

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

LEA name:

Lawndale Elementary School District

CDS code:

19646910000000

Link to the LCAP:

(optional)

[Provide link.]

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

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

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

Instructions

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

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

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

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

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

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

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the

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

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

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

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

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

Strategy

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

LESD is deeply committed to raising the bar and closing learning gaps for all students. As a result, the board made a resolution that translated the eight state priorities into the following 4 goals that drive our LCAP:

Goal 1: Increase Academic Achievement: Ensure all students learn through access to high quality actions and services that increase academic achievement and civic, career, and college readiness.

Major actions for all students include support for K-8 teachers through Professional Learning to improve instructional alignment to standards. Continued services in 2023-24 for unduplicated pupils include: (1) the elementary PE teams to increase grade level collaboration for intentional planning and small group instruction for unduplicated pupils; and (2) two bilingual math TOSAs to support teachers and students with instruction, curriculum, translations, and assessments and parents with how to support their children's learning in our schools with dual language immersion programs.

Goal 2: Ensure Access and Equity: Provide high quality actions and services to eliminate barriers to student access to required and desired areas of study.

Major actions for all students include class-size reduction, full day TK/K, and assistant principals. Increased services for unduplicated pupils include Language Arts Specialists, English Learner Instructional Teachers (ELIRTs), and Math TOSAs to support first instruction with scaffolding, differentiation, and integrated ELD as well as intervention before, during, and after-school. Increased services in 2023-24 include (1) the expansion of Transitional Kindergarten programs and (2) continued support for two additional assistant principals for elementary schools with multiple programs.

Goal 3: Improve Parent and Student Engagement: Ensure all school sites have safe, welcoming, healthy and inspiring climates for all students and their families, so that all students are behaviorally and academically engaged in school and ready to learn.

Major actions for all students include public relations and translation support, a Medi Cal Outreach Worker, and Food services wellness programs to ensure that all families are able to access supports offered for academic success and physical and social/emotional wellness.

Increased services for unduplicated pupils include school Community Liaisons to build parent involvement, engagement, and leadership through Family University and school and district level advisory committees; and continued support for PBIS with social workers at each site.

Goal 4: Provide 21st Century Learning Environment: Invest in optimal learning environments that enhance student learning and ensure safety.

Major actions for all students include the TK-8 1:1 program and technology aides. Increased services for unduplicated pupils include a MS library media specialist and library clerks to provide the same opportunities that neighboring districts provide their students as it relates to experience with software, hardware, research, and manipulation. Increased services in 2023-24 include continued support of technology integration.

Title I funds are used to provide supplemental academic support for low-achieving students to meet the district goals through teacher professional learning and purchasing instructional aides and supplemental materials to provide push-in intervention services for struggling students in both ELA and math under the guidance of classroom teachers.

Title II funds are used to provide professional development for administrators and additional content support for teachers in the instructional focus areas of ELA and Math as well as History/Social Science, Science, and Physical Education, and to provide professional development over the summer.

Title III funds are then layered on top of these supplemental supports to target developing teacher knowledge and skills in teaching leveled designated English Language Development and integrated ELD across the curriculum. Title III funds are also used to enhance and expand the district's Spanish Dual Language Immersion program through deepening understanding of teaching for biliteracy.

Title IV funds are used to develop and implement programs and activities that support access to a well-rounded education such as providing students with access to renowned author/illustrators who share their experiences and provide models of success, providing students with access to books over the summer, and giving GATE students access to learn and accelerate their learning in a variety of subjects; to develop comprehensive programs that increase safe and healthy practices into the school program such as cyber safety assemblies and parent talks and calm rooms to provide social emotional support; and providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to personalize learning with technology to improve student academic achievement.

Decisions made about the use of supplemental federal funds for school level programs are informed by each school's School Site Council and English Learner Advisory Committee. Decisions regarding services operated at the district level are made through input collected from district staff, school principals, teachers, parents, and the District Parent Advisory Committee and District English Learner Advisory Committee. All of these stakeholder groups regularly review evidence such as formative and summative assessment results, parent and staff LCAP survey results, and research to make decisions based on student needs and effectiveness of programs. These groups also regularly discuss the district focus areas and receive training and support to

ensure alignment between school plans and LCAP strategies as well as fidelity of implementation of strategies.

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.

Lawndale has undergone significant systemic and instructional changes over the years leading to a moral imperative that is reflected in our district vision statement, "Champions for equity & access for all." This vision can only be realized through constant change and constant improvement. Lawndale is a place of growth where ALL actively practice "continuous improvement." The expectation for parents, students, staff, teachers, and administration is to deliberately collaborate to get better at what we are doing, and this is communicated throughout the district through the district and school webpages, social media, and face-to-face (or zoom) meetings with administrators, staff, and parents.

