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

School Year
2026-2027

Date of Board Approval
June 23, 2026

LEA Name
Tracy Unified School District

CDS Code:
39754990000000

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 I, PART D
Prevention and Intervention Programs for Children
and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A
Supporting Effective Instruction

TITLE III, PART A
Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A
Student Support and Academic
Enrichment Grants

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

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.

Tracy Unified School District uses federal funds to supplement ELA and Mathematics instruction, provide additional support to English Learners, Economically Disadvantaged, and Foster Youth, and work to systematically improve student learning outcomes. To do so, TUSD leverages federal funding to provide ongoing professional learning, purchase supplemental instructional materials, and provide equitable access of any/all necessary resources for district students.

TUSD remains committed to implementing, monitoring and sustaining instructional best practices. Our Multi-Tiered System of Support (MTSS) creates the necessary framework for all students to learn at their needs. Inquiry-based and culturally relevant instruction helps to ensure that students receive a well-rounded course of study that is rigorous, aligned with the district's LCAP goals/instructional initiatives, and remains centered on our commitment to help all students thrive. Student performance data are used inform core instructional practices. District and administrators calibrate their collective understanding of powerful instruction, via instructional rounds. This cycle for continuous improvement is the foundation of the district's approach to meeting/exceeding our broad LCAP goals, sustaining continued growth outcomes for all students.

The four goal statements below represent the district's two broad LCAP goals (Goal 1 & Goal 2) and the district's two Equity Multiplier goals (Goal 3 & Goal 4):

Goal 1: Prepare each student for college and careers and ensure each student meets grade level standards with a focus on narrowing the achievement gap between each student group using accelerated learning and tiered supports.

Goal 2: Provide a safe and equitable learning environment for each student and staff member.

Goal 3: By the end of the 2026-2027 academic year, 1% of students, including students identified as Socio-Economically Disadvantaged, graduating from George & Evelyn Stein Continuation High School in 2027 will meet the standard of College & Career Ready.

Goal 4: By the end of the 2026-2027 academic year, improve school climate conditions at Duncan Russell Community Day School for Socio-Economically Disadvantaged and Hispanic students by reducing suspension rates by 5.5%.

To meet these goals, TUSD identified 5-Key Initiatives. The district directs efforts and funding towards each initiative's successful and sustainable implementation.

a. Provide STEM opportunities for each student.
b. Offer social-emotional learning and mental health resources to meet the needs of each student.
c. Implement a Multi-tiered System of Support (MTSS) for students identified as at-risk.
d. Enhance A-G completion rates to effectively ready each student for success in college and/or career.
e. Ensure each student achieves grade-level reading proficiency by the conclusion of 3rd grade.

Titles I, II, III, and IV funding apportionments are listed and discussed in the federal addendum. These funds are used to supplement base school instruction. As such, Title funding helps the district to provide additional academic and behavioral supports aligned to our students' Social Emotional Learning (SEL) needs.

To enhance literacy, TUSD has partnered with HMH to provide leadership development for site administrators and teachers, focusing on rigorous and relevant instructional strategies. This includes onsite coaching to implement Units of Study that align with common core standards, engaging all students in academic discourse. Additionally, TUSD integrates instructional coaches and PLC training to ensure the sustainability and capacity for implementing these Units of Study, addressing the needs of all students. For the 2023-24 school year, TUSD will contract with Houghton Mifflin to deliver Tier 1 early literacy training to all PK-3rd grade teachers, ensuring foundational reading skills and instructional

routines are established in each classroom. Moreover, computer-based literacy intervention programs will be available for each student in grades K-8 to help close achievement gaps.

English Learners' services include support from an English Learner Coordinator who provides professional learning and instructional coaching to site administrators, teachers, and parents. TUSD has also invested in a Long Term English Learner Counselor who offers additional services such as ongoing data discussions with students and parents, and informational workshops on reclassification and high school graduation/college readiness. Professional learning opportunities target sites with a high number of English Learner students, focusing on effective EL strategies and EL Institute training to boost academic achievement.

Support for new teachers is provided through the TUSD Teacher Induction Program, which includes peer coaches/mentors and ongoing professional development aligned with CSTPs and TUSD LCAP priorities.

