

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

LEA name:

Laguna Beach Unified School District

CDS code:

30665550000000

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.

The District's Local Control Accountability Plan is focused on five goals:

1. Increased student academic achievement and social and emotional strength through collaboration, critical thinking, creativity, and communication;
2. All students will gain the knowledge and skills to be college and career ready through a wide variety of academic and enrichment opportunities;
3. Professional development focused on 21st century teaching and learning;
4. Safe, attractive, clean, well-equipped learning environments for all students that promote critical thinking, collaboration, creativity, and communication;
5. All stakeholders will be engaged in the learning process by promoting a variety of opportunities for parents, students, staff, and community that strengthen communication and meaningful participation.

Our District Community Liaison serves as a liaison between the school and school community to assist in fostering a climate of understanding and cooperation; communicates with school principals to meet programmatic needs and monitor attendance of school programs. Furthermore, the Community Liaison also works closely with the school counselors at each site to connect families with community-based organizations and local government agencies that can assist in providing mental health services and other essential supports.

Due to the increase in the number of at-risk students at El Morro Elementary, a staff mentor program was implemented. Students identified as experiencing adverse life situations are placed in the staff mentor program. Teachers and other school personnel are assigned to a specific student/mentee and serve as an extension of the classroom teacher in the areas of academic and social-emotional support. This program strives to ensure that students/mentees receive supports as needed, while on campus. Staff mentors also look for ways to provide students with clothing, food and other basic needs. Additionally, a social-emotional check-in meeting is organically infused throughout the school year to ensure that students know that a caring staff member is on campus to ensure their safety and success. For the 2018-2019 school year, the following meetings have been held involving the school counselor(s) and/or school psychologist: 77 SST meetings, 306 IEP meetings, and 51 504 Plan meetings.

As a result of site and department analysis of MTSS data, a need for academic achievement in the area of math for 6th and 7th-grade students who are English Learners has been identified. Increasing secondary math achievement is part of the District's LCAP Goal 1 (increasing student academic achievement). In order to meet this goal, Title 1 funds will be used to provide students who are English Learners with an afterschool Tier 2 Math intervention. As part of the MTSS process and utilizing the myriad of data sources available, Student Success Team (SST) meetings have been held throughout the year to link students to needed supports. For

the 2018-2019 school year, the following meetings have been held involving the school counselor(s) and/or school psychologist: 61 SST meetings, 147 IEP meetings, and 51 504 Plan meetings.

Under the Professional Learning Community (PLC) model, the high school staff meets every Friday morning in designated team meetings within academic departments to collaboratively set goals, align curriculum, and identify department needs. During these meetings, teachers collaborate to identify strengths in regards to best teaching practices to ensure that all students are able to access the curriculum, and more importantly are able to demonstrate mastery of required standards. Teachers also discuss methods for measuring student progress which include the development of formative and summative assessments so that all teachers are able to identify students who are not yet proficient. This allows them to identify methods to address students who are not achieving within expectations.

Students' academic progress is monitored in their classrooms with progress monitoring assessments. Teams of teachers work together to identify prescriptive systems of support. After school interventions for students not yet proficient are included including after school mathematics programs offered at both elementary and middle schools. Juntos is the District's after school mentoring and tutoring program provided by high school students for our K-8 students not yet proficient. Further, the District is 1:1 with Chromebooks and purchases computers to supplement the BYOD program for unduplicated pupils in high school who cannot afford to provide their own devices.

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.

Each school site reviews site data by content area and for overall engagement/wellness. Attendance, academic screeners and progress monitoring, SES (Social Emotional Support) screeners, as well as student surveys are administered to monitor students' academic progress and social/emotional health. Once student data is collected, teachers collaboratively review it. Within the District's MTSS system, instructional next steps are planned to improve our best-first instruction in Tier I. Counselors, psychologists, and student support specialists (social workers) partner with teachers to provide support for individual student concerns such as behavioral issues, work completion, depression or anxiety. Parents or guardians are informed about their individual student's progress in short-term school based counseling services. At the elementary school, intervention teachers close gaps with skill-based Tier II intervention and students are collaboratively identified during weekly designated team meetings. Tier III supports serve students who require individualized and intensive intervention, progress monitoring, and may include assessment for special education programs and services or an accommodation plan under Section 504.

