

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

School Year

2023-24

Date of Board Approval

LEA Name

Tustin Unified School District

CDS Code:

30 73643-0000000

Link to the LCAP:

(optional)

<https://www.tustin.k12.ca.us/departments/ed-services/local-control-and-accountability-plan-lcap>

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

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.)

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.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

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.

Tustin Unified School District is committed to supporting the academic achievement of every student and providing students with the support needed to reach graduation and beyond. Under the goals of raising academic performance and expanding college and career readiness, TUSD strives to close the achievement gap. These objectives are reflected in our LCAP goals and extend to our school site goals and actions. Beyond ensuring that all students receive essential services fundamental to educational success, TUSD utilizes federal funds to supplement and enhance local priorities and initiatives funded with state funds, as reflected in the LCAP.

The LCAP goals developed through the process of analyzing stakeholder input, state and local assessments, and data on student needs are:

Goal #1 addresses pupil learning outcomes. TUSD will continue to develop and grow a rigorous academic program for all students and all subgroups to prepare them for college and career opportunities. Some actions to support goal #1 include offering AVID for EL students, increased MTSS staff to support timely student interventions, opportunities to participate in PSAT for all 11th-grade students, support AP testing participation for unduplicated students, an Intervention Coordinator who will help the coordination of district-wide efforts to develop systems and supports in response to unfinished learning needs, and curriculum and intervention TOSAs who will support TK-12 efforts in curriculum, district substitutes to support ongoing teacher professional development, and implementation of rigorous standards-based instruction/supplemental curriculum for students with unique learning needs.

Goal #2 addresses student engagement. TUSD is committed to supporting high student engagement and wellness levels by emphasizing strong student choice, parent involvement, and social-emotional support. Some actions to help goal #2 include programs and support for English learners, Mental Health Providers, counselors in support of unduplicated students, implementation of a district-wide Wellness Curriculum and professional development for teachers to support implementation, and professional learning opportunities for teachers, which will include focus areas of Rigorous Curriculum Design, Science-Based Reading Instruction, and Trauma-informed practices, community liaisons and interpreters to increase parent engagement, and elementary music program for all 3-5 grade students.

Goal #3 addresses the conditions of learning. TUSD will continue to be a highly functional organization and will provide vital essential services, including highly qualified teachers, safe and updated facilities, instructional materials, and other services to support student learning. Some actions to help goal #3 include expanding school and classroom library resources, student attendance/engagement support staff, and kinder-aide support.

Goal #4 addresses the needs of students with disabilities. TUSD will continue to provide a rigorous and appropriate academic program for all students with disabilities to prepare them for college and career opportunities. Further actions to support goal #4 include support personnel to support teachers on inclusive schooling, paraeducator staff, and support staff trained to help schools meet our special education students' unique needs.

TUSD is committed to providing all students with a high-quality base program designed to maximize student achievement in the core content areas through engaging instructional strategies enhanced by technology. The alignment of the goals, actions, and allocation of resources outlined in the LCAP secure the appropriate use of supplemental federal funds.

Stakeholder groups, including DELAC, Parent Advisory, Teacher Advisory, TEA, CSEA, Coordinating Council, Special Ed Advisory, and student groups, were consulted to elicit their input regarding making decisions about LCAP and federal funds. Stakeholders evaluated the progress made towards goals using collected stakeholder data, student performance data on local assessments, and reflections to determine appropriate next steps reflected in the LCAP goals.

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.

TUSD is committed to providing all students with a high-quality base program designed to maximize student achievement in the core content areas through engaging instructional strategies enhanced by technology. Federal funds are directed to support further the achievement of all unduplicated student subgroups, at-risk students, and, when necessary, students with unique needs.

Based on the collective experience in the District, as evidenced by the consistent performance and growth of all students and unduplicated students, we believe this to be the most effective use of funding. Funding for these services is principally directed toward our unduplicated student groups.

The planned services for these students are effective. They contribute significantly to the strong outcomes suggested in the California Dashboard, including the graduation rate, English learner progress, and percentage of graduates meeting UC/CSU requirements.

The graduation rate continues to be a strong indicator of success for all students.

2022 CALIFORNIA DASHBOARD INDICATORS

ELA CA Dashboard Indicator reports that the ALL student group is 20.4 points above standard, which earned the LEA an overall performance level of "High". In addition to the performance of all students, the CA Dashboard reported data for all significant subgroups, which is presented below:

Very High Performance Level in ELA: Asian, Filipino, Two or More Races

High Performance Level in ELA: Pacific Islander, White

Medium Performance Level in ELA: No Student Groups

Low Performance Level in ELA: African American, English Learners, Hispanic, Socioeconomically Disadvantaged

Very Low Performance Level in ELA: Foster Youth, Homeless, Students with Disabilities

In analyzing the performance of all significant subgroups, the four subgroups with the greatest achievement gaps based on the ELA Dashboard Indicator are Foster Youth, Homeless, English Learners, and Students with disabilities.