State and local funds are allocated through the LCAP and are based on:

1. availability of the funds
2. an unweighted per pupil amount for grades K-8 determined by Cabinet members that is the same for all grade levels
3. prior year student enrollment counts for each school site and from CALPADS Fall 1 and confirmed at CALPADS Fall 2

All Lawndale schools that meet the 75% poverty requirement are funded first and not skipped. In order to determine which schools will receive Title I, Part A funds, the district rank orders its schools from highest to lowest concentrations of poverty. All Lawndale schools that meet the 75% poverty requirement are funded first. Schools not meeting the 75% poverty requirement may be funded through the "Meets 35% low-income requirement" exception. All schools in Lawndale are Title I and so no schools are skipped, and all schools receive the same per-student amount and funds are distributed through the Consolidated Application and accounted for in each school's Single Plan for Student Achievement (SPSA).

Each school's SPSA is organized around the four district goals: (1) increasing academic achievement, (2) ensuring access and equity, (3) improving parent and student engagement, and (4) providing 21st century learning environments. The SPSAs include action items funded by both supplemental and concentration as well as Title I funds, which requires that schools consider how they utilize these funds to provide supplemental services to each targeted population. By organizing all of the district's initiatives and spending into the four LCAP goals, the district is able to ensure that these activities funded from various state and federal sources are not duplicative and support common outcomes.

All SPSAs and expenditures are reviewed by district leadership to ensure that funds from state and federal sources are used in a coherent manner to support achievement of the district's goals for all students. Each school's SSC and ELAC as well as the membership of the district parent advisory councils are receive annual training in their roles and responsibilities for developing and reviewing school and district level plans.

Student data is collected and analyzed each trimester to identify system wide strengths and weaknesses as well as students in need of intervention and support. This cycle begins with SBAC and ELPAC data in the fall and then is updated each trimester as new interim assessments are given. As an example, English Learners are performing well below other student groups in ELA and math. This subgroup has been an intense area of focus for several years, and students have made growth, but the reforms implemented have not yet yielded the

level of accelerated achievement to close achievement gaps. African-American students also lag behind in math, and so schools have developed intervention programs to support both groups.

District priorities and what services will be provided through district funds as well as federal district level funds are developed in partnership with school leaders through the bi-weekly principals meetings, district leadership through the monthly Leadership Team meetings, and parent leaders through the monthly DPAC and DELAC meetings and site ELAC and SSC meetings. Program offices collaborate to generate draft plans that are brought before these groups for input and feedback. Once the plans are finalized, they are communicated through the LCAP, the district website, professional development, staff meetings, and parent meetings.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Equitable Distribution of Qualified Teachers

The Superintendent ensures that highly qualified and experienced teachers are equitably distributed among district schools, including those with higher than average levels of low-income, minority, and/or academically underperforming students. She annually reports to the Board of Trustees comparisons of teacher qualifications across district schools, including the number of ineffective, out-of-field, and inexperienced teachers.

LESD does not have any disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. All LESD schools are schoolwide Title I schools with similar populations of minority students.

To ensure that no disparities arise based on potential changing demographics, the district has established policies and procedures in which the LESD Human Resources Department proactively recruits teachers with appropriate credentials, and seeks to partner with local universities to develop a pipeline for needed areas, such as bilingually authorized teachers for the Spanish Dual Language Immersion program. Another process in place, when applicable, is working with all principals to review reduction-in-force candidates as a district team to ensure that decisions are made that benefit the district and do not negatively affect some schools over others.

In addition, parents are sent a letter at the beginning of every school year notifying them of their right to know about teacher qualifications and if their child is taught four or more consecutive weeks by a teacher who has not met state certification or licensure requirements at the grade level and subject matter in which they are assigned.

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).

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

ESSA SECTION 1112(b)(3): LESD has no schools identified for Comprehensive Support and Improvement (CSI) or for Targeted Assistance and Intervention (TSI) - N/A

ESSA SECTION 1112(b)(7): Each fall, parents evaluate the district Title I parent engagement policy at each school through their annual Title I meeting and districtwide through the District Parent Advisory Committee (DPAC) and District English Learner Parent Advisory Committee (DELAC) meetings. Each school distributes their policy, and the district policy is distributed electronically through the district website and in person through DELAC/DPAC trainings and school level English Learner Advisory Committee (ELAC)/School Site Council (SSC) meetings.

Title I parent engagement is aligned with the LCAP stakeholder engagement process, including stakeholder meetings held during the school year, and analysis of all metrics and input from stakeholder groups.

