

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

School Year

2025

Date of Board Approval

June 18, 2025

LEA Name

Liberty Union High School District

CDS Code:

07-61721-0000000

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.

Through a strategic planning process involving a variety of stakeholder groups, the Liberty Union High School District developed a mission statement and 3 goals which impel the work of our organization:

Mission

The Liberty Union High School District is committed to focusing its resources on the achievement of academic and personal success for all students. Schools will develop students' ability to think critically, make rational decisions, communicate effectively and act responsibly. Schools will provide a safe and personalized environment, value diversity and collaboration, and encourage respect for others and self. Multiple avenues will be provided to assure all students master a basic core of knowledge, become a productive community member, and succeed in our global society.

Goal 1: The Liberty Union High School District (LUHSD) will provide a physically and emotionally supportive school environment which supports student learning by:

- A. Providing a safe, secure, updated, clean environment,
- B. Creating opportunities to incorporate best practices and program successes,
- C. Fostering an atmosphere of respect and civility among all students, and
- D. Aligning operating budget to the LUHSD Strategic Plan and the goals outlined in the LCAP.

Goal 2: The Liberty Union High School District will prepare students for career and college by providing a rigorous and stimulating curriculum and instructional program by:

- A. Meeting state and federal accountability measures.
- B. Demonstrating student proficiency in all content standards.
- C. Increasing percentage of students who are college ready and UC/CSU eligible.
- D. Providing relevant curriculum, and instruction to expand, enrich, and support career opportunities.

Goal 3: The Liberty Union High School District recognizes the need for stakeholder involvement by:

- A. Enhancing communication, partnerships, and collaboration among staff, parents, and students.
- B. Expanding parent involvement.
- C. Increasing communication and collaboration with our business and community organizations.

The goals of the district are aligned with the 8 State Priorities, and LUHSD has adopted them as the goals for its LCAP. Major priority areas of the LCAP include academic achievement, college and career readiness, graduation rates, reduction of chronic absenteeism, English Learner progress, and the reduction of suspension and expulsion rates. To support these goals for all students, the district provides a variety of actions and services, including:

- Facilities Improvements (to provide state of the art learning environments)
- Textbooks aligned to the Common Core State Standards in ELA/ELD, mathematics, and history and science aligned to the Next Generation Science Standards
- Technology (infrastructure, hardware, software, and IT support)
- Professional Development
- Parent Education programs

Significant actions and services are principally directed toward low-income students, English Learners, foster youth, and homeless students, including:

- 3 Targeted Assistance Counselors
- A District Diversity Coordinator
- Intervention Classes including Read 180, Math 180, math support classes, and English 3D EL Academic Support
- 3 Study Hall Teachers
- Homework Help program
- Supplemental textbooks
- SAT Prep classes
- PUSH classes to help targeted students graduate UC/CSU eligible
- English Learner Parent Liaisons
- School Psychologists

- Mental Health counseling interns
- Attendance Recognition Programs
- Diversity Training for administrators and certificated staff

Federal Title I funds are used to provide targeted supplemental academic support to low achieving students. Some examples include:

- Tutorial Support classes for Title I students
- Supplemental Instructional Supplies
- Professional Development and consultants providing PD to teachers and administrators

Federal Title II funds are used in recruiting, preparing, training and developing teachers and school and district administrators. Some examples include:

- A Beginning Teacher Support and Assessment Induction Program
- Professional Development and consultants providing PD to teachers and administrators

Federal Title III funds are used to provide supplemental services that improve the English language proficiency and academic achievement of ELs, including through the provision of language instruction educational programs and activities that increase the knowledge and skills of teachers who serve ELs. Some examples include:

- An Instructional Aide who works exclusively with ELs
- Supplemental Instructional Materials
- English Learner software

Federal Title IV funds are used to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology to improve the academic achievement and digital literacy of all students. Some examples include:

- Staff development related to Equity in Grading facilitated by Joe Feldman
- Professional Development and consultants facilitated by Solution Tree for teachers and administrators
- Social Emotional Learning professional development for teachers
- Technology tools to support student engagement (such as Vivi remote casting)

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.

LUHSD expanded its communication of its mission and goals to stakeholders through a variety of methods, including printed materials, electronic communications, school and district websites, and presentations to stakeholder groups. Each school site develops its own mission and goals aligned with those of the district and communicates them similarly to its community.

As part of the annual LCAP update process, LUHSD engages stakeholders in reviewing a wide range of student performance and engagement data. This includes CAASPP results, attendance and graduation rates, UC/CSU a–g completion, English Learner reclassification, College/Career Readiness indicators, suspension and expulsion rates, and perception data from the California Healthy Kids Survey, staff surveys, and parent surveys. Stakeholder groups—including the District Parent/Student Advisory Committee and DELAC—review this data and provide recommendations for revising the LCAP and allocating state and federal resources to support at-risk students. These recommendations are then presented to the Governing Board for final approval.

Funding is distributed to school sites in accordance with the LCAP, board policy, and applicable laws. The Governing Board reviews and approves the district budget to ensure that state and federal funds are used strategically to support student achievement. District administrators communicate priorities to site leaders and collaborate regularly to ensure equitable use of resources. The LUHSD Executive Cabinet reviews site and district budgets to avoid duplication and ensure alignment with shared goals. Federal funds—including Title I, II, III, and IV—are used to provide targeted student support and professional development for educators.