MATH CA Dashboard Indicator reports that the ALL student group is 11.6 points below standard, which earned the LEA an overall performance level of "Medium." In addition to the performance of all students, the CA Dashboard reported data for all significant subgroups, which is presented below:

Very High Performance Level in Math: Asian, Two or More Races

High Performance Level in Math: Filipino, White

Medium Performance Level in Math: No Student Groups

Low Performance Level in Math: African American, English Learners, Foster Youth, Hispanic, Pacific Islander, Socioeconomically Disadvantaged

Very Low Performance Level in Math: Homeless, Students with Disabilities

In analyzing the performance of all significant subgroups, the four subgroups with the greatest achievement gaps based on the Math Dashboard Indicator are Foster Youth, Homeless, English Learners, and Students with disabilities.

CA Dashboard Indicator for College and Career was not reported in 2022. However, in 2021 TUSD had 61.6% prepared.

CA Dashboard Indicator for Grad Rate 2022 was reported as "Very High," with an overall graduation rate of 96.2% of all students who graduated. Below is a breakdown of cohort graduation rates by significant subgroups (30 or more students identified within a subgroup):

Student Group	Graduation Rate
All Students	96.2%
English Learners	89.2%
Foster Youth	76.9%
Homeless	92.9%
SED	95.5%
SWD	84.6%
African American	88.8%
Filipino	94.3%
Two or More Races	96%
Asian	98.1%
Hispanic	96%

White 95.7%

CA Dashboard English Learner Progress Indicator reports that 50.3% of English Learners in TUSD are progressing toward English language proficiency, and 79.4% of English Learners maintained their ELPI level or progressed by 1 level. TUSD EL Learners performed above the county and state EL Learner performance average.

2022 CCI Indicator was not available on the CA Dashboard

2022 CTE Pathway Completion

All Students - 10.7%

English Learners - 7.1%

SED - 26%

SWD - 12%

Foster Youth - 0 %

Homeless - 1.3%

2021-2022 A-G Completion (All Student and subgroup % of the All Student Total. For example, 19.3% of the All Students % were EL)

All Students: 64.4%

Economically Disadvantaged: 48.0%

English Learners: 20.4%

Students with Disabilities: 21.9%

Foster Youth: 20.0%

2022-2023 English Learner Progress

English Learners: 17.0%

FEP Students: 21.5%

Students Redesignated FEP*: 8%

State Redesignated Rate: *%

After careful performance data analysis and program effectiveness, TUSD continues to find a positive correlation between its strong base program and the utilization of supplemental funding to target the needs of our English language learners, low socioeconomic students, and students with disabilities.

Our supplemental English/Language Arts services illustrate effectiveness for our unduplicated students. TUSD students of low SES outperform peers countywide in ELA measured by the CAASPP. We are optimistic that the following enhancements of supplemental services supported through the LCAP plan/funding will continue to illustrate effective intervention supports for our targeted population of unduplicated students and SWD.

The following outlines the alignment between LCAP initiatives and TUSD's use of federal funding:

Title I, Part A

Tustin Unified School District disperses the Title I allocation to the individual school sites through a formula based on a percentage of students qualifying for free and reduced lunch. The school sites are responsible for designing instructional support for socio-economically disadvantaged students. Each school's Single Plan for Student Achievement includes these goals, actions, and supports. The following are some of the LCAP initiatives and activities providing a broader context for the use of TUSD's Title I federal funding:

1. Teachers on Special Assignment to focus on Multi-Tiered Systems of Support (MTSS) at Title I schools to increase Tier 2 interventions in English Language Arts and Mathematics.
2. Additional support staff (certificated/classified) is funded through Title I monies to support the dual immersion program, language acquisition/EL, and literacy initiatives at Title I schools and school-wide efforts around supporting unduplicated student needs.
3. Full-time district and site-level social workers and mental health staff. The social worker is responsible for providing students, families, site-level community liaisons, and schools with resources to support our low-income students' poverty, homelessness, and mental health challenges.
4. Supplemental funds allocation to school sites to provide targeted programs and tools to support interventions for unduplicated students' social-emotional, behavioral, and academic needs.

Title II, Part A

Title II funds supplement professional development for teachers and school leaders to ensure low-income and minority students have greater access to effective educators. The following are some of the LCAP initiatives and actions providing a broader context for the use of TUSD's Title II, Part A federal funding:

1. Teacher professional development opportunities provided to teachers specific to the needs of their learners.
2. Teachers on Special Assignment (TOSAs), ILT Teachers, and MTSS Teachers plan, design, and coordinate efforts to support the professional development of teachers determined by the percentage of English learners and low socio-economic schools. These educators attend specialized training in the core program, and services are specific to the needs of at-risk, low-income, and minority students.
3. Through a coaching model, teams of teachers will receive differentiation training to support the academic needs of students struggling with skills and concept understanding across content areas.
4. Focused professional development, building capacity in teachers and administrators to address identified achievement gaps for unduplicated and at-risk students, new teacher training, and training to develop best practices for underperforming subgroups in TUSD.

