

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

School Year

2024-2025

Date of Board Approval

LEA Name

Lakeside Union School District

CDS Code:

15-63552-0000000

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.

STRATEGY

The district's commitment to monitoring progress as we move forward with the implementation of our Local Control Accountability (LCAP) is a high priority for our School Board, staff, families and educational partners. We have built clear goals for continuous improvement and raised the bar for all students and staff. The LUSD LCAP, in coordination with our LCAP Federal Addendum, reflects the responsibility of our entire school system and all of its stakeholders to ensure each and every student succeeds. Our strategic coordination within and between the district office and both school sites and the alignment of federal resources is built into the goals and metrics of our LCAP.

Within the LCAP we have provided identifiable ways to measure our success on each of our goals and actions/services. All of the work represents ongoing improvement efforts and initiatives that are aligned to the goals of the district and represents our action for delivering on each of these. As we implement this plan, we will hold regular "check-ins" with the community, staff and our School Board to monitor whether our actions/services are moving us toward our goals, or whether we need to amend certain elements to ensure student success.

Our district works to meet the needs of all students, taking into account both academic and behavioral concerns. Our 2024 LCAP is built with three overarching goals. Each goal has actions/services that are structured through our development of a multi-tiered system of supports model which organizes initiatives as part of our core programs.

- GOAL 1 - To ensure that every student receives high-quality instruction tailored to their individual needs, fostering academic excellence and maximizing achievement across all grade levels and subject areas.
- GOAL 2 - To foster a safe and supportive learning environment for our Low-income, foster youth, and English Learners (ELs), we employ a range of support systems aimed at enhancing parent involvement, student engagement, and overall school climate for all students.
- GOAL 3 - To enhance the conditions of learning, we prioritize recruiting and retaining qualified teachers and implementing standards-aligned curriculum while providing clean and safe facilities.

Key LCAP features include:

- Build a multi-tiered system of support for all students; specifically for underserved student groups.
- Counseling services to provide support for students with emotional and behavioral needs.
- Provide evidence based intervention based on our districts universal assessment tools in early literacy and math.
- Continue training and monitoring the full implementation of Positive Behavior Interventions and Supports.

RATIONALE FOR FEDERAL FUNDS

LUSD will use federal funds in conjunction with state supplemental funds to enhance the actions/services within our multi-tiered system of supports to provide strategic and intensive interventions in support of the needs of underperforming student groups, such as Low Income, English Learner, Foster Youth, Student with Disabilities, Two or More Races and African Americans. With that in mind, our student needs are identified using state and local standardized assessments linking students with a variety of supports based on those needs.

The Every Student Succeeds Act (ESSA) requires the California Department of Education (CDE) to determine school eligibility for Additional Targeted Support and Improvement (ATSI) based on the criteria in California's ESSA State Plan. Lakeside School has been identified for ATSI in 2023 because the African American, Students With Disabilities (SWD), Two or More Races student group meets the criteria for the 2022-2023 school year. Donald E. Suburu School has been identified for ATSI in 2023 because the African American, American Asian and Students with Disabilities (SWD) student group meets the criteria for the 2022-2023 school year. Both Lakeside School and Donald E. Suburu School will revise the School Plan for Student Achievement to improve student outcomes, specifically for the their student groups who are struggling. Based on state and local indicators, the district intends to take the following steps:

- Teachers will increase their capacity through professional learning opportunities analyzing informal and formal assessments. See LCAP Goal 1
- Maintain universal assessment tools for early literacy and math: ie Dynamic Indicator of Basic Early Literacy Skills (DIBELS), Renaissance STAR Early Literacy, STAR Reading and STAR Math. See LCAP Goal 1
- The District will continue to implement a Multi-tiered System of Supports (MTSS) framework at school sites to offer universal supports for all students and tiered interventions for students who are struggling academically, socially and/or emotionally, with a focus on the following student groups: African Americans, Students with Disabilities, American Asian, Two or More Races, low income, and English Learners. See LCAP Goal 2
- The District will continue to provide a school-wide PBIS multi-tiered social culture and behavior support system promoting a positive and engaging learning environment for all students. See LCAP Goal 2
- The District will continue to maintain two counselors that provides counseling at both school sites. See LCAP Goal 2
- The district will provide staff, evidence based professional development to support student learning enabling all students, especially Students with Disabilities, English Learners, low income and foster youth, access to the Common Core State Standards. See LCAP Goal 1 & 3
- Proceed with the Continuous Improvement Process to cultivate collaborative cultures, produce strong groups and individuals, develop internal accountability, and be responsible within our system.