One example of continuous data monitoring is in the area of student attendance. Student attendance is monitored by counselors and site administrators and intervention is applied when needed, including parent phone calls, and student/parent meetings to resolve root cause issues to increase attendance. Chronic absenteeism rates are continuing to decline from year to year at sites. The current rates (as of May 10, 2019) are Laguna Beach HS 8.2%, Thurston Middle School 5.1%, El Morro Elementary 7.0%, and Top of the World Elementary 3.9%. Below is historical data showing continuous improvement in this area:

- El Morro Elementary School 7.0% in 2018-2019, 8.7% in 2017-18, 14.4% in 2016-17.
- Top of the World Elementary School 3.9% in 2018-2019, 4.6 % in 2017-18, 7.9% in 2016-17.
- Thurston Middle School 5.1% in 2018-2019, 6.4% in 2017-18,10.5% in 2016-17
- Laguna Beach High School 8.2% in 2018-2019, 14.1% in 2017-18, 12.1% in 2016-2017

The overall District chronic absenteeism rate also decreased from 11.3% in 2016-17 to 9.2% in 2017-18 with a current rate of 6.3%. Additionally, the District Community Liaison assists sites with the translation of MTSS and attendance meetings, as needed, to ensure consistent messaging.

While most subgroups showed improvement in English language arts and mathematics proficiency rates (measured on the CAASPP assessment for grades 3-8, 11), teachers report in the annual professional development survey a lack of confidence addressing the needs of English Learners. The District has provided a five-day Path to Proficiency training for teachers to understand how to teach language acquisition to students in a systematic way. This training, funded out of Title I, is another example of using data to improve instructional practice and outcomes for students. The District's EL TOSA met with teachers throughout the year to provide ongoing coaching when needed. She also coordinated planning sessions with the teachers that attended the training so they could provide feedback to one another with lessons and continue to refine implementation.

In a continued effort to raise English Learner student proficiency in mathematics, the Thurston Middle School and El Morro Elementary School have established after school math classes using Title 1 funding. Classroom teachers work collaboratively with the after school intervention teachers to refer students and provide

information about what skills the students need. Extended teaching time is offered after school to help these students.

Transportation is offered for students that participate in the after-school program Club Juntos. Transportation is available for these students and drops them off at the after-school program located off-site and picks them up at the conclusion of the program in the afternoon. This program is offered to students throughout the school year. A total of 20 students used this service to attend Club Juntos. In addition to busing for the Club Juntos students, the district provided approximately 105 students with bus passes at no cost for the 2018-19 school year.

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:

Low income and minority students are not taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. LBUSD's policy and practice is to only hire highly qualified credentialed teachers for all positions. Currently, 100 percent of LBUSD teachers are appropriately credentialed, as indicated on the California School Dashboard and School Accountability Report Cards. The Human Resources staff audits teacher credentialing annually to ensure that all teachers are appropriately credentialed. Last year there were two "inexperienced" teachers, zero "ineffective" teachers, and zero "out-of-field" teachers. Human Resources staff monitors inexperienced assignments and balances teacher assignments if hiring would result in a disproportionate number of low-income or minority students being taught by inexperienced teachers (two or few years).

Should LBUSD have teacher recruitment and retention equity gaps in the future, LBUSD engages stakeholders in identifying strategies for addressing any potential equity gaps through data inquiry processes, which includes research, student and staff data, survey feedback, root cause analysis, and improvement strategies. The LBUSD stakeholder input process includes LCAP Advisory meetings (6), DELAC meetings (4), Parent Mentor meetings (5), Leadership team meeting (8), surveys and focus groups (9), Board workshops and presentations (11), School Site Council meetings (16) and PTA site and Council meetings (27).

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:

To develop the LEA parent and family engagement policy, schools and staff seek collaborative feedback and input through a variety of surveys, focus groups, and student learning outcomes, along with LCAP Advisory Committee meetings, School Site Council (SSC) meetings, Board Study Sessions, Special Education Parent Mentors, Community Advisory Committee meetings, District English Learner Advisory Committee (DELAC) meetings, district-wide Parent Teacher Association (PTA) Council meetings, and school PTA meetings that occur throughout the school year. This policy is distributed to families through eBlasts, newsletters, annual notifications, and a website posting. The District continues to seek and increase input from parents/guardians, as well as their participation in school and district programs, through our ongoing committees, stakeholder groups meetings, surveys, and social media. To help improve and evolve how we collect stakeholder input, staff provides opportunities to take surveys in class for students and at stakeholder meetings for families.

