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

School Year
2023-24

Date of Board Approval
June 27, 2024

LEA Name
Dinuba Unified School District

CDS Code:
54755310000000

Link to the LCAP:
(optional)

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.

Dinuba Unified uses federal funds to supplement and enhance actions and services funded with state funds. These supplemental services are designed to close the achievement gap and support all students, especially socio-economically disadvantaged students, in meeting challenging state academic standards, as reflected in our LCAP.

Title I
All schools in Dinuba Unified are schoolwide Title I schools. Services provided may include hourly intervention teachers, instructional coaches, para-professionals, pre-school services, summer school services, homeless support, academic field trips, instructional support teachers, extended learning activities, and counseling and focused Multi-tiered System of Support (MTSS) implementation. Because our data shows that socio-emotional challenges contribute to a lack of academic and general school success, Dinuba Unified is also enhancing socio-emotional support across the district. State funds (including Supplemental Grant Funds) provide 3 full time social workers. Title I funds support efforts to improve performance of low-income students and other students not meeting standards in ELA and math. Additional uses of Title I funding include funding parent involvement and education activities for parents whose children qualify for Title I services.

Title II
These funds provide curriculum and instruction support by helping to fund salaries and stipends for academic coaches and new teacher mentors. Professional learning in research-based strategies is provided through release time and stipends paid from Title II. Contracts with the Tulare County Office of Education for the services of the IMPACT Teacher Program are also funded with Title II funds.

Title III
These funds supplement and enhance English Learner programs, Academic Coaches, progress monitoring, professional learning, and instructional materials.

Title IV
These funds are combined with Title I funds to meet the needs of our socio-economically disadvantaged students, English Learners and students with special needs.

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.

Dinuba Unified will optimize the use of all federal funding to increase student achievement and close the achievement gaps between socio-economically disadvantaged students and other student groups. DUSD will use federal funds to supplement state and local dollars to strategically fund district priorities. The district shift to providing MTSS will include linking initiatives to optimize support for students and close achievement gaps.

LCAP actions are determined by needs assessments and data analysis aimed at isolating factors for poor performance. Educational Partners review data and develop action plans to address those needs. Educational Partner groups include parents, students, community members, staff members, and employee groups. Formal Educational Partner input and structure from high risk groups is ensured through the English Learner Advisory Committee (ELAC) the District English Learner Advisory Committee (DELAC), and the School Site Council (SSC). Monitoring metrics are found throughout the LCAP attached to each of the six major goals. Once needs are identified, qualifying funding is assigned to carry out the action. Federal funding is placed alongside state funding to enhance various actions.

The district supplements the regular school day ELA and Math instruction by offering after school interventions and the support of Instructional Support Teachers at all elementary sites. Title I funds supplement state and local funds in supporting the Instructional Support Teachers. Sites use Title I funding to provide increased after school intervention

opportunities for students not meeting grade level mastery of CCSS. The Middle School and High School also utilize Title I funds to support their after-school intervention programs. Increased services for English Learners include primary language aides in the mainstream classroom to assist elementary students access core content areas. At the middle school level the primary language aides attend math and science courses with students to provide translations when needed.

Academic Coaches are multi-funded, using federal, state and local funds.

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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.

DUSD selects schools eligible for Title I funding based on the percentage of students in the school attendance area who qualify for free and reduced price meals (FRPM). All schools within DUSD are identified as Title I schools.

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 CDEs 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:

Dinuba Unified is committed to ensuring that all of our teachers are effective, experienced, and appropriately credentialed. At this time, approximately 95.2% of our teachers are appropriately credentialed, and approximately 94.6% are appropriately assigned based on their credentials. New hires are subject to a rigorous screening process and are monitored to ensure that every teacher is highly trained and appropriately credentialed. A mentoring program builds the skill and knowledge of new teachers, and highly trained academic coaches support teachers at Title I schools.

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	An ineffective teacher is any of the following: • 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. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	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: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
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.

Dinuba Unified will offer parent involvement activities at all school sites. Schools identified as CSI will jointly develop their improvement plans with input from parents, and specifically the School Site Council and ELAC. Each school site has developed their parent and family engagement policy with their School Site Council. These policies are distributed at the beginning of each school year. All parents are invited to parent/teacher conferences each year. At this time parents are given information regarding State academic standards and what they can do to help support their child.

