

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 Westside Union Elementary:

The mission of the Westside Union School District is to educate all students to universally high levels of academic competence. We are committed to providing comprehensive systems of instructional delivery that include research-based best practices to assure that we graduate students who have acquired the knowledge, skills, and attitudes necessary to achieve career, educational, personal, career and civic goals, and who will enrich our society as positive role models and responsible citizens.

The three goals of Westside's Local Control and Accountability Plan (listed below) support the district's mission and vision by outlining the actions and services necessary to continue building a strong core instructional program; providing the supports needed for all students to access that program; and supporting the social-emotional growth of our students.

Goal 1: Education for Life and Work: Ensure all students are well-equipped with the cognitive, linguistic, interpersonal, and intrapersonal skills necessary to be successful in a global society.

Goal 2: Access for All: Provide all students access to a high-quality instructional program and the research-based supports necessary for them to engage fully and meaningfully with the program.

Goal 3: Active and Responsible Citizenship: Develop and implement programs that support students' academic, behavioral, and social-emotional growth and success.

Federal funding (Title I, Part A; Title II, Part A; Title III, and Title IV) is used to supplement the goals, actions, and services outlined in the LCAP by providing resources and supports necessary to help close achievement and opportunity gaps. A significant percentage of the district's federal funding is used at the site and district level to support comprehensive professional development, extended learning opportunities before and after the school day, and during intersessions for eligible students. Specific actions and services that are described in the LCAP include:

? Goal 1, Action 21 Employ a Director of Curriculum and Instruction and three full-time Curriculum Resource Teachers to support the delivery of highly effective first instruction, targeted/intentional use of data to drive instruction, and improving technology integration in the classroom. (Title II)

? Goal 2 Action 11 Provide professional development support in the areas of effective language support and accelerated language acquisition for English Learners for teachers, administrators, and classroom paraprofessionals, which includes the support for the English Language Leadership Team collaboration. (Title III)

? Goal 2, Action 12 Provide professional development and opportunities for collaboration for teachers of Long-term English Learners (LTELs) in high impact, intervention strategies (Title III).

? Goal 2 Action 13 Provide additional programs outside of the school day for EL students that promote language acquisition and vocabulary development, front loading concepts, and project design. (Title III)

? Goal 2 Action 18 Provide tutoring either before or after school at the school site that intentionally provides supplemental supports for academic language and content vocabulary for English Learners, which may include the participation of parents. (Title III)

? Goal 2 Action 19 Provide supplemental academic tutoring either before or after school designed to support underserved students. (Title I)

? Goal 2, Action 32 Increase parent outreach for parents of English Learners through cultural literacy programs such as Latino Literacy and local community workshops such as CAFE. (Title III)

Federal funding (Title I, II, III) used at the district level has been integrated into the district's LCAP. Title IV funding will be integrated more fully during the next LCAP planning cycle. Use of federal funding at the district level is reviewed regularly with stakeholders at Superintendent's Advisory and DELAC.

Site level use of funding is determined through an annual comprehensive needs assessment and reported in each site's School Plan for Student Achievement. Site level expenditures of federal funds, primarily Title I, are reviewed regularly by Educational Services staff members. All expenditures are approved by either the Director of Special Programs or the Assistant Superintendent of Educational services to ensure that funds are used appropriately, and more importantly, are used to enhance and support district initiatives for eligible students.

APPROVED BY CDE**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 Westside Union Elementary:

Westside's LCAP provides the blueprint for district efforts to continue to build and sustain a strong core instructional program and to provide the supports needed for all students to access that program. All school site goals (as outlined in their School Plans for Student Achievement) have been aligned with the district's LCAP goals since the 2017-2018 school year. The goals and the actions and services which support them are revised annually based on data obtained from annual site and district needs assessments and feedback from stakeholder groups. The effective use of data, including the identification of high-leverage metrics, is a key goal at the Board, district, and site levels. Much of the district's federal funding supports building the capacity of district staff and stakeholders to use data effectively (Title I, II, III).

Training is provided annually by Educational Services staff members for all School Site Council members. The training addresses the guidelines, requirements, and best practices regarding the use of federal funds. The training also reviews LCAP goals, actions, and services. All School Site Council members, new and returning, are expected to attend this training. All School Plans for Student Achievement are reviewed annually by members of the Director of Special Programs and the Assistant Superintendent of Educational Services for alignment with the Board and district (LCAP) goals before they are approved by the Board of Trustees. Site administrators meet quarterly with the Directors of Special Programs and Fiscal Services to monitor SPSA implementation and the expenditure of funds. All expenditures that are included in the SPSAs are approved by the Director of Special Programs, the Assistant Superintendent of Educational Services and the Director of Fiscal Services before payment is made to ensure alignment with the LCAP and compliance with programmatic rules and guidelines.