Title III

Title III funds supplement English language development and academic achievement for ELs. The following are some of the LCAP initiatives and actions providing a broader context for the use of TUSD's Title III federal funding:

1. Language Academies for teachers are offered to increase teacher understanding of ELD standards, effective instructional practices, and assessment tools to monitor the progress of EL students.
2. EL TOSAs and Site-based ILT/MTSS Teachers support the work of EL learners through modeling integrated language lessons and designing instruction with teachers to meet the language needs of EL learners.
3. TOSAs are funded using Title III funds to support teachers in implementing EL lessons and curriculum design, including developing integrated and designated instructional groups.
4. EL para-educators who will work with Newcomer and EL students to support language acquisition and access to CORE content within the classroom setting.

Title IV

Title IV funds are designed to increase capacity to provide all students with access to a well-rounded education, improve student learning conditions, and improve the technology used to enhance all students' academic achievement and digital literacy. The following are some of the LCAP initiatives and actions providing a broader context for the use of TUSD's Title IV federal funding:

1. Hiring of district-level Counselors on Special Assignment to support site-based Counselors in the implementation of the MTSS system of support.
2. Purchase various data and student learning management platforms that support student engagement.
3. Purchase of technology enhances students' use of technology and promotes parent involvement at all levels.
4. Purchase of software and programs to increase capacity to provide all students with access to a well-rounded education, improve student learning conditions, and improve the technology used to enhance all students' academic achievement and digital literacy.

Services will be improved and increased in the following areas: intervention supports, social-emotional support, parent engagement opportunities, and additional services to target underperforming subgroups based on multiple metrics. Actions in these supplemental services are fiscally supported with Title I, Title II, Title III, and Title IV allocations. School site goals mirror district goals. Each school's Single Plan for Student Achievement clearly outlines all actions, strategies, services, and supports.

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(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

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

The criteria utilized to determine the criteria used to select schools as eligible for Title 1, Part A, mirrors the CDE guidance.

The purpose of an SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

A school may operate an SWP if:

The school's LEA determines that the school serves an eligible attendance area or is a participating school under Section 1113 of the Elementary and Secondary Education Act; and For the initial year of the schoolwide program:

The school serves a school attendance area in which not less than 40 percent of the children are from low-income families; or

Not less than 40 percent of the children enrolled in the school are from low-income families (34 CFR 200.25[b][1]; Every Student Succeeds Act (ESSA) Section 1114[a][1][A]).

A school that serves an eligible school attendance area in which less than 40 percent of the children are from low-income families or a school for which less than 40 percent of the children enrolled in the school are from such families may operate a schoolwide program under this section if the school receives a waiver from the State educational agency to do so after taking into account how a schoolwide program will best serve the needs of the students in the school served in improving academic achievement and other factors (ESSA Section 1114[a][1][B]).

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) – *Not Applicable to Charters and Single School Districts.*

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.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDE's website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Tustin Unified School District hires highly qualified teachers to work with all students and continues to closely support and monitor high-quality teaching staff at all of our schools. On the TUSD Annual SARC for 2022-23, TUSD reported 5.2% misassigned overall, 0% misassigned for EL, and 0.9% ineffective. Based on an analysis of site-by-site data, the data does not result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

These disparities will be addressed by implementing targeted professional development and increasing personnel and curriculum resources and tools to build overall site capacity to meet the needs of low-income and minority students.

TUSD will continue to identify and address any disparities that result in low-income and minority students being taught at higher rates than other students by ineffective or misassigned teachers.

TUSD proactively ensures teachers at high-impact EL and low socioeconomically status schools are supported with additional TOSA instructional support, ILTs, MTSS teachers, MTSS support staff, and resources to improve instructional practices. Instructional ILTs and MTSS teachers are provided to all Title I schools to support the academic achievement of at-risk and unduplicated pupils. The site-based ILT/MTSS team is engaged with classroom teachers to improve tiered instructional practices and school-wide interventions. District TOSAs provide all schools with professional development, curriculum resources, and assessments to support student achievement and teacher implementation of instructional shifts.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

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

The Tustin Unified School District has longstanding systems in place for stakeholder engagement. These systems ensure that all required educational partners are engaged in developing district plans. These systems include but are not limited to:

- District Superintendent's Parent Advisory Committee
- District Coordinating Council - PTA/PTO
- Special Education Community Advisory
- District ELAC Committee
- School Site Council Committees
- School English Learner Advisory Committees
- Annual Survey Efforts: LCAP, Title 1, EL Needs Assessment, Annual Parent Survey
- TUSD Board Meetings

During the LCAP engagement process, TUSD also communicated the alignment of the significant initiatives/requirements, such as the CARES, ESSER, LCAP, and programs included in the LCAP Federal Addendum. This process has always aimed to carefully align related initiatives into a cohesive message so stakeholders understand the overarching outcomes stemming from the LCAP.