County Offices of Education are required to utilize the California School Dashboard to determine school district eligibility and provide technical assistance (differentiated assistance) to any school district that qualifies. Lakeside School meets the eligibility criteria for Additional Targeted Support Improvement: Student with Disabilities. Below are the California School Dashboard 2023 results for student groups in Red or Orange.

Lakeside Union School District California School Dashboard 2023

Academic Performance

English Language Arts

- All Students: Orange
- English Learners: Orange
- Socioeconomically Disadvantaged: Orange
- Students with Disabilities: Red
- African American: Red
- Hispanic: Orange
- Two or more Races: Orange

Mathematics

- All Students: Orange
- English Learners: Red
- Socioeconomically Disadvantaged: Orange
- Students with Disabilities: Red
- African American: Red
- Hispanic: Orange
- Two or more Races: Red

Chronic Absenteeism

- Foster Youth: Orange
- Homeless: Orange
- Students with Disabilities: Orange
- African American: Orange
- Two or more Races: Orange
- Asian: Orange

Suspension Rates

- All Students: Red
- English Learners: Red
- Foster Youth: Red
- Socioeconomically Disadvantaged: Orange
- Students with Disabilities: Red

- African American: Red
- Asian: Orange
- Hispanic: Red
- Two or more Races: red

Donald E. Suburu School California School Dashboard 2023

Academic Performance

English Language Arts

- All Students: Orange
- English Learners: Orange
- Socioeconomically Disadvantaged: Orange
- Students with Disabilities: Red
- Hispanic: Orange

Mathematics

- All Students: Orange
- Socioeconomically Disadvantaged: Orange
- Students with Disabilities: Red
- Hispanic: Orange

Chronic Absenteeism

- Students with Disabilities: Red
- African American: Red
- Asian: Red
- White: Orange
- Two or More Races: Orange

Suspension Rates

- Asian: Orange

Lakeside Elementary California School Dashboard 2023

Academic Performance

English Language Arts

- All Students: Orange
- English Learners: Red
- Socioeconomically Disadvantaged: Orange
- Students with Disabilities: Red
- Hispanic: Orange
- White: Orange

Mathematics

- All Students: Red
- English Learners: Red
- Socioeconomically Disadvantaged: Orange
- Students with Disabilities: Red
- Hispanic: Red

Suspension Rates

- All Students: Red
- English Learners: Red
- Socioeconomically Disadvantaged: Red
- Students with Disabilities: Red
- African American: Red
- Hispanic: Red
- White: Red
- Two or More Races: Red

SELECTED FEDERAL FUNDS

These funds address Greatest Needs toward LCAP Goals.

- Title I, Part A: Improving Basic Programs (LCAP Goal 1)
- Title II, Part A: Supporting Effective Instruction (LCAP Goal 1, 2)
- Title III, Part A: Language Instruction for English Learners and Immigrant Students (LCAP Goal 1)
- Title IV, Part A: Student Support and Academic Enrichment Grants (LCAP Goal 3)

Our LCAP is intended to be a living document. Federal funds are reviewed with our District English Language Advisory Committee (DELAC), LCAP Advisory Committee and our School Site Council Teams at each site each year along with feedback shared through each school site's Annual English Language Advisory Committee (ELAC) Needs Assessment. The district reports to the school board regarding the Consolidated Application for federal funds each school year.

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.

LUSD's LCAP actions/services are determined by needs assessments and data analysis targeted at low-performance needs. Our stakeholders include parents, students, community members, and staff members who review data and help develop actions/services to address those needs. Our School Site Council Teams & our English Learner Advisory Committee at each site, in addition to our District English Learner Advisory Committee provide valuable input for our high-risk groups.

Once a need is identified, qualifying funding is assigned to support our LCAP's actions/services. Federal funding is placed alongside state funding to enhance various actions/services using our LCAP and our Consolidated Application. Our district will leverage federal funds by coordinating grant spending to support LCAP actions/services that drive performance and improve outcomes for all students, especially our underserved student groups. Following is a framework for coordinated spending, with actions/services funded by state and local funds, aligned with federal funded programs.

