

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

**LEA name:**

San Juan Unified School District

**CDS code:**

34674470000000

**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.

SJUSD serves the communities of Arden-Arcade, Carmichael, Citrus Heights, Fair Oaks, Gold River, and Orangevale. Within the district are diverse groups of students including a growing Hispanic/Latino population and a significant number of refugees and immigrant students who speak Spanish, Dari, Pashto, Farsi, Russian, Arabic, Ukrainian, and many other languages. Approximately half of our students qualify for low-income services and are enrolled at every school campus throughout the district.

State and federal funding sources are aligned to support the districts four LCAP goals:

1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our schools have to offer.

2. Healthy Environments for Social-Emotional Growth: Staff will cultivate inclusive, safe, equitable, culturally responsive, and healthy environments by integrating social and emotional learning to ensure essential student development.

3. Engaging Academic Programs: Staff educators will engage and support each student in a challenging and broad course of study that builds skills, knowledge, and experiences preparing all to be critical thinkers who communicate effectively, collaborate, and are civic-minded.

4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career, and bright futures filled with opportunity.

By aligning and integrating state and federal goals and actions to allocate resources, San Juan created a comprehensive plan to supplement supports to promote equitable outcomes for students. Specifically, the plans address students' academic, social, emotional, and mental health needs as well as continuous and safe in-person learning. Specific strategies include increased:

- Academic intervention
- Multi-Tiered Systems of Support
- Expanded learning opportunities
- Social Emotional resources
- Professional learning related to equity, inclusion, and instructional strategies
- Community and Family Engagement

## **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.

Following compliance guidelines, federal funds are used to supplement actions and programs established to promote equitable outcomes for students in support of San Juan Unified's LCAP goals and Strategic plan. Utilizing educational partner input and data to identify root causes and resource inequities provides a foundation for the allocation of federal funds. Federal dollars are used to layer additional resources into the areas of need including academic intervention, family engagement, and professional learning.

## **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:

SJUSD conducts an annual comparability study to ensure that low-income and minority students are provided equitable instructional experiences through effective, experienced, and properly credentialed teachers.

SJUSD's Human Resources Department uses detailed Excel Spreadsheets to identify disparities that result in low-income and minority students being taught at higher rates than other students by ineffective/misassigned, inexperienced, or out-of-field teachers. The spreadsheet notes the following, by site:

\*Total Teachers - Direct Instruction

\*# of Teachers with 1-2 years of experience

\*% Inexperienced

\*% Unqualified

\*% Out-of-Field

This information is detailed in the School Accountability Report Card and used as a metric in LCAP. Inequities are addressed through placement and hiring incentives when appropriate.

### 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:**

SJUSD is committed to LCAP Goal I:

Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our schools have to offer.

In order to meet requirements under ESSA Section 111(d), federal funds support family engagement at both the district and site level. The district Family and Community Engagement Division provides many opportunities for the community to engage with the district.

The Family and Community Engagement team works to strengthen the partnership between schools, families, and community through collaboration and capacity building efforts. These efforts aim to ensure a collaborative connection among students, staff, families, community members and community-based organizations that is based on mutual respect and shared goals. In implementing family engagement strategies and initiatives aimed to support this collaboration and capacity building, we guide our work using the Dual Capacity Framework for effective family-school partnerships. Using this framework, we create programs and support for families and staff that contain aspects linked to learning, relational, developmental, collaborative, and are interactive.

Utilizing Title I family engagement allocations, the team is able to have a positive impact on the system through the funding of a Coordinator of Family Engagement and support of Neighborhood/Parent Liaisons across the district. The funding for the Coordinator of Family Engagement allows us to effectively plan, organize, and coordinate district-wide family engagement activities, as well as promote and maintain positive partnerships between school, families, and community. Some examples of the duties that the Coordinator of Family Engagement oversees include coordinating and implementing family education workshops and classes for targeted families in the district, plan and develop staff development workshops focused on family engagement and school-home partnerships, provide technical support to school site administrators and Neighborhood/Parent Liaisons focused on creating welcoming school environments, family engagement, and connecting families to district and community resources. Additionally, other areas of focus include coordinating training for parents on how to access site, district, and community information, participating in planning of community outreach through the use of our mobile family resource center, and supervision of assigned family and community engagement staff.