At the site level, leaders share and analyze achievement data with stakeholder groups, including School Site Councils (SSC), which receive training on the purpose and use of state and federal funds. Each SSC develops and approves a School Plan for Student Achievement (SPSA) that aligns with district and site goals. These plans integrate federal and state supplemental funding to support students from historically underserved backgrounds. The district reviews all SPSAs to ensure alignment and compliance before they are submitted to the Governing Board for approval.

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.

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:

The Associate Superintendent of Personnel Services monitors the credentials and experience level of all the employees to ensure that students are taught by effective and experienced teachers. LUHSD used the process specified in the "Guidance" section of the California Department of Education's "Educator Equity: LCAP Addendum Criteria and Guidance" web page for identifying disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. A local equity gap analysis was conducted to be able to appropriately describe the local process for identifying and addressing disparities. The local gap analysis process included the following steps:

Step 1 - Data Collection

The following data was collected at both the LEA and school site levels: Enrollment Data, Low-Income Students, Minority Students, Teacher Workforce, Ineffective Teachers, Inexperienced Teachers, and Out-of-Field Teachers.

Step 2 - Equity Gap Analysis

The data extracted in Step 1 was imported into a series of tables as specified in the "Guidance" section of the California Department of Education's "Educator Equity: LCAP Addendum Criteria and Guidance" web page. The following tables were created:

Table 1: Ineffective Teachers and Minority Students

Table 2: Ineffective teachers and Low-Income Students

Table 3: Inexperienced Teachers and Minority Students

Table 4: Inexperienced Teachers and Low-Income Students

Table 5: Out-of-Field Teachers and Minority Students

Table 6: Out-of-Field Teachers and Low-Income Students

In 2020, the California Department of Education updated the definitions of ineffective teachers and out-of-field teachers. Using metrics from CA Dashboard and an analysis of this data, the following conclusions can be drawn:

- 0.9% percent of teachers in the comprehensive high school with the highest percentage of minority students were taught by ineffective teachers, while 1.8% percent of teachers in the comprehensive high school with the lowest percentage of minority students were taught by ineffective teachers. This represents an equity gap of 0% percent.
- 0.9% percent of teachers in the comprehensive high school with the highest percentage of low-income students were taught by ineffective teachers, while 1.8% percent of teachers in the comprehensive high school with the lowest percentage of low-income students were taught by ineffective teachers. This represents an equity gap of 0% percent.
- 7 FTE at Freedom HS and 12 FTE at Heritage HS with the highest percentage of minority students have two or fewer years of teaching experience, while 10.5% percent of teachers in the comprehensive high school with the lowest percentage of minority students have two or fewer years of teaching experience. This represents an equity gap of 0% percent.
- 6.2% percent of teachers in the comprehensive high school with the highest percentage of low-income students have two or fewer years of teaching experience, while 10.5% percent of teachers in the comprehensive high school with the lowest percentage of low-income students have two or fewer years of teaching experience. This represents an equity gap of 5.7% percent.
- At Freedom HS, low income students are taught at 4.4% higher rates than other students by out-of-field teachers.
- At Heritage HS, minority students are taught at 4.2% higher rates than other students by out-of-field teachers.

LUHSD plans to address the out-of-field gaps by providing staff development to these teachers on how to support the achievement of students coming from minority and low-income backgrounds, and on providing universal access to the curriculum by McREL International. In addition, staff development into cultural differences will be provided by TD Consulting. Administrators are also receiving equity training by TD Consulting. Additionally, administrative leadership meetings will emphasize the importance of Educator Equity in the hiring process.

LUHSD engaged stakeholders in its process for identifying strategies for addressing discovered equity gaps by sharing the information with the District Advisory Committee. Additionally, this information was shared with administrators at district administrative meetings. Input was solicited regarding strategies to support students and address the equity gaps.

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

Term	Definition
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	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

	<p>she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

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

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

La Paloma High School has been identified for Comprehensive Support and Improvement (CSI) due to the school's graduation rate being below 67%. LUHSD supported La Paloma High School in developing CSI plans. The Associate Superintendent and Director of Curriculum and Instruction met with the site principal to identify school-level needs. Additionally, the Associate Superintendent and Director of Curriculum of Instruction met with the stakeholders (including parents, students, and staff) to discuss the CSI process. LUHSD provided site stakeholders with a variety of data to analyze, including attendance data and the number of credits earned by quarter. The principal facilitated a needs assessments with the School Site Council (including parents, students, and staff). Data discussed during the needs assessment/root cause analysis included the number of credits individual students were earning, the attendance rates of students, the placement process for students transferring to La Paloma High School, and the need to provide food to students who attend tutoring sessions.