Additionally, members of the Educational Services staff are supported in their efforts by the State and Federal Programs (SFP) team at the Los Angeles County Office of Education (LACOE). Consistent use of tools provided by LACOE's SFP, DocumentTracking, and TitleIcrate assist staff members in monitoring alignment, appropriate use of funding, and fulfilling compliance guidelines and requirements.

APPROVED BY CDE**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

Marguerite Johnson

**Contact Phone
and Optional Extension**

661-722-0716

71139

Contact Email

ma.johnson@westside.k12.ca.us

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

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

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

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 Westside Union Elementary:

Building, nurturing, and sustaining strong, viable home-school connections and partnerships are important priorities for WUSD. Board Policy 6020, Parent Involvement, and its accompanying Administrative Regulation, outline the district's commitment to providing meaningful opportunities for parent involvement and engagement at both the site and district levels. The district's Parent Involvement Policy is reviewed, and revised if necessary, annually by Superintendent's Advisory. Each school site's Parent Involvement Policy and Home School Compact are reviewed and revised annually by the School Site Council. The district policy is included in the Annual Notification to Parents that is provided at the beginning of each school year or upon enrollment for families new to the district. The school site policy and compact are included in each school site's parent/student handbook and/or student planner, which are also distributed at the beginning of each school year.

All Title 1 Schools hold an annual meeting to inform parents of their school's participation in the program and the requirements associated with participation. Schools which have been identified for Targeted Assistance and Intervention will review their improvement plans with parents and communities and solicit feedback and input at their annual Title I meetings. (No WUSD schools have been identified for Comprehensive Support and Improvement.) Schools offer flexible times for the meeting and provide

translation services.

Principals and vice principals receive training annually on how to plan and implement effective parent involvement activities. Much of the training is provided by the Director of Special Programs. A variety of school level programs and activities exist including Family Literacy, Latino Literacy, Loving Solutions, AVID Family Nights, Family Science and Math Nights, Career Days, student performances, and sports events. Parent-teacher conferences are offered twice a year. Student recognition assemblies are held each semester. Title I funds are often used to host parent academies and parent nights to share information and strategies to support students academically. Childcare and translation support are provided when appropriate. Each year parents are surveyed districtwide to evaluate the effectiveness of school activities including identifying barriers to increase greater participation.

Shared leadership and decision-making occur through our district parent committees, Superintendent's Advisory and District English Learner Advisory with site leadership committees, School Site Council and English Learner Advisory. To ensure site councils and advisory groups understand their leadership roles, elected members receive training annually on roles and responsibilities, LCAP planning and input, school budgeting, and decision making. Staff are also trained on ways to effectively engage families and adequate resources are entitled to support parent engagement activities. All school sites receive no less than 1% of Title I parent involvement funding that is integrated into their School Plans for Student Achievement (SPSAs).

APPROVED BY CDE

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

Response from Westside Union Elementary:

WUSD's Parent Involvement Policy is reviewed, and revised if necessary, annually by Superintendent's Advisory. The Advisory consists of Title I, English Learner, and foster parent representatives from each school site. The effectiveness of strategies in the Policy is evaluated during the LCAP Community Input sessions. The Policy is reviewed and revised, if necessary, at the September or October Advisory meeting. Each school site's Parent Involvement Policy and Home School Compact are reviewed and revised annually as part of its comprehensive needs assessment by the School Site Council. The district policy is included in the Annual Notification to Parents that is provided at the beginning of each school year or upon enrollment for families new to the district. The school site policy and compact are included in each school site's parent/student handbook and/or student planner, distributed at the beginning of each school year. WUSD's LCAP includes several actions/services that assist parents in understanding State standards and assessments, monitor their child's progress and work with teachers to improve their child's achievement. Goal 1, Action 19 provides workshops for parents and guardians to familiarize them with the state content standards and district adopted curriculum. Several actions in Goal 2 aid, including:

- Action 14 Provide quarterly updates on the academic progress of RFEP students to teachers and parents at parent-teacher conferences and through progress reports
- Action 22 Increase parent computer literacy for low income, foster, and English Learner families by providing workshops on computer use, educational computer software, web-based curricular resources, and digital citizenship
- Action 23 Increase student and parent access to technology by staffing computer labs before and/or after school to assist with online supports, homework help, and parent computer literacy

- Action 24 Provide workshops for parents of low income, English Learner, and foster students to familiarize them with motivational and instructional strategies to promote their students' academic success
- Action 25 Conduct mandatory bi-annual parent-teacher conferences for English Learners, foster, at-risk RFEF, and low-income students
- Action 32 Increase parent outreach for parents of English Learners through cultural literacy programs such as Latino Literacy and local community workshops such as CABE

The Director of Special Programs conducts training annually for site administrators and teachers on how to plan and implement effective parent involvement activities. A variety of school-level programs and activities exist including Family Literacy, Latino Literacy, Loving Solutions, AVID Family Nights, Family Science and Math Nights, Career Days, student performances, and sports events. Parent-teacher conferences are offered twice a year. Student recognition assemblies are held each semester. Title I funds are often used to host parent academies and parent nights to share information and strategies to support students academically. Childcare and translation support are provided when appropriate. Each year parents are surveyed districtwide to evaluate the effectiveness of school activities including identifying barriers to increase greater participation.