One way in which these efforts are carried out is by partnering with schools, district departments, and community-based organizations to offer 2-3 virtual or in-person workshops each month for families and staff. Family workshops are created with the goal of helping families build capacity and be empowered with tools to support their students' learning and increase their confidence to be successful partners in the education of their students. Some of the topics that have been covered include mental health, restorative practices for families, parenting strategies, bullying and substance use prevention strategies, literacy strategies, college and career readiness, and academic resources and supports. In the planning of each family workshop, our team prioritizes content that is accessible

in different languages and targets families in specific demographics such as English Learners, Homeless/Living in transition, low socioeconomic status, etc. Similarly, capacity building staff development training is offered to classified and certificated staff each month.

In addition to the different staff workshops offered each month, the team also hosts a monthly collaboration meeting for Neighborhood/Parent Liaisons staff that work at primarily Title I sites. These Neighborhood/Parent Liaison positions are funded using Title I parent involvement site funds and their goal is to support family engagement efforts and home-school partnerships. Through the monthly collaboration meeting that we have with this group of staff members, we are able to support their professional development by conducting training on topics such as creating a welcoming school environment, engaging families of diverse backgrounds, building relational trust with families, and connecting families to district and community resources. This work allows us to address needs such as reducing barriers to access and opportunities, allowing families to feel valued and heard as partners in education, empowering families to advocate for their students and creating a system wide approach to seeing family engagement as a powerful strategy to increase student achievement.

In collaboration with school sites, family engagement efforts are also tailored to fit the needs of specific school communities or to be in alignment with current academic or socioemotional efforts at the site.

## **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:**

Laurel Ruff Transition is a targeted assistance site serving students with Individualized Educational Plans (IEP's). Resources are directly targeted toward students not meeting grade level CA State Standards in either English Language Arts or Mathematics who also qualify for free or reduced meals. In 2018-19, one 12th grade student was identified as eligible for Title I resources under Targeted Assistance. That student was offered after-school intervention and 1:1 teacher support.

## **Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success

of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Title I reservation for homeless education is used to partially fund a School Community Worker position and to supply homeless students with bus passes, school uniforms, backpacks, and school supplies, as needed.

The following programs and services support homeless youth:

- \*Assist with immediate enrollment, with or without proper documentation or immunizations, ensuring full and equal access to succeed in school.
- \*Ensure necessary paperwork is completed and received by Nutrition Services for access to Free and Reduced/More Than a Meal program.
- \*Advocate for and assist unaccompanied youth with enrollment and accessing school site, district, and community supports with the goal of high school graduation.
- \*Assist with FAFSA completion for families and unaccompanied youth.
- \*Reduce barriers to participation in extracurricular activities.
- \*Assist with participation in Special Education, ELL, Head Start, preschool, after school, and credit recovery programs.
- \*Assist with transportation needs.
- \*Coordinate between the family and schools, shelters, housing agencies, and motels to keep students in school of origin so that the child receives education with the least disruption.
- \*Make referrals to community resources that assist with food, shelter, clothing.
- \*Provide backpacks, school supplies, and materials for students.
- \*Routinely check student attendance and collaborate with Attendance Improvement Program. Attend Habitual Truancy Conferences and Student Attendance and Review Board meetings.
- \*Train school site and district support staff to identify and support students in homeless situations.
- \*Educate school and district staff about McKinney-Vento legislative requirements and implementation of AB 1806 requirements for partial credit, expulsion guidelines, and reduced graduation requirements.

## **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:**

Program Staff assist families with enrollment related to Head Start, infant/toddler programs, Preschool, TK, community colleges and universities.

Advocate for and assist unaccompanied youth with enrollment and accessing school site, district, and community supports with the goal of high school graduation.

Assist with FAFSA completion for families and unaccompanied youth.

## **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:**

Additional Title I Part A funding includes:

Annually, Title I funding allocations provided to all Title I school sites that are designated to promote academic achievement to our neediest students: the focus areas below are also addressed in the LCAP

\* Activities and programs determined by the school sites based on summative needs assessments / data with input from parents and community (School Site Council).

\* Specialized professional development for Title I teachers and principals in both intervention and core programs.

Secondary Support and Transitions:

\*Middle to High School Math Articulation Process

\*Spring 9th Grade Registrations at each high school

\*Incoming Freshmen (9th grade) High School Orientations (Link Crew)

Title I Part A support the academic achievement and social emotional support by closing the achievement gap:

\*Reading Recovery supplemental supplies and professional development opportunities

\*Early Childhood Education Family Engagement and Professional Development

\*Innovative Instructional Intervention Support for Schools: Cottage and Thomas Edison

## **TITLE I, PART D**

### **Description of Program**

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable - San Juan USD does not receive this funding

### **Formal Agreements**

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable - San Juan USD does not receive this funding

## **Comparable Education Program**

ESSA SECTION 1423(3)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable - San Juan USD does not receive this funding

## **Successful Transitions**

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable - San Juan USD does not receive this funding

## **Educational Needs**

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable - San Juan USD does not receive this funding

## **Social, Health, and Other Services**

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable - San Juan USD does not receive this funding

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable - San Juan USD does not receive this funding

**Parent and Family Involvement**

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable - San Juan USD does not receive this funding

**Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable - San Juan USD does not receive this funding

**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable - San Juan USD does not receive this funding

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable - San Juan USD does not receive this funding

**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable - San Juan USD does not receive this funding

**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:**

San Juan Unified's systems of professional growth and improvement for teachers, principals, and other school leaders is offered in a variety of formats. Site Administrators are provided ongoing professional learning using a tiered approach.