To support continued learning for at-risk students, TUSD offers districtwide summer school opportunities that enhance ELA/Mathematical literacy, STEM education, and credit recovery. Additionally, TUSD has implemented a High School Summer Bridge Program for at-risk incoming 9th graders, ensuring a smooth transition to high school. This program, available at all three comprehensive high schools, emphasizes high school culture, fosters positive relationships, and includes AVID study skills and project-based learning activities.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

TUSD ensures alignment, by identifying 5 key initiatives within the 2024-27 LCAP. Through a collaborative effort, including school staff, students, and community members, the district apportioned its budget to reflect the priorities stated in the LCAP. In doing so, the district creates base funding allocations to meet the needs of all district students. In addition, the district apportions various state and federal funding amounts to supplement resources for our most vulnerable students, including English Learners, Foster Youth, and students identified as Socio Economically Disadvantaged.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

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

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

TUSD uses the Low-income Measure of FRPM. Specifically, the number of children eligible for Free or Reduced-Price Meals (FRPM) under the Richard B. Russell National School Lunch Act (42 United States Code (U.S.C.) 1751 et seq.).

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:

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THIS ESSA PROVISION IS ADDRESSED BELOW:

Student demographic data is collected upon school enrollment and updated, as needed, throughout the school year. The TUSD Human Resources Department works closely with staff to to hire and retain the highest quality instructional staff. These efforts include participation in multiple recruitment fairs throughout the year. In addition, TUSD works closely with local universities to recruit prospective employees from their teacher preparation programs. TUSD maintains a close working partnership with the Teacher's College of San Joaquin (a WASC accredited teacher preparation program, operated by the San Joaquin County Office of Education). Many intern teachers complete credentialing coursework through TCSJ. TCSJ works to ensure teacher interns are provided the highest quality education and mentoring throughout their program.

The TUSD Human Resources Department also conducts a thorough review of teacher's credentials and certifications to determine which teachers are classified as ineffective and/or inexperienced. Data analysis of teacher qualifications is completed annually. Teacher qualifications are based on CDE definitions and include ineffective, inexperienced, and out-of-field teachers. TUSD continues to use the Peer Assistance and Review (PAR) process to support teachers deemed unsatisfactory based on their regularly scheduled evaluation. These supports may include side-by-side instructional coaching, targeted professional learning, and other supports provided by the TUSD Educational Services Division. With the support of both the Continuous Improvement, State and Federal Programs and Student Services departments, TUSD conducts an analysis of each school site with an emphasis on student groups including low Foster Youth,

students from socioeconomically disadvantaged backgrounds, English learners and students with disabilities. Equity gaps that are identified through this analysis are addressed as appropriate.

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

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

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

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

Each year TUSD develops its LEA parent and family engagement policy through brainstorming what makes students successful and reflecting on the structures that support student learning and success. At each School Site Council meeting families, students and staff review data tied to each LCAP/SPSA goal to determine effectiveness and make any

necessary changes. Results from this data review influence our ongoing priorities. These priorities are incorporated into annual LCAP revisions.

Based on the California School Dashboard, TUSD continues to qualify for Technical Assistance. TUSD works with SJCOE in a continued partnership to address students' needs. Additionally, TUSD identifies its ongoing technical assistance priorities at all partner engagement meetings. These conversations prioritize strategies to improve learning outcomes for underrepresented student groups (I.e., EL SED, Foster Youth, Homeless, SWD). Sessions with engagement partners will continue throughout the 2026-27 academic year, to sustain ongoing collaboration and progress monitoring.

SPSA plans were finalized upon approval by each site's School Site Council (SSC). Centered on the continuous improvement process, site principals developed specific actions to support students, in alignment with Technical Assistance priorities.

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:

TUSD provides opportunities at the district and school site level to review the Parent Engagement Policy to provide input, and recommendations for changes at the beginning of every school year. The Parent Engagement Policy is distributed to all School Site Councils, ELAC, District Title 1 Parent Advisory Committee, DELAC, and LCAP Educational Partner Engagement meetings. It is also available on each school site's public website for the public to access. The last updates to the Parent Engagement Policy were approved at the October 22, 2024 board meeting, and are reviewed for input annually. During all family engagement events interpreters are provided and all disseminated information is provided in both English and Spanish. Such information included individual student academics, behavior progress measures, school reports, as well as school-home communication. In addition, the district and school public websites have language translation tools accessible to families and communities. Interpreters are also provided if requested and/or needed for school/district-parent meetings. All LCAP Educational engagement events and schoolwide meetings are open to the public and provide reasonable and special accommodations for parents and family members with disabilities, as needed. In addition, meetings are facilitated by the TUSD EL Counselor and TUSD Parent Liaisons so that parents of migratory children are aware of strategies for continued student learning and success. Families are also provided with information and resources to support any type of educational disruption.