The stakeholders (parents, students, and staff) discussed evidence-based interventions, including:

- Identifying students at risk of not graduating and ensuring that every staff member is aware of those students.
- Having an intervention teacher meet with at-risk students throughout the week to get updates on their academic progress and problem-solve any concerns
- Contact parents of at-risk students to discuss options to help their children be successful
- Implementing Edgenuity to help at-risk students recover credits
- Hiring an at-risk counselor, using other funding sources
- Developing a positive culture and celebrating success
- Implementing a college credit course on campus so that students can gain both high school and college credits, increasing College/Career preparedness
- Providing staff development regarding unit and lesson plan design promoting student engagement from a variety of backgrounds, equity, and multiple representations of meaning.
 - student access to technology, at home and at school.

The school's School Plan for Student Achievement will be revised, based upon feedback from the stakeholders. Each year the School Site will monitor the implementation of the plan.

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:

LUHSD has implemented an effective parent and family engagement under section 1116. Through this process, LUHSD and its schools build capacity for parent and family engagement; demonstrate leadership by ensuring that all schools have parent/family involvement policies; allocate resources to implement such policies; monitor progress by ensuring that all schools integrate parental involvement policies into the school's Single Plan for Student Achievement; and by ensuring access and equity in communicating to parents and families. LUHSD's Parent/Family Engagement Policy is codified in Board Policy 6020 and Administrative Regulation 6020. LUHSD's responsibilities related to Title I can be found in Board Policy 6171 and Administrative Regulation 6171.

The LUHSD Parent/Family Engagement Policy was jointly developed and agreed upon by the District Advisory Committee (comprised of students, parents, certificated employees, classified employees, and administrators from throughout the district, including parents and family members of participating children). The policy will be distributed to all families in the district. The Policy will also be posted on the district's web site. Sites develop parent/family engagement policies through the School Site Councils and Title I Parent Committees. Sites distribute their parent/family involvement policies to all families. The policy is posted on each site's website.

LUHSD provides 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. This information will be presented to parents through a variety of avenues, including monthly Parent Club meetings, Coffee with the Principal, Breakfast with the Principal, ELAC meetings, DELAC meetings, Back to School

Night, Open House, College Night, African American Parent Night, Title I Parent meetings, and School Site Council meetings. Written information is provided through monthly newsletters. Information is also be provided on the district and school web sites. Communication is in English and Spanish.

LUHSD provides materials and training to help parents to work with their children to improve their children's achievement, including literacy training and using technology, and as appropriate, to foster parental involvement. Materials are provided at the meetings listed previously, as well as through site and district newsletters. In addition, teachers educate students on the harms of violating copyright policies. Other curricular examples where this information and materials are communicated are Math Parent Night, Science Parent Night, and AP Night.

LUHSD educates teachers, specialized instructional support personnel, principals, and 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. These trainings are held at staff meetings and professional development days various times throughout the school year.

LUHSD will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. Specific examples of this involvement include the hiring of parent liaisons and bi-lingual parent liaisons, to provide support to parents in their participation. Additionally, parents volunteers chaperone field trips, including field trips for English Learners and college visits, for students from minority and low-income families.

Some additional examples to increase the informed participation of parents and family members with disabilities include providing reasonable accommodations (golf cart rides for those who struggle to walk, sign language interpreters for those who cannot hear, and computer screens with large type size for those with vision issues). Families that have accessibility needs or other special needs which make correspondence with the school difficult will receive help from the parent liaisons, who will communicate parental concerns and needs to the school staff. Bi-lingual parent liaisons meet with parents of migratory children to ensure that students are supported through extended absences, minimizing the disruption to their education. Alternate meeting locations, including home visits, are provided for parents who have transportation difficulties which preclude them from coming to the campus.

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.

N/A

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:

LUHSD has identified two Targeted Assistance Schools (TAS): La Paloma and Independence. TAS services are provided to help participating students meet the state's challenging academic standards. Specific examples of these services include Title I Tutorial Support classes, SAT prep classes, and an after school homework HELP program. Additionally, supplemental instructional materials are provided to participating students. Targeted Assistance Counselors provide academic, social, and emotional support to participating students. In a pro-active manner, Targeted Assistance Counselors work with participating students on academic strategies to increase achievement and meet the UC/CSU requirements; positive strategies to improve attendance; and positive behavior strategies to avoid disciplinary referrals. The strong connection Targeted Assistance Counselors develop with their students increases those students' connection to school.

In addition to the direct services provided to participating students, staff development is provided by McREL and Solution Tree to teachers and paraprofessionals on how to engage students from disadvantaged backgrounds. Additionally, staff development is provided by Epoch Education regarding educating students from different cultures.

The Assistant Superintendent of Administrative Services works with local institutions and community day school programs for neglected and delinquent children. When a student leaves one of the district's school for such an alternative setting, student records are transferred to the receiving school. Included in these records are reports from teachers, counselors, and administrators, in accordance with the law and board policy. In a similar manner, when students return to LUHSD from an alternative setting, the Assistant Superintendent meets with the student and his/her parents/guardians to ensure a smooth transition and to identify the appropriate supports necessary for the student to be successful. Those supports are communicated to the site receiving the student.

Teachers and School Leaders

In the Targeted Assistance School, teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, identify the eligible children most in need of services under this part. The criteria for identifying students is developed with stakeholder input through School Site Councils. Specific criteria include students who are: not meeting the academic standards; economically disadvantaged, English Learners, Homeless; Foster Youth; Students with Disabilities; and Migrant Students. Teachers and paraprofessionals can refer students to the Targeted Assistance Counselor. At weekly Counselor meetings, counselors review these requests and move students to the Targeted Assistance Counselors caseload when warranted.