Site administrators meet monthly to address instructional and operational learning necessary to facilitate improvement at school sites. Smaller cohorts of site administrators meet monthly around common areas of focus, supported by the assistant superintendents and directors who oversee sites as well as content area experts. Finally, job embedded professional development and coaching



occurs individually on the school site on a regular basis. Needs for additional professional learning are identified and facilitated through the site administrator's supervisor.

Teachers and instructional support staff participate in professional learning through a combination of job embedded coaching, professional development training, conferences, and a high-quality new teacher induction program. Focused professional learning for teachers is supported by content experts in standards-aligned curriculum, evidence-based instructional strategies which meet the needs of individual students, and use of formative assessment practices to guide the next instructional steps. Most professional learning includes strategies for meeting the needs of English learners through integrated English language development, individualizing instruction for students with disabilities, differentiating for other underperforming student groups, and the use of data and evidence for continuous improvement have been themes across professional learning experiences.

Classified staff are provided opportunities to build capacity through optional professional development sessions offered throughout the year in addition to job-embedded learning related to initial training or skill improvement specifically aligned to the current assignment.

Professional growth systems promote building professional capacity and ensure improvement by clearly articulating the expectations for employees, collection of a variety of evidence and coaching and feedback sessions with the employee. The district uses multiple measures to ensure that professional learning is effective in leading to improvements in teaching and learning. Measures include observation of practice, artifacts serving as evidence of practice and reflective conversations leading to focused areas of improvement.

The SJUSD professional learning system supports principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities. New teachers are offered comprehensive and ongoing support through the SJUSD Induction program with individual coaching for the first two years, professional development tailored to the California Professional Teaching Standards and a continuous improvement cycle built on observation, review of evidence and coaching for improvement.

San Juan USD leaders evaluate these systems of professional growth and improvement and adjust in the following ways to ensure continuous improvement: analysis of professional learning session evaluations, analysis of trends in participation, observation of implementation of new learning, and review of related student outcome measures.

## **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:**

The district has seven schools identified for Comprehensive Support and Improvement (CSI). These schools are receiving LEA support in the completion of comprehensive needs assessments to

determine evidence-based interventions and to identify resource inequities. Coaching is provided based on identified instructional challenges often related to English language and academic language deficiency, lack of early literacy, poverty, and trauma. These issues are prevalent at the identified CSI schools. Each eligible site has a Sponsorship Team to provide formative feedback, support, and monitoring. Based on the comprehensive needs assessment and recommendations from each Sponsorship Team, Title II funding will be utilized to support the identified professional learning needs as described in each School Plan for Student Achievement (SPSA).

San Juan determines Title II funding priorities based on the differentiated needs of the schools through comprehensive needs assessments, information from the CA School Dashboard, and local indicators. Priority is given to new teacher support through resources supporting the induction program as an evidenced-based strategy for sustaining and developing effective instructional practice. New teachers assigned to schools serving the highest percentage of low-income students are provided with evidence-based strategies to accelerate learning and close gaps in student outcomes. These strategies include effective instructional for English learners, differentiation, and targeted intervention.

CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools served due to identified needs during the resource inequity analysis. Each CSI school has a Sponsorship Team comprised of site, district leaders. This team works in conjunction with the Department of Professional Growth to plan and develop growth strands related to the identified area of need by CSI and TSI identified sites.

## **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:**

SJUSD uses data to continually update and improve activities supported under Title II, Part A Data.

The district uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A. Consultation occurs through the LCAP Parent Advisory Committee, Site Leadership Teams, School Sponsorship Teams (for CSI/ATSI Sites), District English Learner Advisory Committee (DELAC), District Leadership meetings, and Non-Public School (NPS) Consultations.

The LEA uses the following data sources to evaluate Title 11, Part A activities: session evaluations (on-going process), teacher focus groups (bi-annual), surveys of practitioners (annually) and exit interviews for the induction program (annually). Additionally, student outcomes related to the content of the professional learning are reviewed at least twice per year.