LESD provides high quality parent support through its funding of a community liaison at each school, and has built a powerful partnership between the leadership of the district-wide and school level parent advisory committees, community liaisons, and district administrators to develop more meaningful parent engagement. DPAC and DELAC parent leaders plan district level meetings to inform school level parent leaders of district policies, state standards and assessments, Title I requirements, and how to monitor their child's progress and work with teachers to improve their child's achievement. Parent leaders at the district and school level are also building their leadership skills through participating in LESD Family University workshops and attendance at external conferences such as the California Association for Bilingual Education (CABE) where they have attended workshops on topics such as English Language Proficiency Assessments for California (ELPAC), Parent Leadership and Engagement, and Common Core and ELD Standards. Upon return from such conferences, parents present what they learned to their school level ELAC and SSC groups. Parents also debrief what they learned with community liaisons and school and district personnel and provide feedback, suggestions, and potential resources to add to our plan to increase family engagement in Lawndale. These plans are then annually presented to the Board of Trustees, and have led to such accomplishments as:

1. Leveraging technology to reach more families through digital communications in multiple languages
2. Providing multiple opportunities to participate in workshops (daytime, evenings, via the internet)
3. Using survey results to expand the catalog of workshops offered by Family University to help parents better support their children's education and participate more effectively in their children's schools.

The work with parents on LESD parent and family engagement is shared with district and school leaders at District Leadership Team and principal meetings to ensure that they are informed and supported with how to

communicate and work with parents as equal partners. Each school also provides family nights and parent workshops facilitated by teachers, community liaisons, and curriculum coaches. Teachers, specialized instructional support personnel, administrators, and other staff are informed of the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school by parent leaders who have participated in the Building Better Communities training and who serve as DELAC, DPAC, ELAC, and SSC officers; by community liaisons and ELIRTs who are collaborating to build resources and materials for newcomer families; and by resources and communications provided both in person and digitally through Lawndale's Family University.

Information about parent programs, meetings, and activities is provided through both digital and paper forms and is available electronically in the multiple languages of the families of LESD students through google translate on all webpages. Text messaging and push notifications have been particularly effective, with 88.35% of parents rating "communication through email, text messaging, voicemail, social media app, and websites" as very effective on the LCAP stakeholder survey. Opportunities for the informed participation of parents and family members with disabilities are provided as needed with reasonable accommodations such as sign-language interpreters for parents and family members. Opportunities for the informed participation of parents and family members of migratory children are provided as needed by meeting with parents and family members before students are away from school for an extended period of time and once the students return to school after an extended absence to help parents help their child(ren) overcome educational disruption.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

All Lawndale schools operate schoolwide programs, and use those funds to provide the following services to improve instruction and outcomes for students who are working below grade level:

1. Extended learning
2. Interventions
3. Instructional assistants to implement targeted interventions
4. Sub release time for planning and refining integrated and designated ELD

5. Sub release time for lesson study/lab days with the goal of improving instructional practices through collaborative planning, lesson observation, and debriefing.
6. Before school newcomer ELD interventions to develop basic English with extensive oral practice
7. Technology to increase access to differentiation and intervention materials
8. Conferences for teachers to learn how to better differentiate instruction for underperforming students
9. Summer school

Each school operates an English Learner Advisory Committee (ELAC) and School Site Council (SSC), and these committees participate in the needs assessment, development of the School Plan for Student Achievement, and the ongoing evaluation of the effectiveness of services. Data is shared and analyzed on a regular basis in each of the committee meetings, and decisions are made based upon this evidence. Representatives from each school's ELAC and SSC attend monthly District Parent Advisory Committee (DPAC) and District English Learner Advisory Committee (DELAC) meetings where they receive ongoing training and support in leading parents through understanding school budgets and how to evaluate the effectiveness of programs.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Homeless students are identified through the District's Student Residency Questionnaire distributed annually to families. Based on responses, as student's and/or family's living situation can identify them for services under the McKinney-Vento Homeless Assistance Act. Every child identified as homeless is immediately enrolled and provided full access to all district programs. The homeless status is kept confidential, and it is not available to the teacher through the student information system.

The District's designated Homeless Liaison supports homeless students by ensuring that the District complies with all local, state, and federal mandates in the area of enrollment, school placement, and food resources in addition to the following services: free school lunches; free bus transportation to and from school; referral for tutoring services; mental health services; school supplies including personal clothing (shoes) and hygiene supplies; referrals to no-cost or low-cost medical, dental, and vision services; referrals for housing resources; Saturday School; and enrichment activities. All school sites also have social workers that can provide site assistance for homeless students.

Title I funds are reserved for homeless services annually. Comparable services for homeless students relative to other students, including core programs, interventions, counseling, and all other educational programs are provided, and additional services are provided as needed.

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.

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Lawndale supports, coordinates, and integrates services provided with early education programs. Each elementary school that houses a preschool program hosts a “Kindergarten Roundup” in which preschool students and their parents visit the kindergarten classrooms to become familiar with kindergarten. The district also hosts a districtwide Kinder Festival each spring for families to tour classrooms, participate in kindergarten activities, apply for the Dual Language Immersion Program, learn about and apply for the afterschool program (RAP), and learn about other community resources. In addition, transitioning TK students will visit kindergarten classrooms in the spring to prepare for kindergarten.