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:

District and school staff value parent engagement.The Dinuba Unified Parent Involvement Policy was developed in partnership with the District Advisory Committee and District English Learners Committee and approved by the Board of Education. DUSD routinely invites parents to participate in school and district-led learning opportunities to enhance their understanding of State academic standards, State and local academic assessments, college and career information, and how to partner with the school to improve their child's achievement. These include parent literacy and education programs, Technology Use, our student information system (Power School), School Nights, Open House and Parent Conferences, Math Nights, Budget Standards Committee, District Advisory Committee (DAC), DELAC, PTA; Migrant PAC; SSC and ELAC, etc.

Blackboard Connect messages are sent out in English and Spanish, and all written communication is sent in both languages. Community liaisons assist parents in navigating the school system. Translators attend all parent nights and parent conferences or IEP meetings at which translation is necessary. All school sites provide multiple opportunities for parents to participate and become involved in their child's academic progress: Back-to-School Nights, Parent-Teacher Conferences, PowerSchool (SIS) access, assemblies, classroom volunteers, field trip chaperones, and advisory committee participation are just a few of the opportunities parents have to become involved.

Community Liaisons are provided with specific professional development on how to increase parent participation and engagement.

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.

Title I funds and services are provided at each school site within Dinuba Unified. Typical services would include instructional assistants, before or after school interventions, supplemental materials to support English Language Arts and/or Math, and staff development activities (including site academic coaches) to help support at-risk students.

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:

Dinuba Unified currently has 1 school identified as an ATSI school and 1 school identified as CSI. The district is working with these schools to adjust schedules, review CAASPP scores, and make decisions based on available data. Site and District leadership will partner with the School Site Council (SSC) and ELAC at each site to conduct a needs assessment to identify specific areas of weakness. Upon reviewing achievement data, the group will jointly devise an improvement plan based on research-based strategies for improvement.

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:

DUSD supports the needs of our homeless youth through the use of Title I funds. District Social Workers and the case manager assist students and families with referrals to social services, school supplies, housing, food, transportation, medical services, and more. Goal 3 in the DUSD LCAP addresses learning supports and school connections for homeless and foster youth.

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.

N/A

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:

Outreach is done with local pre-schools within the DUSD boundaries to inform them of Transitional and Kindergarten registration events.

High School staff work closely with middle school staff to prepare students for transition to the high school. High school counselors visit the middle school each spring to present information to students regarding enrollment, registration and the overall high school program. A student/parent showcase night is also held at the high school to provide parents and students an opportunity visit classrooms, explore various pathways and ask questions about the high school program.

The district college and career coordinator works closely with high school staff to establish connections with Reedley College and ensure that students have access to dual enrollment and concurrent enrollment programs. The coordinator also works closely with VROP to ensure that students have opportunities to participate in high school for programs that transfer to college programs.

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:

Federal, State and Local funds have been identified to support library services throughout the district. LCAP funds support 1 Library Media Teacher who serves the entire school community by supporting staff through the creation of materials and providing professional development, hosting events for parents and students, and creating a culture around reading. This person is key in providing access and opportunity to digital and print resources for research and inquiry for students who may not have the access to these resources or materials at home. This person is also instrumental in developing skills around the ethical use of sources, previously published research and the creation/dissemination of research. The district librarian also provides support and leadership to the site Library Technicians. Sites allocate LCFF funds as well as Federal Title I dollars to support the expansion of library collections and meet the needs of their diverse learners.

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

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:

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.

New teachers and their designated mentor meet on a regular basis and attend regular district led meetings which focuses on new teacher induction. The mentor/mentee program provides new teachers with both direct access to informal mentoring and professional learning in offerings designed to strengthen the skills of teacher-leader mentors alongside their new teacher mentees. In addition to the opportunity to be a mentor, teacher and principal professional learning opportunities are offered, including topics such as leveraging technology, formative assessments, MTSS, Universal Design for Learning, NGSS, language arts, mathematics, history/social science, and cultural proficiency.

In addition, all new administrators are eligible for the CASC Mentor Program that provides personal, one-on-one support in curriculum, instruction, and other areas of leadership. New administrators also benefit from a district mentor to help coach, train, and guide them through their first year. Growth and improvement from professional learning experiences are measured and monitored through the use of a standardized survey provided at trainings and through various feedback tools including implementations surveys including the implementation survey used for the district reflection tools for California Dashboard Priority 2. In addition, directors, coaches and principals use informal classroom observations and student academic achievement to measure growth and improvement.

Survey and observation data analysis helps to identify areas for adjustment and growth. Directors and coaches hold collaboration meetings bimonthly to evaluate disaggregated student data, survey data, plan, and adjust professional learning offerings.