The district and school sites implement the development of a Title 1 Parent Involvement Policy. Sites annually review their Title 1 Parent Involvement Policies, and the district Parental Involvement Board Policy and Regulations BP 6020 and AR 6020, which include the Title I Parent Involvement Policy, are reviewed every two years. The Title 1 Parent Involvement policy was reviewed most recently upon collecting Title 1 Parent Survey feedback. There were no recommended changes to the Board of Education, and the updated policy was adopted on June 18, 2020. The policies will be reviewed again in 2023, with data gathered from the 2022-23 Parent Surveys.

Additionally, the LEA plans to include stakeholders of the identified ATSI and CSI schools in alignment with the SSC and SPSA timeline and process. Stakeholders were welcomed and engaged in the process of the CSI plan developed through the School Site Council Meetings, ELAC Meetings, and school leadership meetings with staff. The district also held a staff team meeting to discuss CSI and gather feedback on the actions the site Administrator and leadership developed as actions to address root causes.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in

how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))

5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The TUSD Board Policy 6020 and Administrative Regulation 6020 contain components of the parent involvement policy that is annually distributed and revised (if needed). Annually, all Title I schools work with parents and community stakeholders to develop a home-school compact that outlines engagement commitments between schools and parents. The compact's joint development requires that parties identify needs and actions to increase parental engagement and adult learning opportunities.

All Title I schools are provided with a Community School Specialist and a school community liaison to support the design, implementation, and evaluation of student support and parent and family engagement. Each Title I school is allocated monies to offer meaningful opportunities for family engagement activities ranging from celebrations of student success, family nights, guest speakers, and institutes to further parent understandings of the educational system.

High schools have a Social Worker who supports identifying local school resources to increase parent and family engagement. The social worker supports family engagement while providing staff learning opportunities to improve their abilities and understanding of parents as equal partners.

The Office of Language Acquisition (OLA) supports schools with interpreters to reduce the language barrier for parents accessing and understanding the educational system. OLA also provides translation services for all written correspondence to increase parents' understanding of programs, meetings, and activities.

The LCAP Stakeholder engagement process includes involvement by all school sites through parent representation in the DELAC, Coordinating Council, Special Education Community Advisory, and Superintendent Parent Advisory.

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.

Tustin Unified School District believes that implementing Title I should strategically upgrade the entire education program, mainly focusing on closing the achievement gap. Closing the gap is essential in the LEAs strategic plan and the LCAP. All schools in TUSD operate under a School-Wide Program.

Under the Title 1 Program, the Educational Services Department has hired staff and liaisons to provide assistance and expertise to schools to support their neglected and delinquent children. Additionally, the school site community specialists coordinate resources provided to students and families through outside agencies that offer this support regardless of school Title I designation. The Student Services department and site-based community liaisons work closely with local foster youth and group homes throughout the school district and surrounding communities to ensure student access and support.

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:

Tustin Unified School District does not have any schools operating as a targeted assistance school program.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Homeless children and youth are supported through the efforts of the Student Services Department. Our Homeless Youth Liaison works closely with our district counselors, site-based Social workers, community liaisons, Community School Specialists, and additional counselors. The team coordinates support, monitoring, and intervention of student enrollment, attendance, and overall academic and social success. The district utilizes Title I funding to hire counselors and other staff to address the specific needs of homeless students.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), 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.

Tustin Unified School District offers half-day Kindergarten Readiness preschool programs for preschool children. The Kindergarten Readiness Academy classes are located on the campuses of Beswick, Estock, Guin Foss, Heideman, Heritage (STEAM preschool program), Ladera, Nelson, Sycamore (Dual Immersion), and Tustin Ranch Elementary schools. Children who turn three or four years old by December 1 of the current school year and live within the District boundaries have priority for enrollment. Classes are free for families, but they must qualify for the program based on their family size and income. Classes for students are accessible to those families who meet the State's income guidelines. There are no fees for State Preschool services for families. Priority for admission is given to families whose income qualifies for the program and who live within the attendance boundaries of the nine campuses.

For families that don't meet the State's income qualifications, TUSD offers fee-based preschool classes. These tuition-based classes are offered on the campuses of Myford, Hicks Canyon, and Heritage. Myford and Hicks Canyon offer full-day options for families needing full-day care. The class at Hicks Canyon is available for families who only want a part-day option.

The mission of the Kindergarten Readiness Academy is to provide developmentally appropriate activities to enhance each child's intellectual, language, social-emotional, academic, and physical development and to prepare children to enter kindergarten with the skills needed to be successful. The Kindergarten Readiness classes strive to provide each child with a developmentally, linguistically, and culturally appropriate program while giving them the academic skills they need to succeed in kindergarten.

Transitional Kindergarten (TK) classes are available for students who turn 5 years old between September 2 and April 2 of the current school year. TK is offered at various elementary sites throughout the district. After-school care is available at all TK school sites to provide additional child-care options for families.

Families are given choices between PK and TK, as well as parent choice to transfer to alternate school sites. All student data is entered into the District's AERIS database to transition the students from their early learning programs to the local elementary school. Additionally, PK and TK programs work closely with the special education department to ensure students receive support services at the earliest point possible.