Committed to facilitating and nurturing parent access to programs, activities, and supports, the district provides several supports to minimize barriers to meaningful parent engagement such as:

- Translation services, including sign language, that provide translators to attend activities with parents. The district also contracts with a service to provide written translations as needed.
- Utilization of a variety of tools to notify parents of training and meetings including flyers, email, texts, and a variety of social media platforms.
- Staff support for parents of migratory students who will be away from school for extended periods of time including meeting with parents before and after the extended absence to review student reports, assess the current level of student achievement, and to discuss resources and supports available to ease student transition back into school programs.
- Participation in the Antelope Valley Migrant Education Program Consortium provides a host of support services for migratory students and their families to assist in overcoming the host of barriers they face.

Title I Schools hold an annual meeting to inform parents of their school's participation in the program and the requirements associated with participation. Schools identified for Targeted Assistance and Intervention will review their improvement plans with parents and communities and solicit feedback and input at their annual Title I meetings beginning in the 2019-2020 school year. (No WUSD schools have been identified for Comprehensive Support and Improvement.) Schools offer flexible times for the meeting and provide translation services.

APPROVED BY CDE

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 Westside Union Elementary:

Ten of WUSD's twelve schools receive Title I am funding. Four operate schoolwide programs; eight operate targeted assisted programs. All ten Title I programs meet federal guidelines. Each has a parent involvement policy and a home-school compact. Each holds an Annual Title I meeting and each conducts a comprehensive needs assessment annually to guide and inform revision of its School Plan. Decisions regarding expenditure of Title I funds are made by properly constituted School Site Councils (SSC). SSC members receive annual training regarding their roles and responsibilities. To facilitate alignment between site and district programs and initiatives, the training also includes discussion district programs.

Title 1 expenditures are tied to actions and services designed to address the needs of those students at risk of not meeting academic standards by: increasing the amount and quality of learning time; providing access to improved instructional strategies and materials; providing enriched and/or accelerated curriculum; increased access to educational technology; providing opportunities for staff collaboration and/or development and address the needs of those at risk of not meeting academic standards. At four of the ten sites, Title I funding is also used to hire instructional support staff, most often paraprofessionals who work with students in small groups or 1-on-1 under the direct supervision of the classroom teacher. One of the four sites uses a portion of its Title I to hire a part-time certificated reading specialist who works with students in small groups.

WUSD does not combine funding under SWP but does coordinate services and programs from multiple funding resources. Federal funding is used at the site and district levels to meet the needs of high priority subgroups (Socio-Economically Disadvantaged, English Learners, Homeless, and Foster Youth). Categorical allocations are made to sites based on a per pupil allocation, with additional funding given to sites that justify the purpose and need to supplement instructional materials, academic interventions, and enrichment activities. All allocations reflected in the SPSAs are reviewed regularly by the Directors of Special Programs and Fiscals Services to ensure proper use of funds and compliance to program guidelines.

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Address the ESSA provision:

SWP: Describe SWP here, if SWP does not exist type "N/A"

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

Save All and Continue

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 Westside Union Elementary:

Teachers and site administrators at those schools operating a targeted assistance program will identify students at risk of not meeting grade level expectations through a review of their CAASPP scores (if available), NWEA Map growth assessment results, grades, and data from parent/teacher observations. A reverse ranking tool completed by the teachers in grades K-2 provides additional data used to identify primary students.

APPROVED BY CDE

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 Westside Union Elementary:

Original Response

The Director of Support Services serves as Westside's Homeless Liaison and is responsible for ensuring compliance and coordination of services for homeless children and youth. He works closely with the Director of Special Programs. The Director receives annual training and attends LACOE's Child Welfare and Attendance meetings to keep abreast of changes in legislation impacting homeless students and to receive updates on available community resources and services. The Director of Support Services provides McKinney-Vento compliance training to site administrators, office staff members, and counselors each year. Each week the site administrators and teachers receive an updated list of homeless students.

School counselors receive regular updates on homeless students at their sites. They work closely with families to help them connect with community resources and support. Counselors check in regularly with homeless students to ensure support in additional academic and or social-emotional support they might need.

The district provides homeless students with basic school supplies and backpacks as needed. Bus passes are provided as needed. PTAs and PTSAs provide a school T-shirt. Homeless students receive priority placement in all extended learning programs, such as after-school tutoring or intersession school. Board Policy 6173, Education for Homeless Children, and the accompanying Administrative Regulation outline the district's commitment to providing a stable educational experience for homeless students.