Step 1 – Assess Needs & Identify Priorities

- Identify barriers to increase student achievement, and implement actions/services to address those specific needs.
- Prioritize needs, set SMART Goals.
- Identify and include all stakeholders who should be involved in the decision-making process (academic staff, teachers, parents, etc.)

Step 2 – Identify Components and Costs of LCAP Actions/Services

- Utilize federal dollars to enhance actions/services.

Step 3 – Identify Federal Grants

- Determine which federal dollars can enhance LCAP actions/services. Federal requirements will be reviewed when determining if a specific federal grant can support a specific cost.

Step 4 – Determine if Costs are Necessary & Reasonable

- Any cost charged to federal programs must be necessary for the performance or administration of the program. The cost must also be reasonable in light of the amount of money being spent and the needs of our students.

Step 5 – Verify Consistency with LCAP

- Ensure cost is consistent with Lakeside School's eligibility for Additional Targeted Support and Improvement (TSAI) efforts and the LCAP.
- District will review our LCAP to ensure alignment and to identify any areas where duplication may exist.

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.

Both school sites in the Lakeside Union School District (LUSD) meet the eligibility criteria to receive Title I, Part A federal dollars determined by student enrollment of Free and Reduced-Price Meal with LUSD at 64.84% with school sites; Lakeside School at 59.81% and Donald E. Suburu School at 69.43% as certified in Consolidated Application February 2024.

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:

Although we have 0.7% out-of-field teachers, 1.4% interns, and 6.3% ineffective teachers according to DataQuest CDE 2021-2022, this is currently not an issue in our district. Nearly all of our student populations are low-income and/or minority students. Through heterogeneous groupings and intentional teacher placement, we ensure there is no disparity in low-income and/or minority students being taught at a higher rate than other students by ineffective, inexperienced, or out-of-field teachers.

Should this become an issue, we will address it by working with our county office and our administrative team to continue grouping students heterogeneously across various academic and demographic dimensions. We will also ensure the distribution of our effective and experienced teachers throughout our student population. Professional development is an ongoing commitment for all teachers in our district, with specific support provided for struggling teachers, particularly those who teach low-income and/or minority students.

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
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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 <i>California Code of Regulations</i>, 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.

At our School Site Council (SSC) meetings, we create and refine our Parent Involvement Policy to ensure active and meaningful engagement of parents and family members. Here's how we address the requirements outlined in ESSA Section 1116:

Parent and Family Engagement Policy:

Our policy is developed jointly with parents during SSC meetings and distributed to all parents and family members of participating children to ensure they are fully informed.

Assistance to Parents:

We offer workshops on State academic standards, assessments, and monitoring child progress. These sessions help parents collaborate with educators to improve their children's achievement.

Materials and Training:

We provide literacy workshops, technology training, and other resources to help parents support their children's academic success.

Educating Staff:

We train teachers and staff, with parents' help, on effective communication and partnership strategies to strengthen home-school connections.

Coordination with Other Programs:

Our parent involvement programs are integrated with other Federal, State, and local programs, including public preschool programs, to support active parental participation.

Communication:

We ensure all information is provided in accessible formats and languages to accommodate parents with limited English proficiency, disabilities, or those who are migratory.

Support for Parental Involvement:

We offer reasonable support based on parental feedback to enhance involvement in educational programs.

Opportunities for Informed Participation:

We provide accessible formats and languages for information and school reports to ensure all parents can participate meaningfully.

Alignment with LCAP:

Our efforts align with the Local Control and Accountability Plan (LCAP) to ensure consistency with district goals and active parental involvement in decision-making.

By embedding these practices into our SSC meetings and ongoing activities, we aim to create a supportive environment that values and leverages parental involvement for student success.

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:

LUSD strives to involve parents and families in multiple ways, aligning the parent involvement required in Section 1116 with the LCAP educational partner engagement process. Here's how we ensure this alignment:

School Site Councils and Advisory Committees:

Both school sites have robust School Site Councils (SSC) and English Learner Advisory Committees (ELAC), as well as a District English Learner Advisory Committee (DELAC). These bodies provide input, direction, and leadership on key school decisions, including parent engagement and the LCAP.

Surveys:

We survey our parents twice a year, mid-year and at the end of the year, to collect additional information and feedback. This data helps inform both the LCAP and our parent involvement strategies under Section 1116.

Parent Volunteer System:

We have a parent volunteer system that allows families to volunteer their time in various capacities throughout the year. We recognize and award families for their school involvement, fostering a sense of community and engagement.