District stakeholder groups meet many times during the school year to also assist families in understanding student performance outcomes, social-emotional needs, parenting strategies to support learning, technology training, and how advocate for their child's needs. The District Community Liaison works closely with families throughout grades K-12 in rendering support in the areas of district-related services (transportation, enrollment, free-reduced lunch program, after-school programs, school events, interpretation/translation requests, parent conferences, etc.). In addition, the District Community Liaison participates in family events, such as Back-to-School/Open House and orientations as a means of getting to know families and remaining a visible and accessible district representative.

All school sites have been trained and currently utilize multiple programs that emphasize building positive relationships and connectedness between students, staff, and families. The most recent staff professional development programs include Growth Mindset, SPACE Framework (Challenge Success, Stanford), No Place for Hate (ADL), Unconscious Bias, and Strengths-Based Learning & Leadership. These programs align with the implementation of a TK-12 SEL curriculum, universal screeners, and additional parent education opportunities. LBUSD has increased the number of parent education opportunities available for underrepresented families through outreach from the District English Learner Advisory Committee (DELAC) and District Community Liaison and the availability of translation services. Based on feedback and input, the District continues to focus on improving and expanding parent education opportunities related to social-emotional wellness, academic stress, and college readiness. In addition, elementary schools host goal-setting conferences with families each fall to better understand the strengths and needs of each student and collaboratively develop student goals.

In addition to the professional learning described previously, the District provides a range of student learning resources through its 1-to-1 device program that includes need-based internet access at student homes. A series of parent workshops are provided at each school level to support student academic and social-emotional needs. Goal-setting conferences with families were initiated at the elementary level to gain insight into each child's strengths and needs, learning styles, and interests. These efforts to better understand parent aspirations and perspectives foster mutual respect, build a trusting partnership, and foster a personalized learning experience. The Special Education

Department continues to develop its Parent Mentor program to provide guidance and emotional support to families of students with exceptional needs.

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:

LBUSD allocates Title I funds for the schools with the highest percentages of children from low-income families. LBUSD does not have a Title I schoolwide program (SWP) or a Title I, Part A neglected or delinquent reservation. For the targeted assistant program at these schools, students who are failing, or most at risk of failing, to meet challenging State academic standards, as measured by failing course grades and non-proficient standardized State test scores. Two LBUSD schools receive targeted assistance funds that provide additional after-school time for research-based intensive interventions. These TAS interventions focus on literacy or math skills from the most recent data cycle and common formative assessment. These academic data cycles occur every 6-8 weeks throughout the school year. Students and staff utilize a blended learning intervention program that meets the ESSA Level 3 criteria for the United States Department of Education as an evidence-based program. Research indicated that students who used the TAS intervention program experienced statistically significant learning gains, while controlling for selection bias, compared to students who did not use the program.

Within the District's multi-tiered system of support (MTSS), a variety of metrics are utilized to continually update and improve TAS activities to meet the needs of at-risk students including attendance data, CAASPP scores, college readiness test scores, grades, graduation and UC/CSU a-g eligibility data, and discipline data. This data is analyzed by teachers, administrators, and other district advisory groups to determine the most effective allocation for professional development, staffing, and materials. Teachers and administrators meet regularly to collaboratively discuss and plan. Counselors, psychologists, and student support specialists (social workers) partner with teachers to provide support for individual student needs. Teachers utilize a range of integrated Tier I interventions, including small group instruction, differentiation, and social-emotional learning. In addition to our TAS intervention program, supplemental funds are allocated such that designated intervention teachers and counselors push into classes to provide academic and behavioral support with skill-based Tier II intervention strategies. Our Tier III supports serve students who require individualized and intensive intervention, progress monitoring, and may include assessment for special education programs or an accommodation plan under Section 504 when all other interventions have been exhausted. Within the Tier III level of interventions, specialists and counselors typically work with students in a pull-out, individualized school setting.