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:

To ensure a smooth transition to middle school, all 5th graders attend a welcome to 6th grade orientation day before starting at their newly enrolled schools. The middle school counseling staff and administrators visit each elementary school to review course offerings and to share the registration process. A parent preview night is also offered to share programs and academic advice and to encourage parent involvement.

9th-grade students entering high school also experience a school tour day before the start of school. The freshman also participates in Link Crew as transition support to connect them with students and provide ongoing support throughout their high school journey. Parents are also invited to attend High School Information Sessions, where administrators and staff welcome new parents and share about special programs and course offerings.

All high school students participate in College and Career Readiness instruction and activities to promote and coordinate the transition from 12th grade to post-secondary education. All high schools communicate the various pathways they offer and host college fairs, workshops, and visits from multiple post-secondary institutions. All high schools offer dual enrollment with local community colleges. All high schools maintain a college and career center with a full-time counselor to support students in identifying their interests, skills, and plans after graduation.

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:

The Tustin Unified School District Gifted and Talented Education Program provide students with a differentiated core curriculum designed to give depth and complexity in thinking and opportunities for novelty and in-depth research while nurturing their social and emotional well-being. The purpose is to provide gifted and talented students with an instructional program that meets their unique and diverse educational needs. Instructional support for gifted learners is based on current research and best practice in gifted education. It offers the necessary challenge for talented students to reach their fullest potential. A three-year GATE certification program is provided to all teachers K-8, and gifted students must be with teachers who are in the process or have completed the GATE certification program.

Schools are assisted in identifying gifted students through a district-wide screening process facilitated by GATE Leader Teachers and a district GATE TOSA.

In the 2023-24 school year, TUSD will continue universal screening of K-2 grade students for Advanced Primary Learners (APL). The Advanced Primary Learner (APL) program addresses the needs of primary students who have demonstrated advanced and potentially gifted capabilities in the first through third grades. The APL program is the foundation for recognizing and meeting the needs of early advanced and possibly talented students without the pressures of completing formal GATE testing. APL is an essential component of the district's current GATE Program. It recognizes potentially gifted and advanced learners in their early years, thus allowing teachers to begin challenging them appropriately while building a healthy continuum of rigor and growth. Students who qualify for the APL program are clustered into groups within their classroom and receive a differentiated curriculum that provides challenging and advanced opportunities. APL teachers are trained to use various strategies designed to meet advanced primary and potentially gifted students' unique academic and social/emotional needs. GATE-trained teachers teach APL students. A variety of multiple informal measures will be used to determine eligibility.

The Tustin Unified School District GATE Program aims to provide gifted and talented students with an instructional program that meets their unique and diverse educational needs. In the 2023-24 school year, TUSD will continue universal screening of grade 3 students for Gifted and Talented Education (GATE). Universal screening is the best practice for identification to cast a wide net to increase representation. The screening for GATE will be done in two stages. In stage one, all grade 3 students will take a cognitive abilities assessment in the fall. Students who perform well on the cognitive abilities assessment will move to stage two. In stage two, academic data, performance on critical thinking work samples, and teacher feedback will be used to identify students for eligibility. Parents may opt their child out of GATE screening.

At each school, the principal monitors the program, provides leadership, and maintains support for GATE teachers. The District GATE office monitors and provides the implementation of the program and ongoing teacher GATE training. The district also assists schools with identifying potential GATE students, district-wide differentiation training, and curriculum development and facilitates parent education.

School libraries are supported through LCAP funding, which provides a per-pupil allocation to purchase library books to enhance the library program at every school library. At the district level, a Library Services Specialist supports the coordination of school site library media technicians, who work with teachers and staff to determine the appropriate book selections for their site.

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:

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:

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:

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.

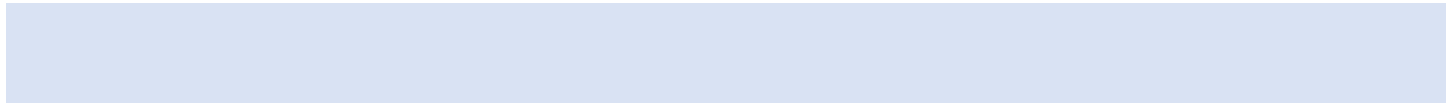
THIS ESSA PROVISION IS ADDRESSED BELOW:

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:

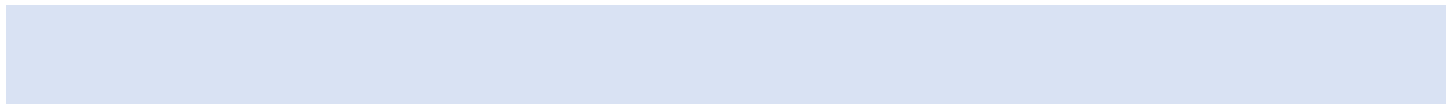


Social, Health, and Other Services

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:



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:

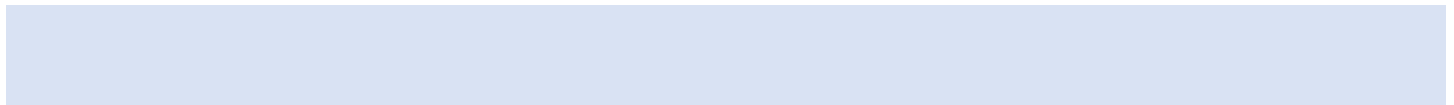


Parent and Family Involvement

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:



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:

[Redacted area]

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:

[Redacted area]

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:

[Redacted area]

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:

[Redacted area]

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:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Tustin Unified School District offers its employees a professional development program for teachers and targeted learning opportunities for staff. Classroom teachers are provided opportunities to attend professional development during the summer and the academic school year on various instructional practices and initiatives to support their practices and improve student learning. Teachers can participate in multiple learning series and support sessions offered by fellow teachers, district TOSAs, or outside consultants at all schools. Throughout the year, elementary teachers receive district-wide professional development training in which they select a focus to study, practice, and refine their instructional delivery. Additionally, TUSD plans coordinated professional development based on data-driven identified needs for numerically significant student groups.

Teachers can earn certifications in Google Applications For Educators, Culturally Relevant Education, Gifted and Talented, and Language Acquisition. These certifications are offered after school and during the summer. Teachers who complete a capstone portfolio earn the certification.

All teachers are offered the opportunity to join a focused learning academy or community of practice. These opportunities offer teachers ongoing learning and study in a specific instructional strategy or curriculum focus.

School leaders receive monthly professional development during content and data-focused principal PLC meetings. Topics for administrators include evaluation, instructional leadership, instructional strategies, student achievement, ELD, cultural relevance, the curriculum in the CORE content areas, technology, and other topics as necessary based on program needs.

Classified employees are provided opportunities for professional development during summer or throughout the year. Sessions include inclusive schooling, active supervision, academic support, intervention programs, and safety training.

Both certified and classified employees interested in expanding their leadership and management opportunities are offered participation in the School Leadership Academy. Participants are provided insight into the roles and responsibilities of District level management and development opportunities to practice their leadership skills with support and feedback.

All professional development is carefully crafted to align with district initiatives and analyzed through surveys and student achievement data to determine the effectiveness and next steps.

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).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how 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 the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Actions and services funded out of Title II are allocated per pupil based on qualifying for free and reduced lunch status and/or being identified as an English learner. Most Title II resources fund our instructional coaches and teachers on special assignments, directly supporting the professional learning opportunities focused on serving underperforming subgroups. School sites receive varying levels of Title II support based on the percentage of socioeconomically disadvantaged and/or English learners.

District personnel works with stakeholders, including teachers, principals, specialized support personnel, post-secondary institutions, parents, and community partners, to prioritize using Title II funds. These groups of stakeholders assist in identifying and effectively identifying Title II-funded supports. Analysis of surveys and student achievement data guide decisions for future improvement activities.

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:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

The Tustin Unified School District utilizes a comprehensive system of assessments to evaluate program effectiveness and measure student performance. These assessments include formative, interim, and summative measures across various subjects and grade levels.

At the elementary level (grades TK-5), students are assessed in reading, writing, and mathematics through Local Assessments and State Assessments. Reading proficiency is evaluated through running records administered three times a year, while narrative writing assessments are conducted twice a year. In mathematics, students undergo an inventory skills test at the beginning of the year. Additionally, formative assessments are administered after each instructional unit to monitor student growth and response to instruction. All assessment data is conveniently stored in a data management system, facilitating analysis, intervention design, and monitoring.

For students in grades 6-12, formative, interim, and summative assessments are employed to measure learning across all content areas. Local Assessments are administered throughout these grades, while State Assessments are conducted in grades 6-8 and 11. Site-based formative assessments evaluate student progress in English, mathematics, and science. Following the administration of formative assessments, teachers calibrate and tailor instruction to meet individual student needs. The district data management system is utilized to analyze student performance, identify effective instructional strategies, and implement interventions that address achievement gaps.

All students and subgroups, including English Language (EL) learners, participate in district assessments, State Assessments, and the English Language Proficiency Assessments for California (ELPAC) if designated as EL learners. Ongoing and varied assessments provide teachers and school staff with multiple metrics to monitor progress in listening, speaking, reading, and writing. The data obtained from these assessments drives integrated and designated English Language Development (ELD) instruction.

To ensure instructional alignment and rigor, students in grades 3-8 and 11 participate in the CAASPP interim assessments in English Language Arts (ELA) and mathematics. Analysis of student performance informs instruction, measures progress, and equips students with the necessary tools and skills required for the CAASPP assessment.