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:

In accordance with the federal McKinney-Vento Homeless Assistance Act and state law, LUHSD ensures that all school sites safeguard the educational rights and protections for students who experience homelessness. The Assistant Superintendent of Administrative/Student Services has reviewed and revised all district and site policies and practices that may act as barriers to the identification, enrollment, attendance, and school success of homeless children and youths, including barriers due to outstanding fees or fines or absences. The Assistant Superintendent of Administrative/Student Services is the district Homeless Liaison and on each site the Targeted Assistance Counselor is the Site Homeless Student Liaison. The Homeless Liaisons ensure that homeless students: are identified through outreach and inter-agency coordination; are enrolled and have full and equal opportunity to succeed; access to all educational and intervention services; referrals to health services (including medical, dental, and mental health) through a Mobile Health Clinic (provided in collaboration with Contra Costa County Health Services) which visits the sites twice per week, and all parent notifications and information specified by law and board policy. In accordance with state law, LUHSD exempts homeless youth students from school district graduation requirements that exceed state graduation requirements if the student transfers to the district, or transfers from one high school to another after his/her second year of high school if the student would not be reasonably able to complete the additional district requirements. Special care is taken to ensure that homeless students are not stigmatized or segregated from the general student population. Homeless students receive academic, social-emotional support, and attendance and behavior support from Targeted Assistance Counselors. Additionally, students and their families are supported in the process for the students to receive free lunch and free transportation to and from school. Teachers of homeless students work with them on a daily basis to ensure their academic success by providing them with all core and supplemental educational materials. Targeted Assistance Counselors monitor the progress of homeless students and provide interventions when needed. Interventions include an after school homework help program, tutoring, Title I Tutorial Support classes, and SAT prep classes.

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:

LUHSD has implemented strategies to facilitate effective transitions for students from high school to post-secondary education. LUHSD achieves this by collaborating closely with local community colleges, 4-year universities, trade schools, the military and employers. Specific examples of this collaboration include bi-annual meetings with the LUHSD district and site leaders and leaders at Los Medanos College (the local community college); college visits to California State University, East Bay and Sacramento State University; a district College Night with recruiters from 4-year public and private universities, technical colleges, trade schools, and military recruiters; college recruiters conducting presentations to students during the school day; Career Day where parents and local employers speak to students about a variety of careers; an Air Force JROTC program accessible to all students in the district; Financial Aid Night where parents and students learn options for pursuing a post-secondary education; and FAFSA Night where parents are taught how to complete the FAFSA.

LUHSD has increased student access to dual or concurrent enrollment opportunities.

(A) Specific examples include coursework articulated with the local community colleges and California State University, Stanislaus for students finishing a California Partnership Academy program or other CTE programs; a dual enrollment class offered on the high school campuses after school in which students receive credit at Los Medanos College; and opportunities for students to take courses during the summer at Los Medanos College and other local community colleges; and a Summer Bridge Program for graduating seniors to take the summer before they begin at Los Medanos College.

(B) Career counseling to identify student interests and skills is provided to students by: Career Day, when students learn about a wide variety of careers; students use California CareerZone to explore potential careers; students take the ASVAB; students participate in internship programs as part of an academy program; and students listen to guest speakers who present in the College and Career Center on each campus.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE 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.

LUHSD developed and implemented dynamic systems of professional growth and improvement for teachers, principals, and other school leaders. Each system is separately addresses the unique roles of employees within the organization.

Principals-

+Promoting professional growth and ensuring improvement, including how the LUHSD measures growth and improvement+

In consultation with the superintendent, principals develop professional goals based upon the California Professional Standards for Education Leaders (CPSEL) and the specific needs of their schools. Metrics are developed in consultation with the superintendent. Professional growth metrics are aligned to the standards identified in the CPSEL, including: Development and Implementation of a Shared Vision, Instructional Leadership, Management and Learning Environment, Family and Community Engagement, Ethics and Integrity, and External Context and Policy. School improvement metrics include state and local accountability measures as specified in the California School Dashboard, and site goals included in the School Plan for Student Achievement. Examples of these metrics include Chronic Absenteeism, Suspension Rate, English Learner Progress, Graduation Rate, College/Career Readiness, UC/CSU A-G completers, SBAC scores, D/F rates, and student, parent, and staff survey results. Principals track the metrics for their sites and provide ongoing formative feedback to stakeholders groups, including teachers, parents, students, and the Governing Board. Principals participate in a wide variety of professional development opportunities, from conferences, workshops, webinars, university coursework, ACSA academies, to work with consultants. Principals also meet monthly in collaborative PLC meetings with their colleagues to analyze a variety of data, including student academic achievement data, attendance data, discipline data, and perception data such as student, parent, and staff surveys. Principals discuss best practices and formatively monitor the progress of their goals. The superintendent meets monthly with individual principals to support them and provide formative feedback. By focusing upon specific metrics, and with ongoing feedback and collaborative data analysis, this system promotes professional growth and ensures improvement.