Revised Response

Board Policy 6173, Education for Homeless Children, and the accompanying Administrative Regulation outline the district's commitment to providing a stable educational experience for homeless students.

The Director of Support Services serves as Westside's Homeless Liaison and is responsible for ensuring compliance and coordination of services for homeless children and youth. He works closely with the Director of Special Programs. The Director receives annual training and attends LACOE's Child Welfare and Attendance meetings to keep abreast of changes in legislation impacting homeless students and to receive updates on available community resources and services. The Director of Support Services provides McKinney-Vento compliance training to site administrators, office staff members, and counselors each year.

Each week the site administrators and teachers receive an updated list of homeless students. School counselors receive regular updates on homeless students at their sites. They work closely with families to help them connect with community resources and support. Counselors check in regularly with homeless students to ensure support in additional academic and or social-emotional support they might need.

The district uses its homeless education reservation funds to provide bus passes and travel vouchers as well as backpacks and basic school supplies. PTAs and PTSAs provide school spirit T-shirts. Homeless students receive priority placement in all extended learning programs, such as after-school tutoring or intersession school. LCFF funding is used to cover expenses related to extended learning programs.

APPROVED BY CDE

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 Westside Union Elementary:

Westside supports students and parents during transition periods in a variety of ways. The district offers one Special Day Class Preschool program. Transition IEPs are held each spring to determine the most appropriate placement for students who are either “transitioning or aging out” of the program.

Representatives of each student’s new school attend the IEP meeting and parents are encouraged to visit the new school. Each summer, the district operates a 3-day Kinder Camp (LCAP Goal 2, Action 17) for all incoming Kindergarteners (and their parents), particularly those students who have not had any school experience, are English Language Learners, or Foster students. Kinder Camp provides new Kinders and their parents to become familiar with their new schools and their new school’s rules and procedures. Each elementary site hosts a Kindergarten Round-Up event each April or May to share orientation information and help families better prepare for their child to transition to Kindergarten.

Childcare is provided and translation services are available at all parent events when needed.

APPROVED BY CDE

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 Westside Union Elementary:

Westside supports students and parents during transition periods in a variety of ways.

Middle schools host Open Houses each March to provide prospective middle schoolers and their families the opportunity to visit their new school, preview extracurricular clubs and activities and meet their prospective teachers.

All middle schools in the Antelope Valley feed into one high school district, the Antelope Valley Union High School District. Middle school site administrators and counselors work with their feeder high school(s) to facilitate placement of the 8th graders into appropriate courses and programs for their freshman year. Teams from the feeder high school(s) bring their 'traveling road shows' to the middle schools to inform the middle schoolers about the opportunities available to them in high school. Most middle schoolers complete the necessary high school ELA and mathematics placement exams at the middle school in May. Data from the placement exams as well as state and district assessments are shared with members of the high school district. Additionally, all 8th graders take the PSAT in the fall of their 8th grade year (LCAP Goal 2, Action 5). This data is also available to be shared with the high school district if the student and parent choose to do so.

Additionally, each spring the high school district hosts several parent education nights about high school and college readiness in order to assist parents in supporting their child's future. Middle school parents are encouraged to attend these events.

Childcare is provided and translation services are available at all parent events when needed.

APPROVED BY CDE

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 Westside Union Elementary:

NA

APPROVED BY CDE

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

Kristin Gellinck-Frye

**Contact Phone
and Optional Extension**

661-722-0716

75305

Contact Email

k.gellinck-frye@westside.k12.ca.us

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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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 Westside Union Elementary:

To identify potential disparities that might result in low-income and minority students being taught at higher rates than other students by inexperienced, staff completed the PEAT tables provided the CDE. Student data used to populate the tables were collected from CALPADS (reports 1.3 and 1.17). Data regarding teachers' credentialing status was gathered from both CALPADS and the district's Human Resources databases.

Currently, Westside has no "ineffective", "mis-assigned", or "out-of-field" teachers. All teachers possess the appropriate credential, permit or waiver for the position to which they are assigned. The district does, however, have a significant number of "inexperienced" teachers. Westside finds itself in the midst of the "perfect storm": increasing numbers of Westside teachers eligible for retirement, a significant teacher shortage and increasing student enrollment.