LESD also enters DRPT preschool data into SchoolCity so that Kindergarten teachers can access information about their incoming students.

Lawndale also facilitates effective transitions for students from middle school to high school by partnering with the neighboring high school district to provide presentations on expectations to the students at the middle school as well as tours of the high schools. The counseling staff at both levels work closely together, and high school math and English teachers meet annually with their middle school counterparts to continue to refine alignment. In addition, the high school district is building a dual language immersion program to lead to the Seal of Biliteracy, and our middle school Dual Immersion team is collaborating with them to ensure consistency of the program for students.

At all levels, transition meetings are held for students with IEPs in the spring before they move to the next level of schooling.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title I funds that are reserved in the ConApp for district operated services at Title I schools prior to allocating funds to eligible schools include:

1. Kindergarten Jumpstart/Roundup and Kinder Festival, to support the transition to elementary school
2. 6th grade orientations to support the transition to middle school
3. iReady assessments (3X/year) and intervention program to support struggling students with adaptive lessons in language arts and math
4. Spanish language proficiency assessments for Dual Immersion students
5. Math support software for middle school students
6. K-2nd grade Tier 2&3 intervention program
7. Licenses for Destiny (library program)
8. Extra hours for teacher leaders for PD planning
9. Extra hours for special education and general education teachers to participate in common planning and collaboration for co-teaching
10. Planning, development, and implementation of Family University workshops to support parents in how to help their children both academically and socio-emotionally.
11. Planning, development, and implementation of professional development for school staff to build capacity in partnering with parents for the success of their children
12. Tutoring for struggling students

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Lawndale supports new teachers with a new teacher orientation before school starts, the assignment of a mentor through the LACOE induction program, and coaching from our ELA, ELD, and math coaches. They also participate in monthly teacher professional development as well as weekly structured collaboration time to support their learning.

New principals and school leaders are supported through mentoring by the superintendent as well as through regular meetings with the Educational Services, Human Resources, Student Support Services, and Business Services teams. A pipeline of potential school leaders is also nurtured through weekly meetings with math, ELA, and ELD coaches, and monthly support meetings for assistant principals facilitated by the Assistant Superintendent of Educational Services. Additionally, principals participate in monthly "job alike" meetings for support.

Ongoing development of leadership capacity for principals and assistant principals takes place biweekly at the Curriculum, Instruction, and Assessment meetings facilitated by the Educational Services Team, and weekly with the teacher coaches. Ongoing professional development for teachers on the district's instructional focus area takes place twice a month on minimum days. There are also numerous opportunities for additional PD after school and in the summer, both in-person and virtually.

- Data: iReady data will be analyzed three times per year in both language arts and math to monitor student progress and inform teachers' instructional decisions.
- Content and pedagogy: Data-based decision making, professional learning communities (PLCs), and multi-tiered systems of support (MTSS) are the focus of all professional development.
- Equity: All school administrators and the district leadership team participate in equity training with outside providers guiding the identification and elimination of internal bias as well as building cultural proficiency.
- Design and structure: Both the District leadership team and each site leadership team will work as PLCs to engage in data-based decision making and MTSS practices. All leaders will also participate in the above mentioned equity training at monthly leadership team meetings.
- Collaboration and shared accountability: The focus on data-based decision making, PLCs, and MTSS will enable teachers and school leaders to develop shared vocabulary and strategies across the district, and data analysis will allow all stakeholders to work towards and monitor student achievement, share accountability for continued struggles, and plan for reducing the number of students working below grade level.
- Resources: Professional learning resources are allocated equally to all schools and planned collaboratively with teacher leaders to ensure that all teachers receive high-quality support.

- Alignment and coherence: The professional learning is evidence-based in identified student needs, and the district aligns district and school priorities with direct connections between the LCAP and School Plans for Student Achievement.

Title II funded professional development activities supplement and enhance the district professional development program by supporting the district's instructional focus in content areas other than ELA and ELD, which the district funds through Title I. Title II funds enable the district to provide professional development in math, history/social science, physical education, and science. Title II funds also are used for district and school administrators to attend leadership and instructional conferences.

Prioritizing Funding

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title II funds are used at the district level and not assigned to school sites. However, the needs of the highest poverty schools would be determined in the same way the district makes determinations regarding Title I funds. Title I, Part A requires LEAs to allocate funds to schools with the highest percentages of poverty and to provide sufficient funds to make a difference in the academic performance of these students. In order to determine which schools will receive Title I, Part A funds, the district rank orders its schools from highest to lowest concentrations of poverty.