+Supporting principals from the beginning of their careers, throughout their careers, and through advancement opportunities+

The superintendent mentors principals from the beginning of their careers. The superintendent meets with principals monthly to provide support and guidance. Principals meet in monthly PLC meetings to collaborate and learn from each other. New principals are encouraged to participate in the ACSA Institute for New & Aspiring Principals, with the district paying for the cost of the institute. Principals with 3 or more years of experience are encouraged to participate in the ACSA Principals' Summer Institute. Veteran principals have growth opportunities by leading ad hoc district committees and advancement opportunities to work in the district office or for other school districts. Principals are also encouraged to participate as WASC Visiting Committee members and chairs to learn from visiting other high schools in the area.

+Evaluating the system of professional growth and improvement and making adjustments to ensure continuous improvement+

The LUHSD Executive Cabinet (superintendent, associate superintendent, and assistant superintendents) and other district administrators visit classrooms on all school sites once per quarter. These visits give district administrators a site-level view of progress on site and district goals. General feedback from these visits is shared with site principals. Annually, the Executive Cabinet meets to evaluate district progress on the goals for the year. In this evaluation process, the Executive Cabinet reviews the level of attainment of the district goals. The Executive Cabinet reviews all policies and practices to ensure that they support the goals of the district. If any policies or practices are seen as barriers to the attainment of district goals, those policies and practices are modified to better support continuous improvement. The Executive Cabinet also reviews new laws and changes to collective bargaining agreements affecting the schools for the upcoming year, and develops or modifies district goals based upon these changes. Specific examples of changes include new laws regarding homeless and foster youth, new guidelines for determining CTE pathways, and refined evaluation procedures in the collective bargaining agreement. The Executive Cabinet communicates relevant changes to district administrators. The superintendent communicates the goals for the year.

Teachers-

+Promoting professional growth and ensuring improvement, including how the LUHSD measures growth and improvement+

In LUHSD, teachers have a robust system of professional development fostering growth and improvement. The teacher evaluation process was jointly developed in collaboration with The Liberty Education Association (the certificated collective bargaining unit) and is based upon the California Standards for the Teaching Profession (CSTP). Teachers complete self-evaluations and develop goals that are mutually agreed upon by site administrators. Site administrators provide teachers regular support and feedback on their progress. All teachers have opportunities for professional development, including conferences, workshops, webinars, university coursework, and professional development provided by consultants. LUHSD provides significant staff development opportunities through summer institutes. Specific examples of staff development include McREL training on lesson design and universal access, World Trust training on equity, co-teaching training to support students with disabilities, Next Generation Science Standards (NGSS) training, and Common Core State Standards (CCSS) training, and technology training. LUHSD provides content coaches at each of the sites in the areas of English Language Arts, Mathematics, and science to give teachers support and feedback in the transition to the CCSS and NGSS. Additionally, teachers have dedicated professional development time provided on "Late Start Wednesdays" twice per month. In these professional development times, teachers work in collaborative groups using a PLC process to identify essential learnings, develop common assessments, analyze student assessment data, discuss best practices, and create strategies for targeted remediation. Assessment data is disaggregated by student group, and particular attention is paid to ensuring students receive an equitable education.

+Supporting teachers from the beginning of their careers, throughout their careers, and through advancement opportunities+

Beginning teachers are provided induction mentors through the Induction program. The specific goals of the Induction program are: to direct support toward improving student achievement; to ensure intensive individualized support and assistance for each participating teacher; to ensure that participating teachers continuously examine their effectiveness and document evidence for professional growth; to ensure the success of participating teachers; and to assist the participating teacher to meet the requirements of a Clear Credential. Mentors give new teachers support and feedback on a regular basis. Additionally, sites assign "Buddy" teachers to help the new teachers in their first year on the campus.

Veteran teachers are given the opportunity to hone their skills by continuing to participate in ongoing staff development and PLC work. Veteran teachers share their expertise by leading staff development activities, PLC groups, developing district common assessments, and as Induction mentors. Veteran teachers also serve in a variety of meaningful leadership roles, including department chairs, academy coordinators, WASC Focus Group leaders, and as district content coaches. Veteran teachers also participate in the development of district common assessments. LUHSD and The Liberty Education Association jointly developed an Independent Evaluation Action Research Project for those long-time employees with the highest level of satisfactory performance. Teachers needing additional support participate in the Peer Assistance and Review program.

In addition, LUHSD has nine instructional coaches who support teacher growth. Under the direction of the site principal, with support from Educational Services, the Instructional Content Coach Teachers on Special Assignment (TOSA), with release time from classroom duties, assist in the facilitation of on-going research supported best practices. These areas include curriculum, assessments, staff development, training and coaching for teachers with the goal of expanding

proficiency, creating classroom instructional excellence, implementation of state content standards, and improving the overall performance of students while focusing on critical thinking and reflection from stakeholders. The overarching goal is to improve academic achievement of all students in alignment with the LCAP and site plans.