TUSD values Parent and Family Engagement and this is evident in the TUSD LCAP Goal 2, Action 3: Provide bilingual parent liaisons and one bilingual clerk typist to serve the district and school sites to support parent outreach efforts and increase two-way communication and dialog between parents and the school to improve parent involvement and improve student attendance rates. In addition, TUSD will use the strategy of Parent Education workshops and involvement at educational partner engagement meetings such as LCAP Community Engagement meetings, Title 1 Parent Advisory, DELAC/ELAC meetings, and SSC meetings to share data on TUSD educational programs, and obtain feedback and input to develop the Parent and Family Engagement Policy and LCAP. Each school site hosts monthly "Cafecito" meetings facilitated by TUSD Parent liaisons and Coffee with school counselors to engage parents on current activities, and ways to be involved in their child's education, as well as an opportunity for parents to voice concerns and make recommendations for improvements. Outreach to families regarding students' academic progress, and social-emotional development includes parent-teacher conferences and back-to-school nights. Written notices regarding LCAP education partner engagement meetings, SSC, ELAC, DELAC, and Title 1 Parent Advisory Committee, are provided in English and Spanish and posted on TUSD school and district websites, as well as shared recorded phone and text messages. Interpretation services are provided at all district and school-wide meetings and can be requested for individual parent-teacher, parent-administrator, and parent-counselor meetings upon request. To support migratory students, TUSD has invested in an EL Counselor to support families of English Learners in navigating the district and college eligibility systems for student success. School Administrators TUSD district-level administrators and the EL Coordinator have been trained in Best Practices for Parent and Family Engagement. Additionally, TUSD administers an annual LCAP survey in English and Spanish to parents/community to collect feedback related to educational programs, resources, services, relationships, and communication of student academic progress, climate, and, safety and how to better meet needs of students and families in our schools.

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.

School-Wide Programs: All TUSD schools have qualified for Title 1 Schoolwide Program for the 2025-26 school year. The schools are identified by the percentage of students qualifying for free or reduced lunch and a formula is used for each Title 1 school allocation by the number of students that qualify and enrollment. All Schoolwide programs administer a comprehensive needs assessment and collect input from staff, students, and parents to align and allocate resources reflected in the School Plan for Student Achievement (SPSA). Actions include tutoring/intervention services, professional development, supplemental resources and materials, additional mental health services, parent engagement workshops, and communication in both English and Spanish to ensure student success.

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:

Based on the 2024 California Dashboard, Tracy Unified School District is eligible for Differentiated Assistance for the following student groups and indicators:

- English learners for Academic Performance and College Career
- Long-term English learners for Academic Performance and College Career
- Homeless for Academic Performance and Chronic Absenteeism
- Students with Disabilities for Academic Performance and College Career
- Pacific Islander for Chronic Absenteeism and Suspension

In addition, the district met the criteria for Direct Technical Assistance for the following student groups:

- Foster Youth
- Homeless
- Students with Disabilities

Tracy Unified School District is currently in consultation with the SJCOE and CCEE to determine if assistance from the CCEE is necessary. In collaboration with the San Joaquin County Office of Education, we conducted a comprehensive needs assessment and reviewed performance data on the state and local indicators on the CA Dashboard to identify strengths and weaknesses. Through this work, TUSD determined the following:

Districtwide, K-8 chronic absenteeism rates declined by 4% overall between the 2024 Dashboard and the 2023 Dashboard. The 2024 Dashboard identified the district overall chronic absenteeism rate of 22.7%. Compared to the 26.6% chronic absenteeism rate in the 2023 Dashboard, TUSD is pleased to report this decline.

Overall suspension rates declined approximately 0.3% between the 2024 Dashboard and the 2023 Dashboard. The 2024 Dashboard identified a school district overall suspension rate of 8.2%. Compared to an 8.6% suspension rate in the 2023 Dashboard, TUSD recognizes this metric as a positive trend. However, the district's disaggregated suspension rates indicated a continued need to create conditions to reduce suspension rates amongst specific demographic student groups. African American (AA), Students with Disabilities (SWD), and Homeless (HOM) students are all named in our Direct Technical Assistance (DTA) plan as priority groups. TUSD is focusing its efforts to reduce suspension rates for these target groups specifically, along with reducing our overall suspension rates.