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:

Most Title II funds are centralized and are used for multi-funded academic coaches and provide district-led professional learning opportunities for teachers and administrators. Coach positions are multi-funded using Title II, Title I, and with state supplemental dollars as they coordinate the implementation of standards-based instruction and support site leaders and teachers in delivery of differentiated, culturally responsive instruction for diverse learners including English Learners, Students with Disabilities, Low Income students, and Foster and Homeless Youth. Directors and coaches provide direct services to schools with the highest percentage of children counted under Section 1124(c).

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.

DUSD's Assistant Superintendent of Curriculum and Instruction reviews data on a regular basis. After this data analysis, decisions are made to revise and improve instruction and programs that support the academic, social-emotional, and behavioral outcomes for all students. The Director and coaches plan, implement, and support classroom teachers as well as provide professional learning opportunities.

Using a standardized teacher and principal survey provided at trainings, various feedback tools, the LCAP survey, implementations surveys, and the implementation survey used for the district reflection tools for California State Priority 2, the district uses Educational Partner input to update and improve Title II Part A-funded activities. Survey and observation data analysis helps to identify areas for adjustment and growth. Directors and principals hold collaboration meetings bimonthly to evaluate disaggregated student data, survey data, plan, and adjust professional learning offerings. Based on needs, coaches provide paraprofessional and parent trainings. District directors consult with principals monthly, and consult with parents through LCAP meetings.

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:

One District EL Coordinator and one ELD coach partner with Curriculum and Instruction to provide district-wide training and communication at each site throughout the year. Dinuba Unified will ensure that administrators, teachers, paraprofessionals, counselors, and other appropriate staff members receive sufficient professional staff development on specific English Learner topics to increase their knowledge and skills in meeting the diagnosed needs of English Learners and the needs of our teachers, administrators and staff. Professional learning will include: (1) specific training for classroom teachers to use the district adopted core curriculum for designated ELD, MTSS at all grade spans, and utilizing the ELD/ELA standards for planning instruction (2) classroom coaching and support by district teacher specialists, (3) training to administer ELD monitoring assessments and modify instruction based on results, (4) training to use English Language Proficiency Assessments for California (ELPAC) results to improve instruction, (5) coaching in Systematic ELD for K-5 classroom teachers, Integrated and Designated ELD (K-12), (6) collaboration time for teachers to consider student needs, share effective strategies and plan instructional modifications, as needed, and (7) training for principals to use the State Standards, 2012 English Language Development Standards and the CA English Learner Roadmap to support best practices in ELD instruction at their schools sites. Professional learning opportunities will be ongoing by integrating instructional strategies to support English Learner students into all standards-based professional learning opportunities including core adoption implementations, formative assessment trainings, and regularly scheduled principal collaboration meetings.

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:

Title III Part A funds support immigrant students and their parents by providing supplemental materials and supplies that assist them in accessing core curriculum, acquire English proficiency and access the educational system. Educational technology has been purchased for ESL classes as well as translation devices used to improve communication between school staff and parents. A curriculum has been purchased to support "newcomer" students in the early stages of English Language Development.

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:

Dinuba Unified will provide high quality language instruction that supplement the core based on scientifically-based research. The model for English Language Development instruction in DUSD is based on the recommendations found in the CDE ELA and ELD Framework and the California English Learner Roadmap: DUSD EL instruction is rooted in the five key themes of ELA/Literacy and ELD Instruction in the ELA/ELD Framework: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills. Effective ELD instruction is consistent and comprehensive, which includes integrated and designated ELD instruction. Integrated ELD instruction occurs throughout the school day in every subject area by every teacher who has an EL student in the classroom. The ELD, ELA/Literacy and other content standards are used in tandem to ensure students strengthen their abilities to use academic English as they learn content through English.

Designated ELD is provided to ELs during a protected time in the regular school day. The CA ELD standards are used to build into and from content instruction to build critical language that English Learners need to meet the challenging state academic standards. In addition, DUSD utilizes the principles found in the 2018 CA English Learner Roadmap to provide an environment for EL instruction that demonstrates the understanding that simultaneously developing English Learners' linguistic and academic capacities is a shared responsibility of all educators, and that all levels of the schooling system have a role to play in ensuring the access and achievement of our English Learners.

The ELD Academic Coaches provide professional development to cohorts of teachers in the implementation of units of study focused on the ELD standards. Cohorts meet regularly to review units of study and to review assessment data.