SJUSD develops its Title II professional growth plan in consultation with parents, teachers, classified staff, and district leaders through the collaborative LCAP process including LCAP Parent Advisory Committee, LCAP Forums, Regional LCAP Forums, School Site Council, and District English Learner

Advisory Committee. Title II funded actions are described in LCAP under Goal 1, Improve and Support Student Learning, and Goal 2, Foster District cultures that ensure academic success and social-emotional well-being for each student. Specific opportunities for meaningful consultation are described below.

- Teachers - Provide feedback and consultation through Site Leadership Teams, Bargaining Unit representation, through School Site Council participation, site staff collaboration, during LCAP forums, and as members of specific committees.
- Principals and other school leaders- Provide feedback and consultation through Site Leadership Teams, Principals, and other school leaders- Provide feedback and consultation through Site Leadership Teams, District Leadership meetings, through School Site Council participation, site staff collaboration, during LCAP forums, and as members of specific committees.
- Paraprofessionals (including organizations representing such individuals) - Provide feedback and consultation through Site Leadership Teams, Classified Union representation, through School Site Council participation, site and department collaboration, during LCAP forums, and as members of specific committees.
- Specialized instructional support personnel- Provide feedback and consultation through Site Leadership Teams, Union representation, through School Site Council participation, site and department collaboration, during LCAP forums, and as members of specific committees.
- Charter school leaders (in a local educational agency that has charter schools)- Consulted as part of LCAP partnerships, charter approvals and renewals, and invitations to Regional Forums.
- Parents- Provide feedback through consultation during LCAP Regional Forums, as District English Learner Advisory Committee members, as members of School Site Council, as members of LCAP Parent Advisory Committee, and as English Learner Advisory Committee members.
- Community partners- Provide feedback through consultation during LCAP Regional Forums, as District English Learner Advisory Committee members, as members of School Site Council, as members of LCAP Parent Advisory Committee, and as English Learner Advisory Committee members.
- Organizations or partners with relevant and demonstrated expertise in programs and activities- Consulted as part of the LCAP Annual Update and revision process.

Private Non-Public schools are invited to participate in the Title II program. Those that elect to participate in Title II are met for a formal consultation followed up by periodic check in meetings. NPS Schools are invited to participate in district sponsored professional growth opportunities.

The LEA meaningfully consults with these stakeholders on a monthly, quarterly, and semi-annual basis.

SJUSD coordinates its Title II, Part A activities with other related strategies, programs, and activities through support of the goals and actions described in the Local Control Accountability Plan. Title II activities are aligned with Title I Professional Development, Title III funded strategies of English

language development, and LCFF Supplemental funding to support effective instruction of students identified as English learners, foster or low socioeconomic.

## **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:**

Provide effective professional learning opportunities

Program Specialists and Teachers on Special Assignment (TOSA) provide professional development to implement evidence-based high-quality professional development with a focus on implementation of Integrated and Designated ELD rooted in the ELA/ELD Framework and Common Core Standards. The EL Program Specialist staff will be able to provide Tier I Professional Learning for Project GLAD® according to the Orange County Department of Education's National Training Center Model, which consists of:

- A prerequisite, two-day research, and theory workshop.
- An in-classroom demonstration of a GLAD® thematic unit for 4 mornings with afternoons spent planning and making teacher-created instructional materials
- Follow-up coaching and implementation support, custom-designed for San Juan Unified to include facilitation of team planning, classroom walk-throughs with administrators/coaches, strategy refreshers, online resources, and email support.
- Facilitate observational inquiry with ELD teachers utilizing the ELD standards and ELA/ELD Framework.
- We promote parent involvement by making translation and interpretation readily available to increase access. Interpreters serve as cultural brokers between the school/district and home.
- The Newcomer Support Team becomes involved at the point of enrollment, connecting families with resources, and serving as a bridge to the complex educational system.
- High Quality language instruction specific to English learners is delivered through integrated and designated English Language Development, K-12. Core ELD instruction to foster language production is supplemented with training based on Jeff Zweirs, "Collaborative Conversations", Guided Language Acquisition Design (GLAD), and strategies to scaffold instruction to allow English learners to access core curriculum. Title III funds provides resources for GLAD trainers, and extra hours for teachers and conferences. Additionally, a 1 FTE, Title 111, Resource Teacher provides coaching to secondary sites around effective instructional strategies for English Learners. This position previously built capacity with elementary teachers and GLAD. Currently, San Juan USO has over 530 GLAD Certified teachers, K-6. This year and moving forward, the focus is on secondary to increase the number of GLAD certified teachers.