Forums and Workshops:

LUSD believes in enhancing relationships through forums and workshops for parents, covering topics such as literacy support, state standards, and using technology. These forums are designed to empower parents and align with the goals of the LCAP.

Title I Annual Meetings:

Both school sites meet the eligibility to receive Title I funds and hold an annual meeting to inform parents and families of their school's participation and requirements under Title I. These meetings are part of our broader engagement strategy and align with LCAP goals.

Flexible Meeting Times and Translation Services:

We offer flexible times for parent meetings and provide translation services when needed to ensure all families can participate. This inclusivity supports our LCAP goal of broad and equitable engagement.

Parent/School Compacts:

Both Title I schools create Parent/School Compacts with their families, outlining shared responsibilities for student achievement. These compacts are reviewed and updated with parent input, ensuring alignment with both Section 1116 requirements and LCAP objectives.

Training for Administrative Teams:

Our administrative teams receive training and support on planning and implementing effective parent involvement activities. This professional development ensures that our engagement strategies are aligned with the LCAP and meet federal requirements.

Through these comprehensive efforts, LUSD ensures that parent involvement under Section 1116 is effectively aligned with the LCAP educational partner engagement process, promoting a collaborative and inclusive approach to student success.

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.

Not applicable

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:

LUSD has only two school sites, both of which are identified as Title I schools. Each operates a Schoolwide Program and complies with all state and federal requirements, including the Parent/School Compact, Parent Involvement Policy, and Annual Title I meeting. To identify and support the students most in need of targeted assistance, we utilize a comprehensive assessment plan that incorporates multiple measures, ensuring that decisions to allocate Title I funds are tied to improving student outcomes.

Needs Assessment:

Each Title I school conducts a thorough needs assessment, outlining methods and instructional strategies designed to strengthen the academic program. This assessment helps us determine how best to increase the amount and quality of learning time, provide enriched and accelerated curriculum, and address the needs of students at risk of not meeting academic standards.

Multiple Measures for Identification:

We use a variety of assessments to identify students most in need of services:

Annual state assessments

Quarterly benchmark assessments

Tri-annual Dynamic Indicator of Basic Literacy Skills (DIBELS)

Tri-annual Renaissance Star Reading assessments

School-wide Strategies:

To support identified students, our schools implement several strategies, including:

Protected Intervention Time: A dedicated time block in the school schedule for targeted interventions.

Counselor Services: Access to counseling to support students' academic and emotional needs.

Highly Qualified Paraprofessionals: Additional instructional support provided by skilled paraprofessionals.

Supplemental Resources: Extra materials and resources to support learning.

Professional Development: Ongoing training for teachers and staff on evidence-based strategies.

Collaborative Planning: Regular time for teachers to collaborate and plan effective interventions.

Consultation and Collaboration:

Teachers, school leaders, parents, administrators, paraprofessionals, and specialized instructional support personnel work together to identify eligible children. This collaborative approach ensures that all perspectives are considered, and the most effective strategies are implemented to support students.

By employing these comprehensive strategies and fostering a collaborative environment, LUSD ensures that students most in need of services under Section 1115 receive the support they require to succeed academically.

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:

All staff at LUSD are committed to providing a safe, nurturing, and academically rich environment for every child, especially those who are homeless. Here's how we support the enrollment, attendance, and success of homeless children and youths, in coordination with the McKinney-Vento Homeless Assistance Act:

Enrollment Process:

Office staff are trained annually to ensure that homeless children and youths experience a seamless and positive enrollment process.

We prioritize immediate enrollment and work to remove any barriers that may prevent homeless students from enrolling promptly.

Counseling and Support Services:

A full-time Pupil Personnel Services-Credentialed counselor serves and supports homeless children and youths at both school sites.

The Student Services Department provides direct services to ensure the educational needs of homeless students are met.

Educational Support:

Coordination with teachers and school leaders to provide targeted academic support.

Provision of school supplies, clothing, and personal hygiene supplies to ensure students have the necessary materials for school.

Mental Health and Well-being:

Collaboration with community-based organizations to provide academic counseling and mental health services.

Referrals to low or no-cost medical, dental, and vision services to address health needs.

Basic Needs and Resources:

Access to food resources, including ensuring eligibility for free school lunches.

Provision of free school bus transportation to ensure consistent attendance.

Referral to housing resources to support the stability of homeless families.