Breakdown by School of Inexperienced Teachers, Low Income, Minority Enrollment:

Anaverde Hills: 59%low income; 80%minority; 52% inexperienced

Cottonwood: 67%low income; 71%minority;47% inexperienced

Del Sur: 51%low income; 52%minority; 24% inexperienced

Esperanza: 54%low income; 64%minority; 44% inexperienced
 Gregg Anderson: 25%low income; 46%minority; 9% inexperienced
 Leona Valley: 26%low income; 30%minority; 0% inexperienced
 Quartz Hill: 62%low income; 61%minority; 26% inexperienced
 Rancho Vista: 49%low income; 61%minority; 34% inexperienced
 Sundown: 54%low income; 64%minority; 31% inexperienced
 Valley View: 74%low income; 62%minority; 33% inexperienced
 Hillview: 46%low income; 66%minority; 20% inexperienced
 Joe Walker: 48%low income; 57%minority;8% inexperienced

Are minority students taught at higher rates than other students by inexperienced teachers? There is some evidence that minority students being taught at slightly higher rates than other students by inexperienced teachers. The average percentage of inexperienced teachers at the elementary schools with the highest percentage of inexperienced teachers (Anaverde Hills, Cottonwood) also have the highest rates of minority students (80%,71%). At the two middle schools, however, the school with the highest percentage of inexperienced teachers (Hillview) also had the highest percentage of minority students (66% v 58%). The pattern is not quite as clear at the remaining elementary sites.

Are low-income students taught at higher rates than other students by inexperienced teachers? No. There is no clear pattern suggesting that low-income students are taught at higher rates than other students by inexperienced teachers. The average percentage of inexperienced teachers at the district's 10 elementary sites is 32% with percentages ranging from 0% to 52%. The school (Leona Valley) with no inexperienced teachers has only 90 students and 4 teachers. The school (Gregg Anderson) with the second-lowest rate of inexperienced teachers (9%) is a school of choice. When the school opened 5 years ago, per agreement with the teachers' association, the school was staffed based on seniority. When these two schools are removed from the group, the three schools (Valley View, Cottonwood, Quartz Hill) with the highest percentages of low-income students have the lowest percentages of inexperienced teachers (33%,47%, 26%).

At the district's two middle schools (Hillview and Joe Walker) an average of 14% of teachers is inexperienced. The highest percentage of inexperienced teachers are found at the middle school (Hillview) with the lowest percentage of low-income students.

To identify strategies to address potential equity gaps, these data (comparability calculations and the CDE PEAT tables) were shared with a focus group consisting of parents, members of New Teacher Support, Human Resources, site administrators, and members of Educational Services. The group met in April, May and June 2019. The group's first meeting was devoted to reviewing ESSA requirements regarding Educator Equity and hiring practices and trends in the district, state, and nation. At the second and third meetings the group discussed district practices currently in place to mitigate the teacher shortage; address potential equity gaps; and provide meaningful support for the large number of inexperienced teachers being hired as well as strategies that the district might consider in the future.

To address the potential disparities Westside will continue to:

- monitor the composition of staff at each site to ensure the greatest balance of experienced to inexperienced staff possible
- recruit credentialed teachers, including out-of-state teachers, whenever possible
- continue to provide robust New Teacher Support program for all pre-intern/intern teachers including induction and mentoring for all teachers who do not yet hold a Clear credential. LCAP Goal 1, Activity 1
- provide professional development in culturally relevant teaching, learning, and leadership for instructional staff

APPROVED BY CDE**Title I, Part A, Educator Equity 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 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 Westside Union Elementary:

Westside offers a robust system for new teacher support including 1:1 support, Professional Learning Communities (PLCs), and direct classroom support. New teachers are assigned a mentor or a coach depending upon their credential status. Every new teacher is supported weekly at their site by their mentor or coach with the focus of support being aligned to their goal and individual support plan. Full-time administrators/coaches also support pre-interns and interns based upon the requirements of their university's memorandum of understanding and the requirements of the California Commission on Teacher Credentialing. The pre-intern and intern teachers participate in biweekly professional development based upon the district initiatives as well as their unique developmental needs. Teachers holding a Preliminary credential are supported by teachers on special assignment who serve as full-time Support Providers. Those holding a Preliminary credential attend a series of six professional development opportunities specially designed and aligned with the California Standards for the Teaching Profession (CSTPs). For veteran teachers needing additional support, the Peer Assistance and Review (PAR) program is designed to improve the education of students by providing opportunities for additional training for all teachers.

Beginning in the 2019-2020 school year the district will offer a Clear Administrative Credential program for new administrators. The two-year program involves 40 hours of coaching and 20 hours of differentiated professional development each year.

Professional learning opportunities are provided through a variety of formats including conference/institute attendance, in-district training delivered by consultants and or district staff members with release time for teachers, staff meetings, and individual and small group coaching. Curriculum Resource Teachers, under the direction of the Director of Curriculum and Instruction, provide much of the individual and small group coaching support. This is especially true in the area of integration of classroom technology tools to support teaching and learning.