+Evaluating the system of professional growth and improvement and making adjustments to ensure continuous improvement+

Site principals meet with a variety of teacher leadership groups to discuss site needs in the area of professional growth. Examples of these groups include Department Chairs, Instructional Leadership Team, Academy Coordinators, and School Site Council. Principals lead groups in the analysis of district and site goals, identifying strengths and areas for improvement. Working collaboratively, site goals are modified to ensure continuous improvement. Principals share new and revised goals with stakeholder groups at the beginning of each school year. At the district level, LUHSD consults with Liberty Education Association and negotiates changes to the collective bargaining agreement as prescribed by law.

Other School Leaders-

+Promoting professional growth and ensuring improvement, including how the LUHSD measures growth and improvement+

LUHSD promotes professional growth for all other school leaders, including assistant principals, counselors, and psychologists. Assistant principals collaborate with site principals to develop goals aligned to the California Professional Standards for Education Leaders (CPSEL) and congruent with district and site goals. Counselors and psychologists meet with their supervising assistant principals to develop goals in a similar manner. Principals work with other school leaders to develop metrics based upon standards addressed in the CPSEL and state and local school performance indicators included in the California School Dashboard. Site and district sponsored professional development opportunities are provided to other school leaders to promote their professional growth and improvement. Examples of these staff development opportunities include conferences, workshops, webinars, university coursework, ACSA academies, to work with consultants.

+Supporting other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities+

LUHSD supports the growth of other school leaders in a variety of ways. New administrators are mentored by the Associate Superintendent. All administrators who hold a preliminary Administrative Services Credential participate in a two-year induction program of professional learning and development that is site-based and job embedded, as specified by the Commission for Teacher Credentialing (CTC). Additionally, the Associate Superintendent of Personnel Services holds monthly professional development meetings for assistant principals. Counselors and psychologists receive professional development through quarterly district meetings. Veteran site leaders have the opportunity to develop their leadership skills by running committees at the site level and by participating on district-level committees. Principals change organizational responsibilities for assistant principals to give them experience in a wide variety of areas of school leadership. Additionally, veteran site leaders have the opportunity to gain further administrative experience by serving as an administrator in Summer School. Promotional opportunities are available to assistant principals, and all of the current principals in LUHSD have served as other site leaders in LUHSD earlier in their careers.

+Evaluating the system of professional growth and improvement and making adjustments to ensure continuous improvement+

Assistant principals, counselors, and psychologists give feedback to their site principals and district administrators on the system of professional growth. Principals and district administrators make adjustments to the system of professional growth and in support of district goals, based upon that feedback. LUHSD values the feedback of the other site leaders, as they are the people in the organization working with students on a daily basis. Future staff development activities are provided to other site leaders based upon their feedback. Specific examples of new professional development include suicide prevention, curriculum and lesson plan development, and active shooter training.

LUHSD, in accordance with §6613(b)(3)(E), uses Title II funds to provide "high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to-

(ii) use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 1232g of this title (commonly known as the "Family Educational Rights and Privacy Act of 1974") and State and local policies and laws in the use of such data. Title

II funds supplement staff development activities for teachers, principals, and other site leaders by providing accurate data from which certificated staff can develop strategies that are research-based and for which there is clear and compelling data that the strategies being implemented have a positive impact on the achievement of qualifying students. Disaggregated data is provided to teachers, principals, and other site leaders in the areas of formative and summative student achievement, attendance, discipline, school/career readiness, UC/CSU a-g completion rates, Advanced Placement results, SAT results, SBAC results, graduation rates, and the progress of English Learners. Teachers, principals, and other site leaders use this data to inform their work.

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:

LUHSD prioritizes Title II, Part A funds to provide all schools in our district based upon the following factors: 3 of the 5 schools in our district (Freedom HS, Liberty HS, and La Paloma HS) are the schools with the highest percentage of qualifying students (32.5%, 24%, and 55%, respectively), 1 of the 5 high schools (Independence HS) is an alternative school comprised of students from throughout the district and has a qualifying student population similar to the other sites (31.4%), the fifth high school (Heritage HS) has a significant population of qualifying students (18.8%). As a result, the decision was made to provide disaggregated data to all of the schools in our district, paying particular attention to data regarding qualifying students in the areas of academic achievement, attendance, chronic absenteeism, discipline, EL progress, graduation, college/career readiness, and formative and summative assessment data.

LUHSD places a priority on providing data to schools regarding qualifying student groups, including students receiving free/reduced price lunches, foster students, homeless students, and English Learners.

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.

LUHSD uses data to continually update and improve activities supported under Title II, Part A. Data is disaggregated for every student group, with priority given to those groups of students who qualify for supplemental support (students receiving free/reduced price lunches, foster students, homeless students, and English Learners). LUHSD uses a variety of sources of data to monitor and evaluate Title II, Part A activities, including all of the data included in the California Dashboard (Chronic Absenteeism, Suspension Rate, English Learner Progress, Graduation Rate, College/Career Indicator), SBAC results, UC/CSU a-g completion rates, AP enrollment and exam results, and formative and summative assessment results. Stakeholder groups review data and make adjustments to staff development and training activities. As a specific example, LUHSD developed a district-wide Math Action Plan based upon SBAC and district developed assessment results. In the Math Action Plan, there are specific interventions for qualifying students.