Community and District Coordination:

Integration of services with community organizations to offer comprehensive support.

Regularly updated referrals and connections to external resources to provide holistic support for homeless students and their families.

Parental Involvement:

Engagement with parents and guardians of homeless students to keep them informed and involved in their child's education.

Assistance in navigating and accessing resources that support the family's overall well-being.

Through these dedicated efforts, LUSD ensures that homeless children and youths receive the necessary support to succeed academically and socially, in alignment with Section 1113(c)(3)(A) and the McKinney-Vento Homeless Assistance Act.

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.

To support, coordinate, and integrate services with early childhood education programs, LUSD collaborates with local early childhood education providers to align goals and share resources. We develop comprehensive transition plans that include orientation sessions and classroom visits to familiarize children and their families with elementary schools.

Regular communication with early childhood educators helps us understand the needs and strengths of incoming students. We provide support services such as counseling, academic assistance, and family engagement activities to ensure a smooth transition. Progress is monitored using entry-level assessments, allowing us to adjust our support as needed. Families are actively involved through workshops and information sessions to help them support their child's transition. These strategies ensure a seamless and supportive transition for children moving from early childhood education programs to elementary schools, promoting their long-term success.

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:

One of our school sites offers Transitional Kindergarten benefiting our younger students to be better prepared for Kindergarten and beyond. Kindergarten Teachers provide a Get Ready, Set, Go Program the week before school starts to help our new students and families better prepare their child to transition to Kindergarten. We provide an annual field trip every May for our fifth grade students to explore our middle school campus, meet middle school staff and discuss expectations with our eighth grade student leaders.

Our district, along with our partnering high school, hosts parent education nights about high school expectations and college readiness in order to assist parents in supporting their child's future. We also provide childcare to families in attendance and translation. Our administrative team meets with our partnering high school throughout the year to strengthen our transition plan for our 8th graders to high school.

Articulation meetings are held for all incoming students with an IEP before transitioning to a new site to ensure their needs are addressed and supported and they are placed in appropriate classes/courses.

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:

LUSD provides funding through the LCAP to enhance effective school library programs that empower the development of digital literacy skills and academic achievement. Our 1st through 8th-grade students are one to one with technology devices and provide all students in Transitional Kindergarten and Kindergarten a class set of technology devices (Goal 3 Action 1 and Goal 1 Action 2). The on-going collaboration between teachers and librarians will support our students to stay informed of ever-changing technology skills. To ensure students are mastering the skills necessary to effectively use technology as a tool for learning, LUSD staff has developed a TK-8 technology scope and sequence.

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:

LUSD does not receive Title I, Part D funds.

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:

LUSD does not receive Title I, Part D funds.

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:

LUSD does not receive Title I, Part D funds.

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:

LUSD does not receive Title I, Part D funds.

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:

LUSD does not receive Title I, Part D funds.

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:

LUSD does not receive Title I, Part D funds.

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:

LUSD does not receive Title I, Part D funds.

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:

LUSD does not receive Title I, Part D funds.

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:

LUSD does not receive Title I, Part D funds.

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:

LUSD does not receive Title I, Part D funds.

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:

LUSD does not receive Title I, Part D funds.

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:

LUSD does not receive Title I, Part D funds.

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.

All staff, including teachers, paraprofessionals, and administrators, stay current with evolving state standards and evidence-based practices through on-site and off-site professional development (LCAP Goal 1 Action 1-4, Goal 3 Action 1, 2 & 4). For example, our district-wide professional development includes social-emotional training that focuses on suicide prevention and building healthy teacher-student relationships. The District will continue to implement a Multi-tiered System of Supports (MTSS) framework at school sites to provide universal supports for all students and tiered interventions for those struggling academically, socially, and/or emotionally. This approach particularly focuses on African Americans, Students with Disabilities, low-income students, and English Learners. The MTSS framework includes evidence-based practices such as positive behavior supports, social-emotional learning, and restorative practices (LCAP Goal 2 Action 1). Additionally, professional learning for staff will focus on English Language Development (ELD) standards for designated and integrated ELD, implementing effective evidence-based instructional strategies for English learners across all curricular areas (LCAP Goal 1 Action 4).

To further develop the sharing of best practices, both site administrators and classroom teachers have established classroom visits using the Instructional Rounds protocol. Our teachers also have opportunities to serve as leaders by mentoring teaching staff, serving as grade-level or department chairs, and participating in site and district committee initiatives and priorities. Finally, our administrative team meets with the superintendent monthly to review student data based on our LCAP goals and schedule professional development according to the needs of our students and staff.