Allocated Title I, Part A funds are coordinated with Title II funding that assists regular education teachers, special education teachers and parents in identifying and assessing students with dyslexia and to plan, provide, evaluate and improve related educational services. The site administrators and counselors work one-on-one with families of these students in the TAS intervention programs to reinforce the importance of this extended learning time and to provide resources to further support their child at home. Continually improving our MTSS is a high priority for the district in the annual LCAP and SPSAs. Therefore, collaborative feedback and input related to Title I, Part A TAS activities is also collected through a variety of school and district stakeholder groups, including school Leadership teams, school MTSS teams, LCAP Advisory Committee meetings, School Site Council (SSC) meetings, Community Advisory Committee meetings, District English Learner Advisory Committee (DELAC) meetings, and PTA meetings. In general, each of these stakeholder groups meet 4-8 times per year to discuss strategic goals, priorities, actions, and outcomes, including TAS intervention programs.

All schools complete an annual comprehensive needs assessment in order to determine which students are not demonstrating proficiency in literacy and mathematics skills. Additionally, all schools have developed a set of essential standards for literacy and math that are progress monitored through common formative assessments every 6-8 weeks. Corresponding goals, actions, and services are communicated through School Plans for Student Achievement (SPSAs) and aligned to district LCAP goals. SPSAs are developed through a collaborative site-based process that includes surveys, focus groups, and a range of stakeholder groups. In collaboration with staff and families, schools identify students who are most in need of targeted assistance services through periodic universal screeners and common formative assessments. Intervention teachers are then provided professional development in research-based instructional strategies to support these academic skills.

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:

As part of Laguna Unified School District's goal to provide homeless children and foster youth with the support services needed to prevent disruptions in their academic learning, the Homeless/Foster Youth Liaison meets with students and parents regarding student attendance, academic, and social-emotional needs. Based on information gathered in meetings with families and students, the reservation funds for homeless education provide school supplies, PE/athletic clothing, school attire, and other necessary school items, along with costs to fund any needed transportation, program, and activity participation. In addition to the services provided under the McKinney-Vento Homeless Assistance Act, the Homeless/Foster Youth Liaison works closely with the District Community Liaison to provide referrals to community agencies for needs relating to food, clothing, shelter and mental health services.

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:

The District actively supports college dual-enrollment, concurrent-enrollment, and articulated credit opportunities for students enrolled in high school to earn college credit from local community colleges. In the 2018-19 school year there were 11 total students enrolled in both high school and community college courses at neighboring campuses, Saddleback and Irvine Valley College. The LBHS Career Center offers college and career counseling. The District entered into a College and Career Access Pathway (CCAP) with Irvine Valley College to offer dual enrollment beginning in the summer of 2019. The District also supports a variety of CTE courses and pathways including a Multimedia Arts, Theater, Dance, Visual Arts and a variety of other pathways supported through our partnership with College and Career Advantage. These pathways provide students opportunities to gain career skills and certifications. In addition, the middle school has a variety of electives that feed into the high school pathways and meet the needs and interests of all students, providing them with rich learning opportunities and college and career skills.

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:

N/A

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:

LBUSD prioritizes providing personalized professional learning opportunities for all staff. Professional development focused on 21st Century teaching and learning is one of the five goals in the current district LCAP. The majority of professional learning occurs by employee choice. However, strategic and required initiatives often call for mandated professional learning. Professional learning for all employees is facilitated with school staff, teams, and individuals in a variety of methods, including conferences, workshops, coursework, coaching, and online learning. Professional development that supports students who are not proficient in literacy and math skills, as measured by the Title I, Part A criteria, are prioritized within Title II funds.

The district has developed three model professional development programs: Rocket Ready, LaunchPad, and Leadership Academy. Rocket Ready is a micro-certificate program open to all staff that provides outcome-based professional learning opportunities to improve practice in the following areas: effective technology use, presentation skills, research and inquiry, and collaboration. The Launch Pad program hosts a range of mini-online modules related to job-based skills and learning practices. The Leadership Academy is a yearlong program open to certificated and classified that was created to help develop future department, school, and district leaders.

New teachers with preliminary credentials participate in a formalized induction program within a consortium of school districts. Also, new teachers to the district will engage in a series of individual and small group trainings related to technology integration and signature practices. School administrators are provided learning opportunities through monthly workshops facilitated by the Instructional Services department, which include leadership and instructional coaching. Other school leaders participate in a range of school leadership team and district workgroups that are intended to model leadership practices, team-building, and collaborative decision-making.

