well as EL Institute training.

Supports for new teachers include TUSD Teacher Induction Program with peer coaches/mentors and ongoing professional development aligned to CSTPs and TUSD LCAP priorities.

In order to provide continued learning for at risk students, TUSD provides districtwide summer school to title 1 sites focusing on ELA/Mathematical literacy, NGSS, and credit recovery. In addition, TUSD had implemented High School Summer Bridge Program for At- Risk incoming 9th

graders to ensure a positive transition to High School. The Bridge Program is implemented at all 3 comprehensive high schools focusing on High School culture by building positive relationships, AVID Study Skills, and engaging project based learning.

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.

Response from Tracy Joint Unified:

TUSD provides alignment of by identifying key priorities within the 2017-2020 LCAP. Priorities were identified by engaging in Smarter School Spending practices in which the district budget cycle is aligned with the LCAP process of analyzing data, implementing and monitoring progress of LCAP action services, and drafting the LCAP annual update with stakeholder input from students, staff, parents/community. By aligning the district budget cycle to the LCAP development process, TUSD strategically allocates state fiscal resources as the base to ensure TUSD priorities have a strong foundation and federal funds along with state SES are aligned to supplement, as reflected in the LCAP.

Instructions, Strategy, and Alignment Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Contact Phone and Optional Extension

Contact Email

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

California Department of Education

LCAP Federal Addendum System

Title I, Part A, Educator Equity

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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.

Response from Tracy Joint Unified:

Under the Title I comparability report, TUSD does not show any disparities among sites. All Title 1 schools have teachers who are fully credentialed, and are not teaching out of assignment. With the teacher shortage in the Central Valley, TUSD hosts an accredited Induction Program approved by CTC, a residency program for educators earning their special education credential, and provides peer mentors for all teachers on a PIP, STP, or enrolled in an intern program.

Title I, Part A, Educator Equity Contact

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Contact Name**Contact Phone
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Title I, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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).

Response from Tracy Joint Unified:

Tracy Unified School District promotes parent, family, community engagement in the education of all Title 1 schools. The district has invested in bilingual parent liaisons, placed at all sites to promote parent involvement, participation and communication with school, district, and community resources. Parent Liaisons also act as resource for parents to provide translation services at any and all meetings involving a child's education. Services include translations, filling our forms, facilitating parent workshops, understanding academic achievement/discipline notifications, and navigating the educational system. In addition the Parent Involvement Policy is reviewed annually and Parent-School Compacts are provided to all families.

Under the Title I comparability Report, TUSD does not show disparity among sites. All Title I sites

have teachers who are fully credentialed, or are enrolled in an induction program, or in an intern program receiving weekly peer coach support and ongoing professional development.

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

Response from Tracy Joint Unified:

TUSD will use the strategy of Parent Education workshops and involvement at stakeholder meetings such as LCAP Community Engagement meetings, Title 1 Parent Advisory, and DELAC/ELAC to share data on TUSD educational programs, and obtain feedback and input to develop the Parent and Family Engagement Policy and LCAP Annual Update. In addition, TUSD administers an annual survey in English and Spanish to parents/community to collect feedback related to the education program, resources, and services to meet the needs of students and families.

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.

Response from Tracy Joint Unified:

SWP: TUSD has 6 K-5 elementary schools, 1 K-8 school, 2 middle schools, and 1 high school that qualify for Title 1 Schoolwide Program. The schools are identified by the percentage of students qualifying for free or reduced lunch and a formula is used for each Title 1 school allocation by the number of students that qualify and enrollment. All Schoolwide programs administer a comprehensive needs assessment and collect input from staff, students, and parents to align and allocate resources reflected in the School Plan for Student Achievement. Actions include tutoring/intervention services, professional development, supplemental resources and materials, additional mental health services, and parent engagement workshops, communication to ensure student success.

TAS: N/A

Neglected or delinquent: N/A

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.

Response from Tracy Joint Unified:

SWP: TUSD has 6 K-5 elementary schools, 1 K-8 school, 2 middle schools, and 1 high school that qualify for Title 1 Schoolwide Program. The schools are identified by the percentage of students qualifying for free or reduced lunch and a formula is used for each Title 1 school allocation by the number of students that qualify and enrollment.

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.).

Response from Tracy Joint Unified:

TUSD provides transportation and afterschool tutoring to McKinney-Vento students. The district also has invested in a Prevention Services Coordinator and clerk to facilitate intake meetings, and communicate/assist with access to school, district, and community resources for students and families.

Student Transitions

ESSA SECTIONS 1112(b)(8) 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.