After each professional development session, all attendees complete a feedback survey for continuous improvement. This feedback is vital in supporting all student groups, especially those identified as needing support per the California School Dashboard.

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:

Conducting several public meetings with various educational partner groups has ensured that all segments of our community are represented. These meetings allowed for multiple voices and perspectives to be considered in drafting our LCAP. This inclusive approach enabled LCAP committee members to provide more thoughtful and engaged input when developing our plan.

Therefore, funding is prioritized by analyzing data using multiple measures to identify specific programs and resources that align with our LCAP and address individual student needs (LCAP Goal 1 Action 1, 2 & 4). The baseline of tiered supports is defined by our unduplicated count of high-needs students at each school site, with additional needs addressed through the Single Plan for Student Achievement. LUSD allocates resources to develop a stronger, differentiated professional development scope and sequence throughout the year, providing more evidence-based structures for interventions for low-income students, English learners, foster youth, and underperforming students. For instance, the District will continue to maintain two counselors who provide counseling at both school sites. The District Counselor will help students overcome problems that impede learning, assist in educational and personal adjustment, perform Risk Assessments, and offer guidance with outside counseling services (LCAP Goal 2 Action 1 & 3).

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.

LUSD continues to actively enhance the use of data to conduct meaningful analysis of school data, supported by a district-wide data platform that allows users to utilize and share data, including district standards-aligned assessments (LCAP Goal 1 Action 1, 2 & 3). We have expanded our array of monitoring metrics in both our LCAP and each site's Single Plan for Student Achievement on a bi-monthly basis to assist in identifying needs, allocating resources, and evaluating program effectiveness. Teachers and administrators participate in weekly professional learning committees to analyze student data from formative and summative assessments and to plan accordingly. This expanded yet focused approach is critical for informing the development of our Multi-Tiered System of Supports (MTSS), providing social-emotional and academic support across tiers for our struggling students.

Our primary goal is to monitor and provide support leading to student success. Therefore, the evolution of our data practices continues to supply essential student information to ensure their achievement. LUSD also dedicates four full days each school year following our quarterly district benchmarks in English Language Arts and Mathematics for teachers and administrators to analyze data and develop action plans to meet all student needs. School site and district walkthroughs focus on areas highlighted during these sessions to further support all staff in meeting our student needs. Collection of additional data, such as staff, parent/family, and student surveys conducted each semester, allows us to appropriately allocate funding to address program gaps.

Data is regularly reported semi-annually or more frequently to our educational partners, including employee groups, governing board, parents, and the community. Disaggregated data is analyzed to guide responsible resource allocation, ensuring safe, productive learning environments and optimizing overall educator effectiveness.

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:

LUSD offers on-site and off-site professional development to teachers, paraprofessionals, and administrators, focusing specifically on evidence-based instructional practices to support English Learners (EL). This includes strategies such as tiered vocabulary, discussion stems, sentence frames, and engagement techniques. We are dedicated to ensuring that all ELs have access to intellectually and visually rich, comprehensive curriculum aligned with challenging state grade-level standards. Each school site employs a designated and integrated English Language Development (ELD) teacher who meets state qualifications to instruct ELs. Our ELD Coordinator facilitates EL success on both campuses, overseeing ELPAC testing and parent communication.

Both school sites have active School Site Councils, EL Advisory Committees (ELAC), and the District English Learner Advisory Committee (DELAC), which provide input and leadership on key school decisions, including professional development. Our ELD/RtI Coordinator delivers evidence-based instructional practices through professional development sessions with staff and parents, as well as supporting teachers through classroom visits. Our ELD Coordinator manages all EL records and oversees the reclassification and monitoring process. These supports, and the associated funding, go beyond existing LCFF and Title I funds allocated to this population.

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:

Each school site offers an online supplemental curriculum tailored for our immigrant children and youth, aimed at enhancing their academic language skills. This includes programs like Amplify Reading, Star Reading, and StaFall. Data from these programs is reviewed at each quarterly academic benchmark to monitor the progress of migrant students. If improvement is not observed, additional support is provided, and parents/guardians are kept informed.

Administration regularly reviews migrant student data and shares findings with School Site Council members, EL Advisory Committees (ELAC), and the District English Learner Advisory Committee (DELAC) throughout the school year.