All Lawndale schools that meet the 75% poverty requirement are funded first and not skipped. Schools not meeting the 75% poverty requirement may be funded through the "Meets 35 percent Low-Income Requirement" exception. All schools in Lawndale are Title I and so Lawndale does not skip schools. All schools receive the same per-student amount and funds are distributed through the Consolidated Application and accounted for in a School's Single Plan for Student Achievement.

LESD was identified for Differentiated Assistance for the 2022/23 school year for the following categories related to students with disabilities (SWD) and based on the 2021/22 school year data in the following areas:

- Pupil Achievement - Performance for Pupil Achievement on CAASPP - scoring Very Low on English Language Arts and Very Low on Math
- Pupil Engagement - Chronic Absenteeism

Performance for Pupil Achievement on CAASPP

For LESD SWD numerous areas of curricular assistance are provided to support student deficits in the area of language arts and math. Students receive their prescribed Specialized Academic

Instruction (SAI) minutes from their Individualized Education Plan (IEP). These SAI minutes target individual and specific goals in a small group setting that include targeted reading and math goals based on their individual needs. Interventions may include special education teacher utilization of Benchmark Phonics Skill Bags for our students who need pre teach, reteach or intervention on Phonemic Awareness, Phonics and Reading Fluency. LESD is in the 5th year of utilization of iReady for our SWD. iReady is a web-based adaptive diagnostic assessment that assesses students' reading and math skills to the sub-domain level, prescribing differentiated Common Core instruction and intervention so learners of all abilities can achieve success. Students have access to iReady daily. Students' progress is regularly monitored through diagnostic measurements and growth monitoring probes.

LESD has identified two new intervention programs to address gaps in student progress and target student needs in the areas of Reading and Math. These two programs are the Sonday System Reading Intervention Curriculum program and the Touch Math Intervention Curriculum Program. Both programs have begun pilot implementation at numerous LESD school site locations, with a full District implementation in the 2023/24 school year.

Sonday System:

The Sonday System is a research and evidence based reading intervention program using structured, systematic, multisensory approaches to remediate reading. The Sonday System utilizes Orton-Gillingham instructional principles that are considered part of a structured literacy program, including simultaneous multisensory approach using explicit phonics instruction. The National Reading Panel identified Orton-Gillingham as one of the effective methodologies that addresses the needs of struggling students.

All LESD Learning Center Special Education teachers will complete the Sonday System 1 and System 2 implementation training during the course of the 2022/23 school year. Sonday System incorporates intensive, small group instruction with weekly progress monitoring and assessments. The Sonday system utilizes pre and post tests as well as progress monitoring. Reading Intervention Lessons are direct and explicit focusing on phonemic awareness, phonics, fluency and vocabulary. Sonday meets the CA Guidelines for Reading Intervention that are multisensory, evidence based, structured (systematic, cumulative, explicit, diagnostic), Sequential (organized, logical order, cumulative); Explicit (Deliberate teaching, stated objectives) and Direct (explicit teaching of a skill set through lectures and demonstration). Students with disabilities, who are exhibiting limited growth in reading skills through District and Special Education Assessments, will be identified to participate in targeted and intensive reading intervention within the Learning Center environment. Small Group Sonday System Intervention will occur multiple times per week in small groups targeting phonological awareness, phonics, fluency, vocabulary and reading comprehension through multi sensory hands on lessons. Small groups are designed based on student skill level, rather than age or grade level. The small, homogenous, groups are designed to provide students with targeted skills to address their deficits in learning. Students are assessed by the pre reading level of assessments, and after the unit completion, a post reading level assessment is conducted. The reassessment checks for mastery of the skill and provides the teacher with instruction on remediating students further or transferring them to a different skill.

TouchMath

TouchMath is a multi-sensory math curriculum that presents math in a way where students use seeing, hearing, and touching numerals. The program uses a numeral as a direct manipulative, making an abstract concept into real and concrete action. It is also a multi-sensory curriculum approach that allows students to engage in mathematics visually, tactically, and kinesthetically. Research supports the effectiveness of TouchMath as positively impacting students' performance in

cardinality, operational algorithms, conceptual understanding, application, fluency, automaticity, and modeling.

The multi-sensory approach of using touchpoints to an abstract item such as a number, helps students conceptualize the total quantity of digits. Eventually, students' progress their mathematical knowledge of the number of dots, or touchpoints, on a digit that corresponds with the quantity of a number. This progression from concrete to pre-representation allows students to gain access to deeper levels of mathematical understanding. TouchMath supports the Next Generation Mathematics Standards, Universal Design for Learning, Standards of Mathematical Practice, Response-to-Intervention, Research-Based Best Practices, Mathematical Progressions, Visualizations in Mathematics, CRA-Continuum, and the Mathematical Mindset.