At both the site and district levels, this data is analyzed from the district student information system (Aeries). Additionally, sites are provided quarterly reports on the progress of their students. Teachers receive formative and summative assessment data each time they give an assessment and those results are disaggregated and discussed at Professional Development meetings and at department meetings. Teachers use assessment results to inform their instruction and to provide targeted interventions to students. Parent meetings are held monthly, including Coffee with the Principal, Breakfast with the Principal, PTO, Parent Club, ELAC and DELAC meetings, and title I Parent Meetings. Data is also provided to parents in monthly newsletters. Parents learn how to support their students at home.

Data is shared with stakeholders (including teachers, principals, other school leaders, paraprofessionals, the Liberty Education Association (representing certificated employees) and CSEA (representing classified employees) students, parents, community members, and school and district leaders). This data is shared in a variety of manners, including meetings of the following groups: School Site Council, staff meetings, department chairs, Instructional Leadership Team; Parent Club, PTO, ELAC/DELAC, Liberty Education Association representatives, CSEA representatives, Title I Parent Group, Campus Climate, Student Senate, Campus Climate, Administrative Cabinet, Executive Cabinet, District Advisory, and the Board of Education. LUHSD consults with the various stakeholder groups, and the groups provide feedback on the success of staff development activities, as well as suggestions for future points of emphasis in staff development. Specific examples of staff development implemented based upon this feedback include, McREL training on students engagement and universal access in lesson design, Responsibility-Centered Student Discipline, ALEKS training for students who require additional support to succeed in Algebra, Classified Support Staff and ALICE active shooter training.

LUHSD meaningfully consults with these stakeholders throughout the year, as follows: Principals and other site leaders meet with district administrators monthly and with the superintendent monthly; principals meet with staff members monthly; District and site leaders meeting with bargaining unit representatives monthly; principals meet with parent groups and student groups monthly; district leaders meeting with students on site Campus Climate Committees monthly; teachers meet in PLC groups approximately twice per month; site leaders meet weekly; the Executive Cabinet meets weekly; the Board of Education meets approximately twice per month. Student achievement data is discussed at these meetings and new trainings are developed based upon this feedback.

LUHSD coordinates Title II, Part A activities with other related strategies, programs, and activities, to align and focus district improvement efforts. Specific areas of alignment include the LCAP (which broadly covers district improvement initiatives), other site improvement activities, and Title I, Title III, and Title IV activities. Special attention is paid to Title II activities to ensure that the professional development provided to employees aligns to the great areas of need of qualifying students. As a specific example, the LUHSD Math Action Plan was based upon the analysis of student achievement data. Specific staff development was provided to staff members on helping struggling students succeed. This training supplements and complements Title I efforts to support qualifying students in mathematics.

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:

LUHSD supports teachers and paraprofessionals by providing professional development activities specific to ELs/Title III purposes that are designed to improve the instruction and assessment of English learners. Professional Development Time is used for teacher to work in collaborative teams in order to meet the needs of their students. This training is supplemented by providing additional training and support in meeting the needs of English Learners. Strategies for instruction and assessment of English Learners are also discussed in the development of unit plans, lesson plans, and formative and summative assessments. Additionally, teachers are trained on how to meet the specific social and emotional needs of high school students who are learning a new language.

Additionally, LUHSD provides professional development 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. This staff development occurs at management meetings, staff meetings, counselor meetings, department chair meetings, Instructional Leadership Team meetings, and School Site Council meetings. Specific topics of such meetings include understanding the English Language Development standards, effective instructional strategies for English Learners, support for Reclassified Fluent English Proficient students, scaffolding, the use of regalia, high-interest curricula at the appropriate reading level, teaching vocabulary, and improving reading comprehension. Specific examples of these opportunities include workshops, conferences, and summer institutes. Additionally, these topics are addressed at site department meetings, site leadership meetings, and administrative cabinet meetings.

LUHSD provides professional development specific to ELs/Title III purposes, including activities effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers. Specific training occurs on the sites during PLC activities throughout the year. Teachers are provided disaggregated formative and summative assessment data regarding the performance of English Learners and supplemental training designed to enhance their effectiveness in teaching English Learners. Teachers share best practices and receive supplemental support from lead teachers in the area of English Language Development.

LUHSD provides supplemental professional development of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom. Specific examples of such training include a year long series on Explicit Direct Instruction including strategies for meeting the needs of English Learners, a year-long series of staff development workshops on lesson planning and design for teachers of English Learners, and a workshop series on the English Language Development Standards and how to infuse them into the core curriculum.

The professional development specific to ELs and for Title III purposes provided is supplemental to all other funding sources for which LUHSD is eligible. Base staff development is provided to all staff, using LCAP base funds as the funding source. Additional professional development is provided to staff members working with disadvantaged students using LCAP supplemental funds as the source of funding. Title II funds are used to provide staff development to

employees and Title III funds are used to provide staff development to employees of English Learners throughout LUHSD.

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:

LUHSD provides enhanced instructional opportunities for immigrant children and youth, including:

- Providing professional development opportunities to teachers and staff on providing services to immigrant children.
- Hiring bilingual paraprofessionals that work closely with the immigrant children to help them with language development and academic achievement.
- Hiring Targeted Assistance Counselors work closely with immigrant families to educate them on our educational system, requirements for graduation and preparing their students to be college and career ready.
- Hosting a variety of events (see above) to engage parents in becoming an active participant in their child's education, topics of these events specifically designed with our immigrant families in mind include Importance of Attendance, Graduation Requirements, workshops about filling out college applications, financial aid, etc.
- Offering adult education courses the provide immigrant parents with opportunities for 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:

LUHSD has many programs in place to improve language proficiency, while also supporting students' needs to meet the challenging academic standards.