- ELPAC videos funded with Title III, were developed by district interpreters. These explain ELPAC and the significance of this assessment towards reclassification. They also provide families with information about district language programs. The Title III School Community Resource Assistance shares the ELPAC and Welcome Videos to build capacity with parents of English learners and address the multilingual needs of the community.
- Administrative, instructional, and classified staff engage in professional learning related to cultural bias and equity driven actions on an on-going basis.

## **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:**

Immigrant and newcomer programs are designed to promote English language acquisition, integration into the American school system, cultural norms and social emotional supports:

- Cultural Brokers
- Bilingual Instructional Assistants
- Educational Software to enhance ELD, i.e.: Lexia English
- Parent Workshops
- Saturday Academies
- Summer Programs
- Enrichment

## **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:**

Emerging Bilingual students receive daily integrated and designated English Language Development using Guided Language Acquisition Development (GLAD) strategies and approved ELD adopted curriculum.

Intervention is provided through expanded learning opportunities; including tutoring, homework assistance, additional English language development (ELD.)

Supplemental programs include Imagine Learning English, Lexia, Lexia English, Hello Curriculum, Insight and Edge.

## **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:**

The district used Title III funds to supplement actions to support English learner program implementation at the sites. These actions include:

Supplemental in class supports such as materials to enhance access for English learners learning English. Title III partially funds staff who provide support for teachers, site administrators, content area teachers and bilingual instructional assistants. Title III supplemental funds also provide site staff who model designated and integrated that align with the site's EL focus and goals. Additionally, these staff develop site driven EL Professional Development plans with leadership teams and principals, driven by data, and ongoing initiatives that supplement high quality tier I instruction for English learners.

LTEL's are identified, by district staff, for the sites so that site staff can begin developing plans to improve student outcomes. To further assist, Title III district staff meet with site leadership and EL teachers to develop Prevention and Intervention Plans. These plans include the importance of involving and educating parents and LTEL Students about reclassification and the implications of reclassification towards college and career readiness. Sites are given a student/parent training module about reclassification and 1:1 conferences are held with LTEL students. The HOME Program offers eligible LTEL students a take-home Chromebook for extended learning opportunities. Title III monitors usage.

Sites are held accountable for ELAC with district technical support including ELAC training, in primary languages, templates and meeting criteria. Sites must turn in minutes, agendas, and sign-in sheets.

Monthly DELAC meetings combine state-mandated topics plus additional DELAC Academies to build the capacity of parents to support their students.

## **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:**

SJUSD will use funds to support each of the three content areas: well-rounded education, safe and healthy students, or effective use of technology.

SJUSD developed its Title IV application in consultation with parents, teachers, classified staff, and district leaders through the collaborative LCAP process including LCAP Parent Advisory Committee, LCAP Forums, School Site Council, and District English Learner Advisory Committee. School Plans for Student Achievement reflect a need for building capacity around the effective use of technology as instructional tools, providing additional resources toward enrichment and building capacity around positive school climates promoting student health and safety.

San Juan uses Title IV, Part A funds to support the effective use of technology in schools by:

Providing professional development and in classroom support focused on increasing teachers' capacity to deliver district adopted curriculum that require digital learning and developing and implementing relevant and challenging problems and projects which model digital use beyond the classroom. To support this identified need, an Instructional Technology Teacher on Special Assignment (IT TOSA) was funded using Title IV dollars. The estimated cost of this position, including salary and benefits is \$67,587.00.

The LEA will use at least 20 percent of the SSAE program funds for activities authorized under Section 4107 to support student access to a well-rounded education coordinated with other schools and community-based services. Community partner contracts are used to involve peer mentors, social emotional support from outside vendors and enrichment opportunities. To support a well-rounded education, the district enhanced the existing Visual and Performing Arts (VAPA) program with additional instruments and art-related supplies

The LEA will use at least 20 percent of the SSAE program funds for activities authorized under Section 4108 that support safe and healthy students coordinated with other schools and community-based services. To support safe and healthy students, the district used Title IV to fund a 1.0 FTE Behavior Support Specialist. This position coordinates and implements Positive Intervention Behavior Systems utilizing Restorative Practices and provides professional development to improve positive school cultures throughout the district. This position aligns with district MTSS as described in the Strategic Plan and LCAP. Based on a needs assessment, contracts were created to include partners in promoting equitable outcomes for students with high needs, both social-emotionally and academic. The district is currently looking into options for tele-health providers due to staffing shortages in the areas of counselors, psychologists and social workers.

The district will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes through the LCAP monitoring and planning process in alignment with the Annual Update.

March 2018