Starting in the 2023/2024 school year full implementation of TouchMath will occur at the Elementary School Site Level Learning Center programs and for students in Special Day Class programs, where appropriate, at the Elementary and Middle School Levels. In addition, Middle School Level Learning Center programs will utilize Touch Math Intervention to support student needs. Teachers will receive training for the 2023/24 school year.

Regular assessment of specific skills is essential to ensure student success. Formal assessments combined with ongoing classroom teacher observations measure what has been taught. These assessments occur upon completion of work on a particular skill, and the results are used for re-teaching and remediation. Teachers are able to incorporate objective guides and/or implementation strategies into lesson plans and/or IEPs.

SWD Participation in CAASPP

The district and site has identified three approaches to ensure that 95% of students in each student group are tested. First, school staff have discussed the importance of all students, especially students with disabilities, to participate in the testing process as a way to support home/school communication about student progress. Second, the district and site notification letters are worded to ensure participation in state testing. Third, the district has created internal tracking measures to ensure that all site and district testing coordinators are aware of which student groups students who may not be tested belong to and can determine if the site will meet the 95% tested target.

Chronic Absenteeism

LESD has identified students who need to attend school regularly. Chronic absenteeism is defined as students who miss at least 10% of instructional days in an academic year. To address these concerns, the following steps are in place to address our students' needs, school sites are contacting parents consistently and regularly to address daily absences. Attendance clerks will work closely with Social Workers, Counselors, and site Administrators to continue to support students and parents to offer supportive services to mitigate school attendance issues- medical, social, and or emotional support. Extended learning opportunities through Saturday School (Academy) where indicated students will be identified and invited to attend Saturday School based on their overall academic performance, chronic absenteeism, and staff recommendations. In addition, targeted support is provided for students with attendance concerns through a yearly cycle of the Student Attendance Review Team (SART) held at the sites before making a referral to the Student Attendance Review Board (SARB). School sites will continue to promote positive attendance via Positive Behavior Intervention Supports.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Data collected through the feedback survey after every professional development session is used to determine the effectiveness of professional development activities. The data is brought to the following Curriculum, Instruction, and Assessment meeting (includes all principals, assistant principals, and Educational Services staff) to analyze and respond. The data is also shared with the teacher coaches for analysis and refinement of professional development offerings.

The Classroom Walkthrough Protocol is used to assess the impact of PD on instruction. These walkthroughs take place at minimum twice per month at each school, and the data is shared and analyzed at the Curriculum, Instruction, and Assessment meetings at least 4 times per year.

District wide and school wide leadership teams will meet to analyze iReady data 3x/year to monitor student progress and make instructional decisions. This data will also identify needs and effectiveness of professional development and how to improve training and support.

The Assistant Superintendent of Educational Services also holds regular meetings with the middle school grading committee, which was established to highlight the importance of grading actions that promote learning and growth in all students and to develop policies that drive effective practices to both prevent unnecessary failure as well as to build deeper levels of assessment capability. The Early Education committee was also created to support the expansion of TK across the district with a focus on instruction, curriculum, PD, assessments, SEL, and LEAP preschool transition.

The Director of Special Projects facilitates bringing district staff to the District Parent Advisory Committee (DPAC) and District English Learner Parent Advisory Committee (DELAC) to share the professional development plan based on student data, build parent understanding and capacity to support their children, and to understand parent perspectives on instructional initiatives. Parent input is also brought back to the districtwide and schoolwide leadership teams to inform next steps for how teachers and staff interact with and support parents. Language Arts Specialists and ELIRTs at each site supervise instructional assistants and conduct monthly trainings on instructional initiatives, and aides are interviewed to gather their perspectives on how they are utilized to provide intervention for struggling and newcomer students.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district has made a concerted effort to overemphasize our commitment to supporting teachers and principals with professional learning on English Learner best practices. This commitment includes:

1. Improving the instruction and assessment of English Learners
2. Enhancing the ability of teachers and principals to understand and implement both designated and integrated ELD
3. Increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers who teach English Learners
4. Increasing children's English language proficiency
5. Increasing dual immersion students' Spanish language proficiency
6. Disaggregating data to monitor EL student progress and provide timely intervention as needed.

To support this commitment, professional development is provided in the following ways:

1. English Learner Instructional Resource Teachers (ELIRTs) provide professional development, demonstration lessons, and coaching for teachers on the implementation of designated ELD and integrated ELD support strategies across the curriculum, formative assessments, and intervention for students struggling to attain English proficiency.
2. ELIRTs receive differentiated professional development to improve their understanding of effective instruction for English Learners
3. ELIRTs engage in coaching and professional development co-planning with the support of a TNTP coach. TNTP completed an audit of all of LESD's programs and services for ELs, data (ELPAC, SBAC), policies and procedures, and conducted interviews with representatives of all stakeholder groups to get a complete picture of LESD's strengths and areas for growth, and this information is driving the work for both elementary and middle school teams going forward. The focus will be building teacher capacity for increasing rigor in integrated ELD across the curriculum and infusing data collection, analysis, and response into our learning.