Districtwide high school graduation rates maintained approximately 0.3% between the 2024 Dashboard and the 2023 Dashboard. The 2024 Dashboard identified the district overall graduation rate of 88.2%. Compared to the overall 87.9% graduation rate in the 2023 Dashboard, TUSD considers these data to indicate favorable trends. We maintain that any growth is a relative strength.

Growth Areas:
TUSD's suspension rate declined districtwide at a rate of -0.3% compared to the 2023 Dashboard. The following student groups African American (AA), American Indian (AI), Two or More Races (TOM), and Pacific Islander (PI) were identified in the lowest performance level (red). It is necessary to continue reducing suspension rates for these targeted student groups. AA students specifically, are identified as a priority group for Direct Technical Assistance. Although AI, TOM, and PI students are not identified as DTA priority groups, the District will continue to implement the DTA strategies to reduce suspension rates for these student groups as well.

Performance indicators in English Language Arts indicated that TUSD performed at a rate -32 points below standard. The following student groups English Learners (EL), homeless (HOM), long term English Learners (LTEL), and students with disabilities (SWD) were all identified in the lowest performance level (red) and experienced a decline in relative ELA CAASPP scores between the 2024 and 2023 Dashboard, respectively.

Tracy Unified School District will continue to work with the SJCOE to implement a professional development plan focusing on reducing suspension rates for African American students and students with disabilities specifically. Additionally, the district will continue to work with SJCOE to develop and implement a system wide Universal Design for

Learning (UDL) initiative to improve early literacy rates for our district students, based on strong Tier 1 instruction, with timely support. Further explanation of this work can be found in actions 1.2, 1.3, 1.11, 1.12, 1.15, 2.2, 2.5, and 2.6.

Differentiated Assistance Update (Based on progress identified in the 2024-25 LCAP):

--During the current school year, the district has seen a broad change in philosophy and dialogue related to both instruction and student discipline. Our needs assessment indicates the crucial importance of improved Tier 1 instructional practices--especially as they relate to early literacy measures. Furthermore, our needs assessment indicated the overuse of suspension to mitigate student behavioral infractions. The district is making progress to address these issues. They center our efforts for Direct Technical Assistance (DTA), and frame steering committee conversations for immediate improvement.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

TUSD provides transportation and afterschool intervention tutoring for students who are protected under the McKinney-Vento Homeless Assistance Act. In addition, TUSD funds a Prevention Services Coordinator, as well as support staff members, whose responsibilities include: 1) facilitating intake meetings; and 2) working to ensure access for school and community resources, available to students, families and community members.

As part of the school enrollment process, students and their parent/guardians provide an address of residence. Should a student's residence meet the definition of homelessness (within constructs of the McKinney-Vento Homeless Assistance Act), students are identified as such and immediately enrolled into a given district school.

The Prevention Services Coordinator leads district efforts to provide prosocial services and supports for students who are housing insecure. As such, school district and site personnel receive statutory training to maintain compliance with McKinney-Vento legal regulations. To maintain our efforts, Title 1 carry over funds help to offset annually apportioned costs for students who are housing insecure.

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.

TUSD maintains partnerships with both California State Preschool and First Five to provide early child education services for district students and families. The district preschool programs help to build a foundation for students to align long-term academic success TK-12. TUSD offers a summer Kindergarten Bridge Program, intended to support incoming TK/Kindergarten students who were not exposed to preschool. In doing so, this two-week program seeks to help students experience a more seamless transition into TK-12 schooling. Additionally, the district High School Bridge Program provides necessary structures and supports to meet the needs of incoming 9th grade students. Specifically,

this program helps to minimize the identified failure rates for 9th grade students, since 2016 to present. Resources, including Freshman Seminar, are available for students in need of real-time intervention during the school day.

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:

TUSD is currently working to implement a high school to college/career pathway with our Dual Enrollment counselor who coordinates college services to our high schools. Further, the LEA maintains a contract services agreement with Hatching Results. This partnership is intended to support students with resources, aligned to the California College Guidance Initiative. Some of these resources include students completing career pathway options, to completing FAFSA documentation and college applications. In addition, all high schools coordinate with K-8 and middle schools to host parent orientation nights for incoming 9th graders. These orientation sessions provide the family with information regarding school and district programming, pathways, clubs, and parent involvement. During the summer all high schools provide a Summer Bridge Program for incoming 9th grade students who have the highest needs for targeted support.