- Based upon an evaluation of each student's needs, LUHSD places students in an ELD class every day for 88 minutes that is designated to language development. Students can move up within our ELD program, from ELD 1 (Beginning) through Designated English 1, at the end of each semester.
- Simultaneous, Newcomer students are placed in homogenous core content courses and non-Newcomer students are enrolled in heterogenous courses. Both earn graduation credit for core-content classes. This design keeps our students on track for graduation and supports their ability to be college and career ready.
- The curriculum that our designated ELD courses have adopted is "Edge" with a supplemental using Language Tree (for Newcomers). These programs are written for high school English Learners to provide core material

for language development. This curriculum has substantial support materials including a leveled library, various workbooks and interactive computer programs.

- LUHSD uses Kate Kinsella's "Academic Vocabulary Toolkit," which has been a strong tool for our teachers in building academic vocabulary.
- LUHSD offers Scholastic's Read 180 and System 44, computer-based programs to support language development within our designated classes.
- LUHSD offers ALEKS within the designated Algebra class. ALEKS is a computer-based program to provide a foundational understanding in math for those that need to build skills prior to Algebra content.

Combining all of the programs and activities listed above have resulted in an increase in their English Language proficiency and enable English Learners to meet the challenging California academic standards.

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:

LUHSD continues to monitor student progress in language and academics in order to provide quality resources and instruction to support English Learners in English proficiency and academic achievement by:

- Implementing a number of effective programs and activities that support student growth in language and academics (see above).
- Providing Targeted Assistance Counselors at each site that have all Beginning through Intermediate English Learners on their caseload. These counselors work closely with the English Learner Coordinator and the families to ensure that students are given the necessary language development courses, including designated core classes as needed, while still working to be college and career ready.
- Hiring bilingual paraprofessionals that are scheduled to support the language development courses and help provide differentiation and individualized support for the students within those classes to help each student work towards language proficiency and academic achievement.
- Providing professional development time for the ELD teachers to meet and discuss students' growth and placement. The ELD courses are scheduled in a way that students can move fluidly through the program without a disruption to the remainder of the schedule to ensure proper placement for each student.
- Using achievement data from state and local assessments to plan targeted lessons, adjust instructional strategies, plan additional staff development, and develop curriculum knowledge. An annual review of ongoing summative and formative data assists in the adjustment of instruction as well as enables administration and teachers to identify, group, and target students.
- Providing academic and emotional/social supports to English Learners after they have transitioned to college preparatory coursework to ensure they meet California's challenging academic standards.

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:

LUHSD uses funding provided by Title IV, Part A of ESEA in accordance with federal guidelines to: 1) provide all students with access to a well-rounded education, 2) improve school conditions for student learning, and 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students. This year Title IV funds are being used in the following area:

Well-Rounded Educational Opportunities (ESEA section 4107)

LUHSD will provide year-long staff development through collaboration with Solution Tree and focus on Mathematics. The Solution Tree "Mathematics in A PLC Work" teacher framework and actions are built upon foundations of well-defined research-affirmed teacher and teacher team actions and routines designed to significantly improve student performance in mathematics. Regardless of the mathematics curriculum or program used by a school or district teacher actions directly aligned to the expected student learning processes of the 2023 California Revised Mathematics Framework are sustained by adhering to the following professional learning community actions:

- Tier 1 Instruction and lesson design: Implement daily research-affirmed instruction, aligned to the revised California Framework recommendations for mathematics lesson design actions with Tier 1 interventions for balanced student discourse and activities.
- Common Assessments with Tier 2 Interventions: Create high-quality unit-by-unit common mathematics assessments using formative feedback routines with targeted plans for a Tier 2 intervention response in math.
- Essential Standards and Rigor: Create unit-by-unit plans based on proper sequencing of the California state standards to ensure mathematical rigor and common pacing guides across all teachers and grade levels.
- Team Data Analysis: Analyze, respond, and use unit-by-unit student performance data to impact continuous learning and teacher daily decision-making.
- Grading Routines: Implement grading practices that accurately measure, inspire, and improve overall student performance and grade level proficiency in mathematics.

Overcoming the odds stacked against improving student mathematics performance, developing student self-efficacy, and enhancing student agency and disposition to do mathematics is the primary reason LUHSD believes our focus on Math and work with Solution Tree will produce high yields for student learning.

Expected outcomes for teachers include:

- Team SMART goals with data and action steps
- Data tools for student reflection and efficacy regarding learning progressions during and after each unit's assessment.
- Common grading (and homework as appropriate) routines across a team, used for equitable and meaningful feedback to students and teachers.
- Essential standards listed in student friendly language with expected proficiency expectations.
- Data tools for student reflection and efficacy regarding learning progression during and after each unit's assessment.

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.

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

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?

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.

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

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?

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.

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])

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?

- 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:

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