In addition to our staff support, our district collaborates with the Kern County Superintendent of Schools to offer further assistance to our immigrant students and their families.

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:

Our English Learners (ELs) receive 200 minutes of designated English Language Development (ELD) per week. Staff delivering designated ELD are trained and receive additional support from our ELD Coordinator to adapt curriculum and instruction to meet the needs of EL students. Designated ELD offers consistent, systematic instruction to support ELs in acquiring English language skills. These intervention programs are grounded in research-based best practices and include small group instruction, evidence-based instructional materials, high academic expectations, and a clear academic focus. We monitor at-risk ELs to prevent long-term EL status, with careful design and planning that establishes clearly defined needs and goals.

In addition to the core English Language Arts/English Language Development adopted curriculum, our teachers have access to various supplemental supports to assist ELs in achieving English proficiency, such as Amplify, Read Naturally, and ABC Reading. Our EL monitoring process ensures that each EL and Re-designated Fluent English Proficient (RFEP) student is monitored for academic success by our ELD Coordinator, who communicates with staff and parents on a quarterly basis.

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:

LUSD provides continuous professional development to support English Language Learners and the implementation of our ELD programs. Our administration, supervised by the Assistant Superintendent and Superintendent, ensures that ELs show improvement throughout the school year. Progress, achievement, and programs for English Learners are specifically included in evaluation meetings and visits.

Our dedicated staff ensures that English Learners achieve English proficiency by providing additional support throughout their daily instruction. The English Language Development Coordinator monitors all English Learners monthly and follows RFEPs for four years after their re-designation. Long Term English Learners (LTELs) and RFEPs receive interventions based on their needs.

Monitoring is crucial to supporting our ELs in achieving English proficiency. This includes collaborating with site leaders to implement interventions for LTELs and incorporating an Academic Language Development period during the school day at both elementary and middle school levels. Our School Site Council members, EL Advisory Committee (ELAC), and District English Learner Advisory Committee (DELAC) are updated quarterly with data on EL academics and English proficiency.

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:

LUSD has collaborated with the Kern County Superintendent of Schools to support the holistic well-being of students, promoting safety and health. Many students have faced challenges to their mental health and well-being during the pandemic, necessitating additional support. There has also been a growing need for early intervention in all academic areas among students.

Support for these needs will be provided through our district's partnership with the Kern County Superintendent of Schools. Since the pandemic, we have adopted a one-to-one student/Chromebook ratio for grades 1st through 8th.

Implementing an age-appropriate digital citizenship program will further support students in using technology safely and effectively. These initiatives will be monitored monthly by grade levels, site administration, and our District Technology Director. Ongoing monitoring, including staff, student, and parent surveys, as well as formative and summative assessments, will provide valuable information for our next steps.

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.

We utilized our chronic absenteeism rate, attendance rate, counselor meetings, and educational input to inform our strategies and ensure comprehensive support for our students' success.

2023 CA School Dashboard: Chronic Absenteeism

-District: All Students 35.7% Yellow

-Lakeside School: All Students 32.8% Yellow

-Donald E. Suburu School: All Students 37.3% Yellow

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

To support a well-rounded education, we will utilize registered nurses, health technicians, counselors, and school psychologists to assist with reducing chronic absenteeism rates. These professionals will provide targeted interventions, health services, counseling, and psychological support to address the underlying issues contributing to absenteeism and promote overall student well-being.

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 effectiveness of the strategies and activities funded under Title IV, Part A will be evaluated using surveys and chronic absenteeism rates. These measures will help us assess the impact of our initiatives and identify areas 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.

2023 CA School Dashboard: Chronic Absenteeism

-District: All Students 35.7% Yellow

-Lakeside School: All Students 32.8% Yellow

-Donald E. Suburu School: All Students 37.3% Yellow

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

To support safety and health of students, we will utilize registered nurses, health technicians, counselors, and school psychologists to assist with reducing chronic absenteeism rates. These professionals will provide targeted interventions, health services, counseling, and psychological support to address the underlying issues contributing to absenteeism and promote overall student safety and health.

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 effectiveness of the strategies and activities funded under Title IV, Part A will be evaluated using surveys and chronic absenteeism rates. These measures will help us assess the impact of our initiatives and identify areas 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.

Not applicable

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])

Not applicable

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?

Not applicable

- 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:

2023/2024 school year

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