Our system of personalized professional learning is evaluated through analysis of survey feedback and learner outcomes. All staff provide feedback on professional development goals, needs, and priorities in our annual survey, as well as periodic surveys provided at or shortly after a workshop. Student learning outcomes and survey feedback are collaboratively analyzed by school and district administrators each month to determine next steps for professional growth and improvement. Short- and long-term school and district plans are then adjusted accordingly. Furthermore, a district committee of stakeholders from all employee groups meets multiple times a year to specifically discuss and drive professional development. Key measurable outcomes for LBUSD continue to be teacher and principal efficacy, as well as student connectedness and school climate.

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:

Laguna Beach Unified School District was not identified as in need of Comprehensive Support and Improvement (CSI), nor were any schools identified as in need of Targeted Support and Improvement (TSI). All schools complete an annual comprehensive needs assessment in order to determine which students are not demonstrating proficiency in literacy and mathematics skills. Additionally, all schools have developed a set of essential standards for literacy and math that are progress monitored through common formative assessments every 6-8 weeks. Two schools receive targeted assistance Title I, Part A funds to provide additional after-school time for research-based intensive interventions. These interventions focus on literacy or math skills from the most recent data cycle and common formative assessment. In collaboration with staff and families, schools identify students who are most in need of targeted assistance services through periodic universal screeners and common formative assessments.

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:

Title II, Part A activities are analyzed utilizing a set of surveys and student performance outcomes. These sources include district administered LCAP, School Climate, and Professional Development surveys. Analyzed sources for student performance outcomes include CAASPP results, standards-based common formative assessments, ELPAC results, course enrollment, and GPAs. These sources of data related to Title II, Part A activities are analyzed by school and district leaders periodically throughout the school year and specifically each quarter.

Because professional development focused on 21st Century teaching and learning is one of the five goals in the current district LCAP, collaborative feedback and input related to Title II, Part A activities is collected through a variety of stakeholder groups, including LCAP Advisory Committee meetings, School Site Council (SSC) meetings, Board Study Sessions, Special Education Parent Mentors, Community Advisory Committee meetings, District English Learner Advisory Committee (DELAC) meetings, union-based workgroups, district-wide Parent Teacher Association (PTA) Council meetings, and school PTA meetings. In general, each of these stakeholder groups meet 4-8 times per year to discuss goals, priorities, actions, and outcomes. In addition, a Professional Development Advisory committee was recently created to support the application of high-quality instructional practices by providing research-based recommendations for relevant, engaging, and targeted professional learning experiences. The purpose of this advisory committee is to share the professional development story in LBUSD, distinguish between school and district professional

development needs, and identify key data-informed professional development priorities. This advisory committee meets four times during the school year.

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

Because LBUSD receives less than \$30,000 in Title IV, Part A funds, there is more flexibility in how the funds can be spent. Title IV, Part A funding is utilized for activities that support safe and healthy students. This area was determined from our annual district and school comprehensive needs assessments. Priorities, goals, actions/services, and assigned categorical funds are determined and evaluated using a collaborative decision-making process with a variety of stakeholder groups and meetings, including LCAP Advisory Committee meetings, School Site Council (SSC) meetings, Board Study Sessions, Special Education Parent Mentors, Community Advisory Committee meetings, District English Learner Advisory Committee (DELAC) meetings, union-based workgroups, district-wide Parent Teacher Association (PTA) Council meetings, and school PTA meetings. Each of these stakeholder groups meet 4-8 times per year to discuss goals, priorities, actions, and outcomes, which are then communicated through School Plans for Student Achievement (SPSAs) and the district LCAP.

Maintaining a positive school climate in which students, parents, teachers, and staff feel safe and connected is a top priority for LBUSD. Programs and practices that address social-emotional wellness are an integral part of our educational community. The District continually evaluates school climate related programs to ensure alignment and coherence between our TK-12 SEL curriculum, universal

screeners, and parent education opportunities. From our needs assessments, the most significant and impactful data in determining the focus area for Title IV, Part A activities and programs are student outcomes from from our annual school climate survey and tri-annual social-emotional universal screeners. Our social-emotional student support workgroup utilized this data to help develop each school's multi-year social-emotional wellness plans and coordinate its short- and long-term implementation. These funds annually provide professional development for staff and parent education events that focus on building student empathy, connectedness, and agency. These funds are also utilized to facilitate the district's partnership with Stanford's research-based Challenge Success program to better support safe and supportive school climates. Our social-emotional student support workgroup meets 4-6 times per year to evaluate the effectiveness of the intended outcomes related to programs funded by Title IV, Part A funds.