During the 2017-2018 school year, the district began developing and supporting a cadre of teacher leaders to serve as instructional coaches in the areas of ELA, Math, Technology, AVID, ELD, and science at the school sites. Our goal is to build a cadre of 20 for each content area, with two teachers representing each site. These site-level teacher instructional leaders will support their colleagues in utilizing instructional strategies that promote equitable access of the district's curricular programs for low income, foster, and English Learner youth. The instructional coaches meet monthly at the district office, have one release date for professional learning at the district per quarter, attend domain related conferences across the state, and gather feedback about instructional initiatives. These leaders conduct grade level professional development sessions as well as facilitate instructional walks. They gather data, solicit teacher feedback, and analyze student work in order to measure levels of implementation and identify areas of instructional need. Feedback forms and surveys are utilized at all teacher lead training. While many districts may find having nearly 100 teachers in leadership positions excessive, we have witnessed firsthand the positive impact of a large group of teachers vested in the transformation of the district.

Instructional administrators meet monthly to share best practices related to areas of instructional focus and leadership for meaningful change in educational systems. All instructional administrators are encouraged to (and supported in) participating in professional learning opportunities to deepen their instructional leadership talents and skills, including the professional academies sponsored by ACSA, the Association of California School Administrators. Our administrators also support teacher leaders in conducting site-based professional learning and grade level team meetings.

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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 Westside Union Elementary:

Currently, no Westside schools are implementing comprehensive or targeted support and improvement activities.

With approximately 30% of Westside teachers new to the profession and another 30% eligible to retire, highly effective systems to quickly build teacher capacity to deliver high-quality first instruction while meeting the academic needs of a very diverse population is critical. CAASPP scores for the last four years for SED,

Not SED, and English Only students in both ELA and Mathematics have remained stagnant. CAASPP ELA scores have declined steadily for both EL and RFEP students. Additionally, there continues to be a significant achievement gap for our most underserved populations including SED, students with disabilities, EL, foster, and African American populations.

Traditional methods for whole group instruction continue to be ineffective for the broad scope of learners in a grade level classroom. While the district is providing foundations for standards-based instruction, competency-based learning, differentiated instruction, and multi-tiered systems of support, student achievement gains may not be quantifiable until these systems become institutionalized.

Stakeholder groups including leadership teams, instructional coaches, and consultants have consistently identified the need to build teacher capacity in the following areas:

- Use of assessment data, particularly common formative assessment data, to guide and inform instruction.
- Identification of concrete strategies to support conceptual understanding of mathematics for struggling learners as well as strategies to continue the acceleration of advanced mathematics learners
- Best practices related to the teaching of reading. Particularly in the areas of early literacy and foundational reading skills; formative assessment, effective intervention strategies.

Support for data team work, facilitated by a consultant from the International Center for Leadership, was provided first at three schools with the highest rates of students not meeting grade-level expectations in ELA and math. Grade level specific data teams meet monthly to identify common learning targets/standards, analysis of common assessments, identification of common instructional strategies, and develop systems for intervention and enrichment. Four more schools will be working with the consultant during the upcoming school year. Factors considered when selecting the next set of schools to participate include the percentage of students not meeting grade level expectations, the poverty rate of the school community, and willingness of staff to engage in the process.

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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 Westside Union Elementary:

The use of formative and summative data to guide programmatic decisions is a key area of growth for Westside. Currently, CAASPP and ELPAC test scores, as well as local assessment data, is maintained in Illuminate, a centralized student information system.

The district has adopted NWEA MAP Growth K-8 as a universal screener and district diagnostic. NWEA MAP Growth assessments will be administered districtwide three times a year. Data will be used to inform classroom instruction at the site level and academic programming at the district level.

Data team work will continue with data teams meeting regularly to identify common learning targets/standards, analyze common assessments, identify common instructional strategies, and develop systems for intervention and enrichment. Some sites will be supported in the work with a consultant from

the International Center for Leadership; others by Educational Services staff members.

Additionally, New Teacher Support administers two surveys annually to gauge the effectiveness of the support that it provides to the teachers in its programs. Data from these surveys are reviewed by New Teacher Support staff members and stakeholders to make improvements.

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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

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 III, Part A

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

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

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 Westside Union Elementary:

Research-based professional development designed to support the specific language acquisition needs and academic progress of English Learners is provided to teachers, English Learner (EL) Instructional Coaches, administrators, and bilingual assistants. Topics include:

- Adopted Curriculum in all content areas
- Lesson Planning
- CCSS and ELD Standards
- Lesson objectives and language objectives
- Designated and Integrated ELD
- Instructional implications for the English Proficiency Assessment for California (ELPAC)
- Identification of EL students and state assessments, Initial ELPAC and Summative ELPAC
- EL progress monitoring and comprehensive program analysis and needs assessment
- Reclassification procedures and monitoring
- Professional Learning Communities (PLC) and data team protocols
- Language acquisition and additional supports for EL students with disabilities

- Early literacy and comprehension through the Westside Institute - Fisher and Frey workshop
- AVID strategies in all content areas
- Conceptual understanding of Mathematics

A district committee, the English Language Leadership Team (ELLT), meets throughout the year to disseminate program information to school sites. Staff supporting ELs, in addition to the classroom teacher, include EL Instructional Coaches and bilingual assistants. Instructional Coaches assist at sites to address specific needs, coaching, and to share strategies. Bilingual assistants, approximately two for each site, provide additional small group or one-on-one support to EL students within the classroom. Site bilingual assistants also work a portion of their day with parents to both increase parent participation and assist with translation and communication. The regular salaries of staff members are not funded with Title III.