Response from Tracy Joint Unified:

TUSD is a partner with state preschool and First Five for preschool services. The district hosts 5 half day preschool programs to ensure early child education services are available to families. Professional Development opportunities strategically target PreK-12 for a vertical coherent system of learning for students. In addition, the district provides a summer Kinder Bridge Program targeted for students who have not had preschool and would benefit from the 2 week program for a positive transition to Kindergarten.

TUSD High School Bridge Program

This program is in year 3 of implementation and was designed to address the 9th grade failure rate identified in 2016. The program consists of 2 weeks in the summer in which At-Risk students are identified by all feeder schools and staff build positive relationships with incoming 9th grade

students by engaging in High School Culture, AVID Study Skills, and Project-Based Learning. In addition, participating students receive tutorial services, and quarterly workshops to promote positive social emotional learning throughout their 9th grade year to ensure academic success.

Freshman Seminar is a course available to 9th grade students who and benefit from during the day intervention and AVID study skills.

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.

Response from Tracy Joint Unified:

TUSD has a partnership with San Joaquin Delta College for students to participate in Dual Enrollment. Courses include American Sign Language, Guidance, and Business.

TUSD has also partnered with California College Initiative, in which all school counselors will facilitate tier one curriculum using the College Next online platform for students to develop and complete four year plans, career interest surveys, FASFA, and college applications.

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.

Response from Tracy Joint Unified:

TUSD hosts a district GATE program located at South West Park Elementary, Williams Middle School, and Monte Vista Middle School. Families and students who are interested in applying are provided an application and students are tested for admittance into the program.

Title I, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name**Contact Phone
and Optional Extension****Contact Email**

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Title II, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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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.

Response from Tracy Joint Unified:

TUSD uses Learning Forward's Professional Learning Standards to develop, implement, monitor, and sustain professional growth and improvement for staff. The district has adopted the HMH Rigor, Relevance, Relationship Framework developed by Bill Dagget to ensure rigorous levels of learning for all students. In addition, TUSD had implemented Professional Learning Communities to respond to student learning with the implementation of Units of Study, Unit Assessments, SMART goals, and data analysis for intervention. The professional learning opportunities include: Leadership Academy for all Educational Services Directors and all Site Administrators to support implementation and progress monitoring of Units of Study in ELA and Mathematics K-12.

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).

Response from Tracy Joint Unified:

TUSD prioritizes funding to supplement TUSD Induction Program for new teachers. The funding is allocated to support the number of new teachers hired annually in order to provide peer coaches. The allocation of support is then used to supplement additional professional development aligned to the district priorities in the LCAP.

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.

Response from Tracy Joint Unified:

TUSD collects data to improve professional activities by administering surveys to all Professional Development participants, as well as sharing, analyzing and making recommendation through the TUSD Professional Development Committee, annually. Data collected includes: staff survey results, student achievement scores, Unit of Study post assessment results, district benchmarks, and Rigor Relevance Rubric data.

The TUSD Induction Program uses candidate and peer coach survey response data, as well as completion of new teacher Individual Learning Plans.

Title II, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Julianna Stocking

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209-830-3210

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Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

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Title III, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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.

Response from Tracy Joint Unified:

TUSD will use student language assessment data and student achievement data reflected on the California School Dashboard to develop, implement, and monitor effective professional development to support the needs of EL students. In addition, the district will engage in 4 continuous improvement cycles in which HMH Rigor Relevance rubrics will be used to collect student learning data during instructional rounds. The data will be evaluated to measure implementation of the instructional program for EL students in core content classes as well as designated ELD.

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.

Response from Tracy Joint Unified:

NA

Title III Programs and Activities

ESSA SECTION 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.

Response from Tracy Joint Unified:

TUSD will provide EL strategy workshops, EL strategy lesson studies, ELPAC trainings, and an EL institute training to teachers and administrators. The district has partnered with San Joaquin County Office Language and Literacy department to target sites with high volume ELs.

English Proficiency and Academic Achievement

ESSA SECTION 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.

Response from Tracy Joint Unified:

TUSD has developed a comprehensive English Learner plan that is reviewed and updated annually to meet the needs of EL students. An EL Coordinator and Long Term EL counselor have been invested in to provide supplemental support and resources to EL students and families. Designated ELD is provided to all EL students levels 1, 2, and 3. In addition, TUSD uses State SES funds to invest in paraprofessionals to provide supplemental intervention services to English learner students. TUSD will closely monitor implementation through instructional rounds, language assessment results, and EL monitoring data reflected on TUSD EL monitoring forms.

Title III, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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Title IV, Part A

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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.

Response from Tracy Joint Unified:

TUSD will use Title IV funds to invest in activities to provide a well rounded education for students and effective use of technology. The district will invest in using the approved % of funds to purchase hardware for students to supplement existing base technology as well as health and wellness supports for students. Additional activities will be identified in the remaining planning process in the fall of 2019.

Title IV, Part A Contact

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