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:

Gifted and Talented Students:

TUSD has focused on building the capacity of our teachers and growing the GATE program since the COVID-19 pandemic. Funding will be utilized to continue identifying and serving the gifted and talented students in TUSD with enriching in-school experiences as well as field trips to extend educational opportunities.

Effective School Library Programs/Digital Literacy:

Although funding to continue developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement will come from the Learning Recovery Block Grant, TUSD will continue to ensure it is a priority for students. Access to rich library books, materials, and human resources is available to students both in person at school as well as online through SORA. SORA, an online platform for students to check out digital books and resources has been increasingly utilized by students in TUSD.

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.

TUSD uses Learning Forward's Professional Learning Standards to develop, implement, monitor, and sustain professional growth and improvement for staff.
Conceptualized as an MTSS, support for employees is considered in terms of Tier 1, Tier 2, and Tier 3.
--To support principals the LEA provides a Leadership Academy (Tier 1). This ongoing series of workshops centers its attention on sustaining a Universal Design for Learning (UDL) and a Professional Learning Community (PLC) process. More individualized support is made available to principals in need of assistance in specific areas.
--To support teachers the LEA offers supports across all three Tiers. Specifically, the LEA provides teachers with broad Tier 1 support, to sustain our PLC processes across all schools and learning teams. These broad supports center on building comprehensive instructional strategies to improve learning outcomes for students in both ELA and Math. At the Tier 2 level mechanisms for teacher support evolve to include all of the supports identified in Tier 1, with the addition of targeted professional development opportunities aligned with UDL and effective classroom management strategies. Last, for teachers with the greatest needs, the LEA provides Tier 3 supports for teachers--including all that was described in Tier 1 and Tier 2--by providing targeted 1 to 1 support with a mentor coach, modeling and supporting implementation of instructional best practices.
--To support other school leaders, the LEA sustains both district leadership teams (DLT) and instructional leadership teams (ILT). These teams receive ongoing professional development training to help oversee steering committees, adopt curriculum, and refine instructional delivery methods of state priority learning standards.
To monitor the ongoing effectiveness of the above support systems, leadership teams and Educational Services departments measure growth on both state and local indicators.
These professional development systems are built to remain dynamic and support principals, teachers, and other school leaders as their careers and experiences evolve. For early career teachers and administrators, the LEA provides mentor coaches to serve as a primary resource for employees to discuss their experiences, challenges, and needs to remain effective in each's respective position. These supports remain available as employees advance within their careers. The dynamic aspects of these supports as such that as peoples' needs change, the levels of support and mentorship also change. In terms of sustaining career advancement, the LEA is committed to developing future leaders from within. To accomplish this, the LEA supports a STEMLine Academy for Executive Leadership Development. This academy of instructional, school, and district leaders helps to develop and sustain a pipeline of talented educators to lead LEA initiatives, intended to support long-term student learning and growth.
The LEA evaluates its systems, using both quantitative and qualitative methodologies. Quantitatively, teachers, principals, and other school leaders review student performance outcomes to consider growth patterns and longitudinal trends (I.e., State and Local data indicators, Dashboard, etc.). Qualitatively, the LEA receives and reviews local indicator data through its review of survey results, centered on the climate and culture of employees' and students' experiences at work and in school.

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:

TUSD recognizes that certain schools identified for CSI, ATSI, or TSI, and schools with the highest concentration of students living in conditions of poverty may require additional resources to effectively serve the student populations. TUSD has no schools currently identified for CSI, nine schools identified for ATSI, three schools identified for TSI, and all schools within the LEA qualify for school-wide Title 1 support. As a district, we work to identify specific areas of need at each site. District administrators analyzed areas of need, identified in the CA Dashboard, to determine root causes for why certain sub-groups of students have not shown adequate growth in performance. This information is then shared with school administrators during management meetings. Site administrators then use this information when meeting with partner advisory committees.

As a base, TUSD apportions Title II, Part A funding to support its Induction Program for new teachers. All newly hired teachers participate in the Tracy Teacher Induction Program (TTIP). Those teachers employed with full clear credentials participate in TTIP for their first employed year--to learn TUSD's system for instruction and student support. Those teachers employed with less than a full clear credential (I.e., Preliminary Teaching Credential PIP, STSP, Intern, etc.) participate in TTIP continuously until a teacher clears or earns and clears a credential. Additional Title II, Part A funding is allocated to provide mentor coaches to teachers participating in TTIP. These opportunities are provided across the school district, irrespective of a school's differentiated assistance qualification.