Professional development, supported by Title II funds, is regularly revised based on analysis of assessment data and the instructional needs identified for students. This ensures that teachers receive targeted training that aligns with the specific needs of their students.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Tustin Unified School District offers its employees a robust professional development program that focuses on the needs of English Learners, Reclassified students, and Dual Immersion students. Teachers are offered self-guided, site-based, or district-level professional development. One example of a district-level program is Learning Series, designed to provide teachers with a year-long exploration and study in a specific instructional strategy or curriculum focus. Participating teachers receive opportunities to collaborate with colleagues and receive ongoing opportunities to reflect and refine implementation. Numerous opportunities include sessions on meeting the instructional needs of English Language learners.

One academy is specific to Culturally Relevant Education, focusing on the needs of English learners. The Language Academy is a two-year program designed to engage teachers in discussion, new learning, practice, and reflection about research-based pedagogies that support English learners. The academy session topics include comprehensive data reports, ELD proficiency levels, collaborative structures, culturally responsive teaching, academic discourse, language partnership plans, and digital storytelling. All participants must submit a portfolio of assignments and learning reflection logs.

TUSD values the coaching model for adult learning and professional development. English learner TOSAs work with teachers on lesson design, delivery, and assessment to support English language learners. These strategies effectively increase children's English language proficiency or substantially increase our teachers' subject matter knowledge, teaching knowledge, and skills in support of English Learners.

All professional development is carefully crafted to align with district initiatives and analyzed through surveys and student achievement data to determine the effectiveness and next steps.

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.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Tustin Unified School District offers all designated EL students opportunities for ELD Integrated/Designated instruction and Newcomer instructional programs at the elementary level and newcomer support sections at the middle and high school levels. These programs allow students to acclimate to the learning environment while acquiring the English language through targeted instruction by focusing primarily on language standards. Students in the newcomer classes demonstrate foundational English language acquisition and success in transitioning to a typical classroom with continued integrated and designated ELD support.

In addition to Newcomer programs, all Title 1 schools have Community Specialists and liaisons to support students and families with resources to support the immigrant family.

Title III Programs and Activities

ESSA SECTIONS 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.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Services for EL students are impactful and contribute significantly to the consistent outcomes suggested in the California Dashboard, including the graduation rate, English learner progress, and percentage of graduates meeting UC/CSU requirements.

The graduation rate continues to be a strong indicator of success for all students at 95.6%, EL students at 88.5%, and Socioeconomically Disadvantaged students at 94.5%. Compared to the prior year, the English learner grad rate held steady despite the pandemic impacts on learning loss. The percentage of graduates meeting a-g requirements illustrates successful programs of support.

Tustin Unified School District will continue to offer EL TOSAs to support instructional strategies, and intervention supports for our language learners. To broaden the scope of support for EL students, TUSD is offering and incentivizing teachers a Language Acquisition certification where classroom teachers will study language development, identify and implement effective language supports, and design units of instruction to meet the diverse needs of EL students in core content classrooms. Another layer of support that will be added to site EL programs is the addition of English Learner Para-Educators, who will directly provide instructional support to Newcomers and struggling EL students.

District-wide initiatives, such as implementing Designated and Integrated ELD and strategies like collaborative structures, will continue to align resources across the grades and content areas. TUSD annually provides teachers grades TK-12 with professional development and resources on ELD Standards, designated and integrated strategies, and collaborative structures designed for students to make meaning of content.

Professional development is provided to support the implementation of best practices to develop students' language skills. TUSD created a menu to give the teachers structures and protocols that support collaboration in reading, writing, listening, and speaking. Although the structures are domain-specific, the protocols integrate multiple skills from all domains.

Based on stakeholder surveys and input, it is apparent that district-wide initiatives aligning fiscal and human resources to help leverage program effectiveness for students are a priority. The district's English language advisory committee meets four times a year to evaluate English learner progress and assess program effectiveness. Stakeholders tasked district personnel with reporting student performance outcomes by English proficiency levels and core content areas. To accommodate the requests, English learners participate in district development checkpoints aligned to the ELPAC testing format to monitor listening, speaking, reading, and writing progress. Data from these assessments drive integrated and designated ELD instruction. TUSD strives to increase and improve the overall achievement of EL students in grades TK-12 and will support this goal with increased professional learning, focus on ELD standards, and parent engagement.

English Proficiency and Academic Achievement

ESSA SECTIONS 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.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Tustin Unified School District evaluates program effectiveness based on multiple measures of student performance on formative, interim, and summative assessments. Students are assessed in reading, writing, and mathematics at the elementary level. In reading, teachers administer running records three times a year. In writing, elementary students participate in on-demand writing assessments throughout the year. In mathematics, students are assessed at the beginning of the year with an inventory skills test. After each unit of instruction, unit tests and performance tasks are administered. All assessment data is housed in a data management system for ease of data analysis, intervention design, and monitoring.

Students in grades 6-12 participate in formative, interim, and summative assessments to measure student learning across all content areas. TUSD checkpoints evaluate student progress in critical reading and writing skills in English, mathematics, and science. Students are assessed twice a year on formative on-demand writing opportunities, requiring students to illustrate an understanding of standards-based skills in writing. After formative assessments are administered, teachers calibrate instructional practices to target student needs. After scoring, teachers utilize the district data management system to analyze student performance, identify instructional strategies, and implement necessary interventions to close the achievement gap.