Based on data analysis and needs assessment, there is an achievement gap between the performance of the EL student group and other student groups. As a result of these discrepancies, the district is implementing data teams and Professional Learning Communities (PLCs) at school sites to build sustainable structures in which teachers can analyze student progress and data. The district is working with the International Center for Leadership to implement PLCs in order to build structured collaboration and shared accountability to meet the needs of all students. Additional training has been provided to administrators in the area of PLCs through Solution Tree. This process is assisting the district with systems of equity, creation of formative assessments, data and program analysis, and alignment of intervention programs. This work, addressed in Goal 1 of the LCAP, is funded with other district funds, not Title III.

Title III- funded supplemental professional development for teachers includes ELD integrated and designated strategies that enhance and promote the student's use of language. The additional training increases the knowledge of teachers in language acquisition and student engagement. Discussions of these additional strategies include targeted interventions for EL students which are infused in the collaborative conversations within data teams, noted above. Student achievement is analyzed and targeted interventions for re-teaching and/or strategies to address scaffolding are put in place by the classroom teachers. This professional development enhances the ongoing work, which is district funded professional development. This work is addressed in Goal 2 of the LCAP.

District analysis also demonstrates a need to address the reclassification rates of Long-term English Learners (LTELs). Therefore, supplemental training for Long-Term English Learners will be implemented in the 2019-2020 school year as well. Targeted supports will be in place for the middle school staff to infuse strategies and scaffolds to support academic achievement in content areas, specifically vocabulary, for ELs. Supports will be monitored by the administrator to ensure implementation over time, and grade level teams will continue to meet in collaborative learning groups. This work, also, is addressed in Goal 2 of the LCAP.

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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 Westside Union Elementary:

NA

APPROVED BY CDE**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 Westside Union Elementary:

The District has approximately 600 English Learners (6.3%), of which most of the students speak Spanish as their primary language. Other languages spoken in the district include Korean, Mandarin, Tagalog, Italian, Russian, and others. Ongoing consultation with families of English Learners takes place during ELAC and DELAC meetings as well as at the Superintendent's Advisory, which includes a DELAC representative. Programs and services are discussed at these sessions and stakeholders have opportunities to provide feedback and suggestions. For example, at one meeting, groups of parents engaged in collaborative learning and worked through a project design model to build a tower, which emulated student learning in science within the classroom.

Parent input is reviewed during the revision process of the LCAP and the Federal Addendum to assist in meeting the specific needs of English Learners. Additionally, needs identified through the ongoing program monitoring system and needs assessment, are topics of discussion with stakeholders. A systematic layering of services is outlined within the LCAP and includes Actions funded first with LCFF Base Grant, Supplemental Grant (equitable services addressing unduplicated student groups), and additional services funded with Title III.

To strategically increase English language proficiency and academic success of English Learners, the District will continue to implement programs and services outlined in the EL Master Plan and the LCAP. The programs and services outlined in the District Master Plan describe the framework of instruction and supports for English Learners. The Comprehensive English Learner program includes Structured English Immersion, English Language Development both Integrated and Designated, in conjunction with the ELD/ELA Standards. The District, as described in the Title III Professional Development section, is in the process of implementing Professional Learning Communities/data teams, across school sites to support planning, development of assessments both formative and summative, analysis of student results, lesson planning, strategic interventions and engagement strategies, and system alignment. Additionally, four school sites in 2019-2020, will be working with their site leadership team to align practices through the Multi-Tiered Systems of Support model.

Some of the additional supports funded with Supplemental Grant to provide access and equitable services include bilingual assistants within the classroom to facilitate on-the-spot language support in content areas, routine online screening assessments on NWEA to provide data for targeted intervention, and online support for newcomers through access to Rosetta Stone. Other Actions support the option of a zero-period class in the middle school to open additional sections within an EL student's schedule. Parent outreach includes a parent English Literacy Program, which involves access to Rosetta Stone and collaborative group lessons.

The District is committed to providing additional supports for English Learners to further enhance programs

and opportunities to increase ELD and mastery of the State Standards. Supplemental activities and services funded with Title III for the 2019-2020 school year will include:

? Additional language acquisition and content intervention support through tutoring services. Staff involved may include both classified and/or certificated. Services, specific to language acquisition and content curriculum support, will assist students with individualized instruction beyond the school day. The need for this Action is noted in the annual needs assessment and is an activity suggested by parent stakeholders at DELAC meetings.