4. All principals will participate in regular progress monitoring of English Learners (ELA units 1 and 4 as well as trimester iReady assessments in language arts and math, ELD formative assessments, and IABs in math) and professional learning around how to respond to that data and build teacher capacity through the monthly Curriculum, Instruction, and Assessment (CIA) meetings with Ed Services.
5. Elementary teachers will receive minimum day professional development sessions on increasing differentiation and rigor in integrated ELD in language arts and math to support English Learners with accessing the content and language forms needed to be successful with academic conversations.
6. All middle school ELD and ELA teachers will receive monthly professional development in the science of reading to refine differentiation in both designated and integrated ELD.
7. Teachers and administrators in the Spanish Dual Language Immersion program participate in professional development to improve and refine: (a) their own academic language in Spanish, (b) instructional strategies particular to the newly adopted Spanish Language Arts curriculum above and beyond the general PD provided by state and local funds for the corresponding English Language Arts curriculum (Benchmark Advance/Adelante), (c) how to manage equity of ELD and SLD instruction for dual immersion students, and (4) cross-linguistic transfer between English and Spanish.
8. ELIRTs and administrators at the DLI schools participate in strategic planning and professional development to support expansion of the dual immersion program.
9. Parents of English Learners receive training on the ELA/ELD curriculum, ELPAC, the reclassification process, and how to support their children's learning.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

LESD not only has a large English Learner population, but has also experienced an increase in the number of newcomer students, which led to the development of programs and supports to ensure their inclusion and learning in the classroom.

Many of these students are also English learners, and the majority of them are not familiar with the educational system in the United States. Additionally, these students and families were hardest hit with COVID-19 related challenges. For these reasons, LESD has created programs for newcomer students that provide enhanced instructional opportunities, social-emotional supports, and access to community resources for these students, which include:

- a. Newcomer support groups at each school to provide programs of introduction to the educational system and civics education, tutorials, mentoring, and academic counseling;
- b. Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children;
- c. A summer newcomer academy that addresses both academic and social-emotional needs of students

- d. Identification, development, and acquisition of curricular materials, educational software, and technologies
- e. Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services.
- f. Training of teachers and paraprofessionals to provide services to immigrant children and youth

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title III funds are being utilized to supplement LCFF and Title I funds to support: (1) monitoring school site progress specific to the achievement of English Learners in English proficiency and meeting the challenging state standards; (2) school site data collection to track English language acquisition progress and achievement goals for ELs above and beyond the data collection for all students; (3) improving curricula and assessments for ELs across the curriculum; (4) upgrading program objectives & instructional strategies for ELs by evaluating rigor in designated and integrated ELD against the ELD standards, and (5) providing additional professional learning opportunities for teachers to build capacity in providing supplemental ELD instruction & enhanced instruction in core academic subjects.

LESD is working to ensure that the district's policies and practices respond to the diverse strengths and needs of English Learners by collaborating with TNTP, a national education non-profit organization, with the goal of developing comprehensive support systems for English Learners aligned to LESD's vision to be "champions for equity and access for all".

This learning process began with TNTP conducting a systemwide diagnostic by collecting and analyzing all available quantitative data (test scores, policies, procedures, professional development plans) and qualitative data (interviews of representatives of all stakeholder groups) to better understand English Learners' academic experiences and the root causes for existing performance gaps. The focus groups included the Instructional Cabinet, principals, assistant principals, English Learner Instructional Resource Teachers (ELIRTs), Language Arts Specialists, Math TOSAs, Student Support Staff, Educational Services staff, parents, and students.

Several trends emerged as points of pride as well as areas of opportunity for LESD to move towards increased alignment to the Principles in California's English Learner Roadmap. LESD has been responding to the results of this diagnostic by continuing to refine the systems and structures already in place for teachers and principals to accomplish two main goals: (1) build teacher capacity to strengthen the rigor of both designated and integrated ELD, and (2) infuse data collection, analysis, and response in our learning to get to know our students - by ELD levels; by typology (newcomers, normally progressing ELs, LTELs, students at risk of becoming LTELs, RFEPs, IFEPs), and by instructional and social-emotional needs.

LESD is also building the capacity of parent leaders through its ELAC and DELAC structures, where parents are given opportunities to learn about the programs in place and give feedback and ideas for

additional improvements. Because of the feedback provided through these structures as well as the LCAP input and feedback cycles, reclassification policies were improved to include K-3 students as well as students with disabilities and Family University was expanded from one school to all eight to improve availability of workshops and leadership development opportunities.