In addition, TUSD provides funding to support growth outcomes for the 8 LEA schools identified for ATSI. Specifically, TUSD offers professional development training to support Universal Design for Learning, Early Literacy Instruction improvement in an effort to improve performance metrics identified on the CA Dashboard.

This system creates a hierarchy of needs, where schools serving the students with the greatest level of needs receive support first. Remaining district schools' needs are prioritized in accordance with ongoing needs assessments and root cause analysis.

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.

TUSD collects data from educational partners and leaders to improve professional development activities by administering surveys to all Professional Development participants (teachers, principals/leaders, paraprofessionals, TOSAs, etc.), as well as sharing, analyzing and making recommendations through the TUSD Professional Development Committee on an annual basis.

Additionally, TUSD collects data from educational partners to improve professional development activities by administering the annual LCAP Survey and Local Indicator Survey to parents, staff, and community partners. Various Educational Services Team Directors and leaders look over all data collection including parent and staff survey results, student achievement scores, Unit of Study post-assessment results, district benchmarks, and Rigor Relevance Rubric data relevant to improving strategies, activities, and programs within TUSD.

The TUSD Induction Program uses candidate and mentor survey response data, coaching logs, and completion of candida Individual Learning Plans.

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:

TUSD will use Title III funds to provide ongoing and supplemental ELD professional learning as a supplement to our core instruction for the 2024-2025 school year. TUSD is committed to enhancing instructional practices for ELD teachers. This year, we are focusing on Interactive Read Aloud and Text Reconstruction/Deconstruction techniques. Additionally, the English learner program coordinator, in collaboration with our STEM department, TUSD Instructional Leadership Teams (ILT), and teachers, will receive key instructional strategies. These include:

Power Task: "Which One Does Not Belong"
Student-Created Success Criteria
Choice Board
Notice & Wonder: "This Reminds Me Of"
Identify & Interpret
Crosscutting Concept Question Starters
Academic Language Supports
Reading for Understanding: "Text Reconstruction/Deconstruction"
Science & Number Talks

TUSD is partnering with the San Joaquin County Office of Education to support our ELD steering committee. The ELD steering committee is developing lesson plans for grades 3-12, in Integrated & Designated ELD, using Text Reconstruction/Deconstruction approaches. Upon completion, administrators and classroom teachers will receive the necessary materials, comprehensive training, and dedicated planning time. This will enable teachers to implement these high-leverage literacy strategies in their classrooms.

Key Initiatives for 2024-2025

1. Professional Development for ELD Teachers:

TUSD is dedicated to supporting ELD teachers through targeted professional development. ELD teachers will have the opportunity to be trained on administering the Interim and Practice ELPAC assessments. This training will focus on connecting ELPAC Task Types with classroom instruction, helping teachers better support students in developing the four domains of the ELPAC assessment: speaking, listening, reading, and writing. Teachers will be able to access student reports from the Interim assessment in the California Educators Reporting System (CERS). Using CERS data, teachers can reteach concepts students did not comprehend and measure student growth in the four domains.

2. After-School Meetings for ELD Teachers:

TUSD is offering voluntary after-school meetings for ELD teachers in grades 6-12 as part of our professional development. These ELD networking meetings cover a range of topics designed to assist teachers in supporting their English learners. Topics include Study Sync and EL resources, Interim and Practice ELPAC assessment, and Text Reconstruction & Deconstruction techniques. Additionally, sessions will explore the use of Artificial Intelligence and Microsoft products as valuable resources for EL instruction. These meetings provide a collaborative space for teachers to share insights and strategies, enhancing their ability to support English learners effectively. By participating, educators can stay informed about the latest tools and techniques in ELD instruction.

3. Professional Development for EL Para-educators:

TUSD will enhance our EL para-educators through targeted professional development. This year, we will provide training on CA ELD standards, ELPAC task types, and instructional strategies specifically designed to support English learners and EL-specific interventions. Our TUSD para-educators have already completed part 1 and 2 of our SJCOE para institute this year our para educator team will receive training on the ELPAC task types. This ongoing training aims to further develop the expertise of our para-educators, equipping them with the necessary tools to better support our English learners.