? Interactive EL learner kits are provided over the summer to provide additional learning opportunities at home. The interactive kits involve games, writing, and language lessons intended for families to play together. As a priority to support building the capacity of parents in the content curriculum, the learning kits both provide ongoing language and academic support for students and assist in families learning the curriculum. The learning kits were discussed as an item with parent stakeholders. An additional survey to parents will be in place to assess this Action in the fall.

? Cultural and/or literacy groups, such as Latino Literacy, are in place at elementary school sites. The program is supported with dual language books for parents to take home and read with their children. This additional program builds family literacy opportunities and exposes students to both their primary language and English. Additional outcomes for this Action include families building a network of support at the school site and increased parent participation. Parent groups meet weekly September through May and have been in place for several years. Qualitative stakeholder input demonstrates that this program continues to be a valuable service.

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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 Westside Union Elementary:

Within this section, the only activity funded with Title III funds includes supplemental professional development for EL Instructional Coaches, noted in paragraph two. This professional development for Instructional Coaches will address specific EL strategies to enhance targeted support for the work of data teams across the district. The EL Instructional Coaches work within the grade level data teams. This professional development is above and beyond training funded with LCFF, Federal, or local funds. All other services addressed in this section are funded with state funds.

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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.

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 IV, 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 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 Westside Union Elementary:

WUSD is engaged in several partnerships that enrich and enhance our students' educational experiences. Staff members collaborate regularly with a variety of community agencies that provide support for our students and families including the Department of Children and Family Services, Department of Mental

Health, the Antelope Valley Collaborative for Foster Youth, the Antelope Valley SELPA, and approximately 10 community agencies that provide school-based mental health support. Collaboration with these agencies facilitates the district's ability to support safe and healthy students (Section 4108). Additionally, Administrative Services, Information Technology staff members meet monthly with colleagues throughout the Antelope Valley as part of the local CETPA (California Educational Technology Professionals Association) chapter, providing counsel and support in the area of effective use of technology (Section 4109). WUSD's STEM and STEAM programs, just two examples of components of the well-rounded educational experience afforded our students, are highly regarded throughout the Antelope Valley. Due in no small part to continuing partnerships with Antelope Valley College, California State University, Bakersfield, Edwards Air Force Base and members of the local aerospace community (i.e. Northrop Grumman, Lockheed Martin, and Virgin Galactic). During the 2018-2019 school year, the district entered into a partnership with the Los Angeles Arts Ed Collective, developing the district's first Strategic Arts Education Plan. In addition to the community partnerships described above, staff, students, parents, and community members were consulted regarding the development of the district's Title IV plan. Input was sought from the Superintendent's Advisory and District English Learner Advisory Council (DELAC). The Superintendent's Advisory consists of parent representatives from each site from each of the unduplicated pupil groups, PTA and SSC presidents. The group meets monthly. DELAC consists of parents of English Learners and parents and community members interested in English Learner programs. Input regarding the use of Title IV was sought at the January and February 2019 meetings. The proposed Plan was shared in May 2019. In February, March, and April 2019, Educational Services staff members conducted student focus groups consisting of 20-25 students from grades 4 – 8 at each school site to solicit feedback regarding district programs and services. Input from the Classified Employees Association (CSEA) was gathered in February 2019 and the Westside Union Teachers' Association in May 2019. Data from the California Healthy Kids School Climate, School Staff, and School Parent Surveys that were administered in January 2019 to students (grades 5 –8), staff, and parents at all sites were also used to inform the development of the Plan. After a review of needs assessment data collected at the site and district levels and consultation with stakeholder groups, it has been decided that Title IV funding will be used to support the following activities:

Well-rounded education ·Activity 1- 30%- \$20,043 Improve students' access to fiction and non-fiction materials, including the arts, science, technology, engineering, mathematics, American history, civics, economics, geography, government education, and environmental education by providing funding for print and digital resources for school libraries (allocating funding on a per-pupil basis) ·Activity 2-30%- \$20,043 Increase student access to the visual and performing arts by providing support for the implementation of the district's Strategic Arts Integration Plan. Funding to support professional development for staff members and art supplies for visual art showcases. Safe and Healthy Students ·Activity 3-20%-\$13,362 Develop relationship-building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse; and to promote community and parent involvement in schools by providing funding for anti-bullying programs and activities, including the district's Great Kindness Challenge. Effective Use of Technology ·Activity 4-20%- \$13,362 Provide high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement for students not meeting grade-level expectations by delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology. The effectiveness of these activities will be evaluated using data from the district and site comprehensive needs assessments (Activities 1, 2,3) including the arts integration needs assessment; data from the California Healthy Kids Survey that is administered annually to students in grades 5 -8 (Activity 3); library circulation data (Activity 1); and review of NWEA Map Growth and CAASPP data for students of staff members participating in Activity 4.

APPROVED BY CDE

Title IV, 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**

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