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:

English Learners in DUSD receive high quality ELD instruction in all of our English Learner program models until they demonstrate proficiency in English language and academic skills and are ready to be reclassified. In addition, English

Learners participate in core grade level curriculum through course offerings and differentiation strategies to support access to the curriculum and academic language to meet the challenging State academic standards. To ensure progress in achieving English proficiency and meeting state academic standards, DUSD focuses on research based materials, program evaluation and program monitoring.

Teachers provide comprehensive ELD, which includes integrated and designated ELD. ELD materials are evidence-based.

Program Evaluation for Site Accountability: Each English Learner is assessed with the ELPAC for annual growth. The results of this assessment are reviewed at the individual, grade level, school and district level to make instructional modifications as needed. In addition, the results of the Equity Report, specifically the English Learner Progress Indicator, area used to monitor areas of strength and potential growth. Formative assessments and Walkthrough observations are used on a routine basis by site and district staff to evaluate and report on the full implementation of the ELD program at each school site.

The DUSD English Learner Master Plan has systems in place to assist administrators and teachers in the ongoing monitoring of our English Learners' success. Results are reviewed with site principals as part of an ongoing data cycle.

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, Part A, Student Support and Academic Enrichment Grant funding will be used to implement a program to supplement existing evidence-based activities and provide additional supports to address all three authorized areas to provide students with access to a well-rounded education, improve school conditions for student learning, and support the effective use of technology to improve the academic achievement and digital literacy of all students. The funds will be provided on a district-wide basis but principally directed to the schools with the greatest need. Funds will be directed to supplement existing well-rounded curriculum development, provide intervention services for identified students, and increase STEM, art, music, or PE. Activities may also include expanding access to college and career guidance and counseling, social emotional learning (SEL), and dual or concurrent enrollment. Funds will be utilized to support safe and healthy students. This may be accomplished by providing additional counseling and psychologist support to provide comprehensive school mental health, drug and violence prevention, and training on trauma-informed practices.

DUSD will continue to consult with Educational Partners to evaluate and improve the programs implemented. DUSD will evaluate need on a periodic basis and review areas of improvement based on results on the California Dashboard and other indicators. The LEA will develop a process to "monitor implementation, collect information on how the activities are working, to ensure continuous improvement, including plans for data collection, analysis, and/or evaluation to examine performance against well-defined and measurable goals". The LEA will not exceed the allowable 2% of funds for administrative costs to provide support for the program.

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.

Many of the data metrics within the LCAP Goal 1 were used to measure and provide data points. Esamples of these metrics would include CAASPP assessment results for ELA and Math as well as local benchmarks in ELA and Math. Early Assessment Program results, AP exam pass rates,and A-G completion rates.

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

Typical services would include instructional assistants, before or after school interventions, supplemental materials to support English Language Arts and/or Math, and staff development activities (including site academic coaches) to help support at-risk students. Additional actions would include summer school, parent involvement activities as well as district-wide professional development.

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?

The metrics indicated above will be used to evaluate the progress and effectiveness in these areas, as well as to inform next steps for improvement.

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.

Data metrics within DUSD's LCAP Goals 2 and 3 will be used to measure and provide data points for safe and healthy students. Specifically from Goals 2 and 3, the California Healthy Kids Survey (CHKS) pertaining to the questions about students feeling safe at school and whether students feel they have a clean and safe school environment provide information in this area. Metrics from Goal 3 would include suspension and expulsion data, discipline referral data, as well as Learning, Guidance and Student Support services Center Referral data and whether parents chose to participate in support from the center.

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

As indicated in the LCAP, the district will continue to make any repairs related to safety, update facilities, and install and maintain security camera on campuses. New drug prevention curriculum is being researched for purchase.

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?

The metrics indicated above will be used to evaluate the progress and effectiveness in these areas, as well as to inform next steps for improvement.

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.

Clever usage statistics help the district to identify technology resources that are being autotelic across the district. A class Walkthrough tool which is aligned to the district's Digital Learning Plan and grade level expectations provides additional information for planning and implementation. Focus groups with Site Technology Specialists, work with our Tulare County Office of Education consultants, as well as information gained from site academic coaches round out other ways that data is collected.

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])

Ongoing professional development by Tulare County Office of Education, the district librarian, and the Ed Tech Director is provided throughout the year.Site Technology Specialist also assist with helping teachers navigate technology resources.

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?

The metrics indicated above will be used to evaluate the progress and effectiveness in these areas, as well as to inform next steps for improvement.

- 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:

June 2024