4. ELLevation Platform:

TUSD has invested in the ELLevation platform to streamline and enhance our EL monitoring, reclassification, and reporting processes. This digital tool will enable TUSD staff to efficiently review and manage information on newcomers, English learners, Long-Term English learners, and dually identified EL students. By utilizing ELLevation, we aim to improve data accessibility and accuracy, ensuring that our educators have the information they need to support each student's unique learning journey. This platform will digitize our current practice of paper reports, bringing our district into the digital future.

5. ELD Standards Institute:

TUSD is offering administrators, teacher coaches, and classroom teachers the opportunity to attend the San Joaquin County Office of Education ELD Standards Institute. This institute is designed to deepen staff members' knowledge and improve their implementation of ELD standards in classroom instruction. By participating in this institute, our educators will gain valuable insights and strategies to better support English learners. This professional development opportunity underscores our commitment to enhancing the quality of education and ensuring all students succeed.

6. CABE Conference:

The annual California Association of Bilingual Education (CABE) conference offers valuable professional development opportunities for our teachers, para-educators, parent liaisons, parents/guardians, and administrators. Attendees will have the chance to learn about biliteracy, dual-language programs, and effective strategies and methods for improving EL student achievement. Participation in CABE's conference helps our staff and community members stay informed about the latest research and practices in bilingual education. This commitment to ongoing learning supports our goals of enhancing educational outcomes for all English learners in our district.

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:

TUSD will provide enhanced instructional opportunities for immigrant children by providing a summer program, EL Academy, targeting immigrant and newcomer students to provide supplemental support in English Language

Development. Instructional opportunities will include individualized instruction to address foundational skills in reading and writing aligned to the English Language Arts/ELD Framework.

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:

All English learners in TUSD receive integrated or designated ELD as their core EL program. Title III supplemental funds will be used to pay for professional learning to support best practices to develop language acquisition and implement keystone pedagogies in instruction. In addition, the district is using Title III funds to partially fund an EL Coordinator to provide additional services to EL students and parents to improve engagement, linguistic and academic progress, and provide training to staff as well as coaching to teachers at sites with high EL populations. TUSD is also funding a long-term EL Counselor who is invested in providing supplemental support and resources to EL students and families. Supports include monthly language and academic goal setting, ongoing data chats, working with teachers to support LTEL student needs, and additional assistance with school resources such as requirements, ELPAC information, present levels, Reclassification process, grade eligibility, mental health workshops, and progress toward language proficiency and A-G and high school graduation. In addition, the LTEL counselor provides just-in-time support such as student and parent workshops to provide strategies and awareness of language development for long-term English Learner students.

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:

School sites are accountable for ensuring that English learners make progress in English language acquisition. To achieve this, they administer common Summative Grade Level Unit Assessments in English Language Arts to all students. Additionally, each school conducts a diagnostic assessment three times per year to monitor EL students' progress.

TUSD utilizes the California Summative ELPAC assessment scores, along with local data, to evaluate student reclassification eligibility and progress. Data report analysis includes the performance of all students, with specific disaggregated reports for English learners. Site teams review grade-level standards unit assessment data reports in ELA SBAC and ELPAC data.

Teachers and administrators analyze this data within grade levels, departments, and Professional Learning Communities (PLCs) during the district's early release days. These teams discuss student progress on grade-level standards, school plan goals for student achievement, and address any achievement gaps.

Student data are entered into our SIS system and reported in the ELLevation platform. Site EL coordinators and teachers complete all district monitoring forms for EL and RFEP students digitally on ELLevation. Students scoring a 4 on their summative ELPAC assessment are eligible for reclassification if they meet all state criteria.

Site administrators and site EL coordinators implement the Tracy Unified School District EL Master Plan, which outlines tasks and timelines for EL program placement, reclassification, monitoring, and accountability. The English Learner Program Coordinator meets monthly with site EL coordinators to review student identification, assessment, monitoring, and reclassification throughout the school year.

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:

Tracy Unified School District (TUSD) is leveraging the Local Control and Accountability Plan (LCAP) process alongside the School Site Council (SSC) to engage educational partners and gather information for their application process. This engagement includes collecting feedback from students, staff, and the broader parent/community. An updated comprehensive needs assessment was conducted in Spring 2026 (in accordance with FPM). The updated needs assessment was based on information from the below metrics.