English learners participate in district-wide assessments, state assessments, and the annual summative ELPAC to monitor listening, speaking, reading, and writing progress. Data from these assessments drive integrated and designated ELD instruction.

All assessments are analyzed through district data analysis protocols that require teachers and administrators to examine subgroups, including English learners.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

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.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title IV monies support TUSD students by funding staff, programs, and tools to support student wellness, student and parent engagement, and technology.

In Student Wellness, students' physical and mental health is addressed through programs developed at the district and site levels and supported by district Counselors on Special Assignments.

The COSAs directly support school counselors and community liaisons to coordinate resources for all students, including Foster Youth. The COSA also works closely with middle and high school counselors to help all students with MTSS academic and emotional support. Additionally, TUSD COSAs partner with our district Mental Health Team to coordinate and provide more targeted services for crisis response and mental health services to students in grades TK-12.

Expanding the work of our Counselors and Mental Health Professionals, TUSD also supports the implementation of Social Emotional Learning through curriculum and staff training. Some examples of these programs and supports are Wellness Champions (teacher leads) at the elementary level, wellness curriculum, participation in Stanford University's Challenge Success, and Capturing Kids Hearts.

The program that has shown a great impact is Challenge Success, which operates in our high schools and has been expanded to involve middle schools. The program helps school communities to identify systemic features of programs and policies that result in adverse mental health (unhealthy stress, depression, anxiety, cheating, and more). Once identified, the school's community, in partnership, works to revise, reduce or eliminate the programs, policies, and procedures to improve overall mental and physical well-being.

To support these types of programs, various data, technology, and curriculum tools will be purchased to support teachers, counselors, and administrators in monitoring student achievement in real time through the ease of building reports, documenting interventions, and highlighting opportunities to celebrate growth in a user-friendly format. Data collected from these programs support parent involvement and understanding of their child's progress.

In addition to student resources and teacher professional development, Title IV supports administrator professional development to ensure our schools provide well-rounded, safe, and healthy activities for our school communities.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]

The indicators or measures/data points used to examine needs for improvement are:

- CA Dashboard State and Local Indicators
- California Healthy Kids Survey for 6-12
- Counseling and Mental Health support data

What activities will be included within the support for a well-rounded education?

[Enter a description of which activities will be included within the support for a well-rounded education]

The main focus of Title IV Part A will be on supporting the social emotional learning and overall student wellness through developing district level and site level counseling support systems through our district COSAs. However, the LEA will consider purchases of technology platforms, programs, and tools based on student need and data.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the program activities will be evaluated to determine future program planning]

The activities funded through Title IV part A will be evaluated with the following indicators:

- LCAP parent and student surveys;
- California Healthy Kids Survey data;
- data on counseling supports and services provided;
- overall student achievement data in ELA and Math; and
- student engagement as monitored by Chronic Absenteeism on the California Dashboard

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]

The activities funded through Title IV part A will be evaluated with the following indicators:

- LCAP parent and student surveys;
- California Healthy Kids Survey data;
- data on counseling supports and services provided;
- overall student achievement data in ELA and Math; and
- student engagement as monitored by Chronic Absenteeism on the California Dashboard

What activities will be included within the support for safety and health of students?

[Enter a description of the activities to be included within the support for safety and health of students]

The main focus of Title IV Part A will be on supporting the social-emotional learning and overall student wellness through developing district level and site level counseling support systems through our district COSAs.

Social-emotional learning (SEL) and mental health supports play a critical role in promoting safe and healthy students, and have been shown to positively impact academic achievement. By prioritizing SEL, schools can create a safe and supportive environment for students, which fosters positive relationships and encourages students to feel connected to their school community. To monitor and identify needs the LEA gathers the following data points: LCAP Parent and Student Surveys, California Healthy Kids Survey Data, data on total number of counseling supports and services provided, and overall student achievement data.

Title IV will focus on building vital SEL programs and providing mental health support to help students cope with stressors and challenges that can impact their mental health and well-being. When students feel safe, supported, and connected, they are better equipped to focus on their academic goals and achieve success in the classroom. Research has consistently shown that students who receive SEL and mental health support tend to have higher academic achievement, improved attendance, and better overall well-being. Therefore, investing in SEL and mental health supports benefits individual students and contributes to the overall success of a school community.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the activities will be evaluated to determine future program planning]

The activities funded through Title IV part A will be evaluated with the following indicators:

- LCAP parent and student surveys;
- California Healthy Kids Survey data;
- data on counseling supports and services provided;
- overall student achievement data in ELA and Math; and
- student engagement as monitored by Chronic Absenteeism on the California Dashboard

The indicators will measure qualitative and quantitative points and will be used to modify overall program supports and goals.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

[Enter a description of which activities will be included within the support of effective use of technology]

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the activities will be evaluated to determine future program planning]

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

[Enter date of last conducted needs assessment]

5/11/2023

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
February 2022