LESD has also continued to build and refine its Spanish Dual Language Immersion program, and is expanding the program in a 2nd elementary school one grade at a time. In 2023-24, two new first grade DI classrooms will open.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LESD ensures that all schools assist English Learners in achieving English proficiency and meeting the challenging state academic standards by providing daily leveled ELD instruction with a high quality curriculum, providing ongoing professional development and coaching for teachers to continuously improve their instructional delivery in both designated and integrated ELD, conducting twice-monthly classroom walkthroughs with principals, and regularly examining data on student achievement.

Each school community must develop a Single Plan for Student Achievement (SPSA), which includes goals and targets for English Learners. This plan is presented to the Board of Trustees in the fall of each year, and summative results are shared when they are received. Principals also share their results and plans for improvement with the Curriculum, Instruction, and Assessment team (comprised of all principals, assistant principals, and Educational Services staff) for feedback and problem solving. Sites who need assistance are provided additional supports.

LESD ensures consistency with implementation of programs and services for ELs by providing an English Learner Instructional Resource Teacher (ELIRT) at each school to oversee assessment, placement, instruction, and progress of English Learners. ELIRTs also support the implementation of ELA/ELD through providing professional development, co-teaching, co-planning, observing students, facilitating data discussions, developing interventions, and videoing student academic discourse for teachers to analyze and utilize to improve instruction. In addition, the districtwide focus on student academic discourse and the implementation of ELPAC helped teachers understand the importance of integrated ELD across the curriculum, which has led to increased professional development and

coaching on integrated ELD. ELIRTS are also developing additional support and materials for students at the bridging level to supplement the core curriculum and accelerate English proficiency. In addition to the mandatory Structured English Immersion, Lawndale also provides a Spanish Dual Language Immersion program. The program is currently offered at two elementary schools and one middle school to provide a K-8 pathway. Resources such as professional and supplemental classroom library books and professional development, observation, coaching, and feedback provided by our external partners is supporting refinement of the program.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Development of the Title IV application is aligned with the LCAP stakeholder engagement process. The updating of LESD's LCAP was a result of stakeholder meetings held during the school year and based on an analysis of all metrics and input from stakeholder groups. LESD has also conducted its needs assessment through numerous additional surveys administered to all parents and to members of DELAC, DPAC, and our GATE Parent Task Force for feedback and suggestions to increase family

engagement and supports for students. The leadership of DELAC and DPAC presented their goals for and progress towards increasing family engagement before the Board of Trustees in the spring of 2022 and then returned in the spring of 2023 to report on progress made towards those goals, work still to be done, and the direction they would like to take for 2023-24. The results of the needs assessment conducted through the LCAP stakeholder engagement process and additional student, staff, and parent surveys led to the development of the following plan:

Well-Rounded Education

Title IV funds are used to develop and implement programs and activities that support access to a well-rounded education such as providing students with access to renowned author/illustrators who share their experiences and provide models of success, providing students with access to books over the summer, and giving GATE students access to learn and accelerate their learning in a variety of subjects.

Supporting Safe and Healthy Students

Parent leaders requested development of comprehensive programs that increase safe and healthy practices into the school program to build peace of mind for both students and parents. For the students, PBIS practices are being revamped and implemented at all sites, social workers facilitate support groups and counseling, and sites are implementing professional development around managing anxiety, organizing unstructured time such as the lunch break with activities run by community partners, and creating calm rooms or students to access and learn to manage their own anxiety. Family University, LESD's parent engagement program created to empower parents to get involved in their child's education and at their schools, will offer workshops and classes provided both by LESD staff and our community partners to empower our families to understand and support this social emotional learning in addition to academic achievement. A new facet of this safe and healthy practices in 2023-24 will include cyber safety for all, and the dangers of vaping, marijuana, and fentanyl for our middle school students. Parent talks will complement the student assemblies to give all families the tools they need to keep their children safe.

Effectiveness will be evaluated through analysis of the results of the annual LCAP survey and any other parent surveys administered by DPAC and DELAC, as well as the California Healthy Kids Survey (CHKS), California School Staff Survey (CSSS), and the California School Parent Survey (CSPS).

Supporting the Effective Use of Technology

Title IV funds are also being used to support high-quality professional development for teachers and administrators to personalize learning with technology and improve academic achievement. The focus for 2022-23 was on building teacher capacity for implementing technology in the use of makerspaces and teaching computer science and coding. This focus will continue for 2023-24 and will be complemented with supporting teachers in obtaining Google certifications.

LESD will evaluate the effectiveness by:

- using collaborative conversations/planning to determine what new strategies teachers are implementing as a result of the professional learning
- having teachers reflect at 2-3 points during the year to identify new learnings/processes to try
- interviewing instructional technology resource teachers and site admin to determine next steps for professional learning around technology at the site