1. LCAP annual survey results
2. California School Dashboard metrics
3. Local data sources
4. Student information system data
5. Feedback from LCAP and SSC meetings

Throughout the school year, program evaluation will take place during ongoing LCAP and SSC meetings. This will measure the effectiveness and outcomes of the following identified program objectives:

1. Well-Rounded Education: 20% of the Title IV funding will be allocated to provide well-rounded education activities and opportunities.
2. Safe and Healthy Students: Another 20% of the funds will be directed towards activities and opportunities that promote the safety and health of students.
3. Effective Use of Technology: The remaining funds will be used to support one or more activities related to the effective use of technology, with a 15% cap on purchasing technology infrastructure.
4. TUSD is committed to ensuring that the decisions made with Title IV funding will support and improve student academic achievement and growth, enhance social-emotional health, and improve digital literacy.

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.

The LEA collected student information data from Student Advisory Committee (SAC) meetings, LCAP student survey results, and CA Dashboard data to determine areas for continued improvement, related to Title IV, Part A. The LEA analyzed the data collected for emergent trends. These trends provided the LEA with necessary insights to determine district needs.

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

To support well-rounded education, the LEA continues to make a concerted effort towards providing supplemental learning opportunities for all students—specifically in the areas of core academics (ELA/Math). To support all district students, LEA seeks to purchase a licensing agreement with Imagine Learning. This agreement provides online access to core instructional intervention, enrichment activities (ELA/Math), and reinforcement activities. This program supports well-rounded education by meeting students at one's own need. As such, students will receive just in time support across learning disciplines.

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

The LEA will evaluate the effectiveness of the Imagine Learning program by reviewing the amount of time spent completing various activities, and the frequency of use across district schools and grade levels. These measures serve as our leading indicators to gauge program effectiveness. In addition to these leading indicators, lagging indicator data will also be collected and analyzed to determine ongoing learning growth. Specifically, the LEA will review both CDE Dashboard data (ELA/Math), as well as Local Indicator data. These lagging data points serve as a mechanism to partially determine program effectiveness. In addition, the LEA will add specific survey questions regarding students' perceptions of the Imagine Learning program, and its correlation with their feelings of confidence in the classroom. Results from these leading/lagging indicators, help the LEA determine program effectiveness for potentially continued investment, versus looking at other opportunities to support well-rounded education.

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.

The LEA collected student information data from Student Advisory Committee (SAC) meetings, LCAP student survey results, and CA Dashboard data to determine areas for continued improvement, related to Title IV, Part A. The LEA analyzed the data collected for emergent trends. These trends provided the LEA with necessary insights to determine district needs.

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

To support the ongoing safety and health of all district students the LEA increased the number of behavioral support interventionists and SEL counselors across all district schools. Using the contract services agency (Point Quest), behaviorists and counselors provide ongoing SEL support for students in need. Specifically, the LEA maintains the

increase of SEL support and counseling opportunities will both lead to a decrease in suspension rates, as well as providing an alternative to suspension, when behavioral infractions are committed.

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

The LEA will use multiple measures to determine ongoing program effectiveness. Our leading indicators to monitor effectiveness will reflect reduced suspension rates and reduced chronic absenteeism rates on the CDE Dashboard. In addition, the LEA will review local data indicators, such as student perception data of their feelings of safety and belonging at school. The LEA will intentionally plan to discuss students' experiences during SAC meetings, along with conducting trend analyses from student survey data. The contracted behaviorists and counselors provide just in time support for students, as it relates to social-emotional well-being, feelings of safety, and perceptions of belonging. In doing so, the LEA supports students to make more prosocial decisions, intended to reduce suspension and chronic absenteeism rates.

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.

The LEA collected student information data from Student Advisory Committee (SAC) meetings, LCAP student survey results, and CA Dashboard data to determine areas for continued improvement, related to Title IV, Part A. The LEA analyzed the data collected for emergent trends. These trends provided the LEA with necessary insights to determine district needs.

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])

TUSD apportioned Title IV funds to purchase the necessary technology infrastructure aligned with E-Sports lab development. Computers, headsets, gaming systems, network capacity, temperature control capacity, and other necessary tools will be purchased to support students' access to E-Sports. These programs already exist in the other two district high schools.

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

The LEA will determine the ongoing effectiveness of any technological investment in terms of the frequency with which students access the Imagine Learning platform. Time logged into these programs, as well as results on state and local assessments will provide the LEA with the necessary information to consider the long-term viability of this investment.

- 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:

March 16, 2026

Email: TitleIV@cde.ca.gov Web site: https://www.cde.ca.gov/sp/st/

California Department of Education
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