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

LEA name:

Lennox School District

CDS code:

19-64709-0000000

Link to the LCAP:
(optional)

For which ESSA programs will your LEA apply?

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.)*

Title I, Part A
Title II, Part A
Title III, Part A
Title IV, Part A

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.

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.

The Lennox School District provides a core program that addresses the needs of our students and families from a whole child perspective. Recognizing that the majority of our students are economically disadvantaged, and many of our students are English language learners, the district provides a core academic program with the added funding of LCFF Supplemental and Concentration funding that focuses on raising the achievement of all students with additional services for the economically disadvantaged and English learner. Our LCAP describes the added services used to target our population with increased staff, smaller class size, counseling, data analysis, intervention programs and materials, parent involvement and education programs, intensive professional development, expanded technology, and innovative educational programs that include engineering, dentistry, and business. All of our classrooms have core curriculum with an added ELD component in which teachers receive training on implementation and usage

Federal funds will be utilized to increase the availability and intensity of intervention programs as well as professional development in order to bridge the achievement gap for students that are currently or most at risk of not meeting state standards.

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.

The Lennox School District will supplement the professional development and intervention programs that are funded with our Local Control and Accountability Funding. This supplement will provide expanded opportunities beyond what is capable with state funds, but will align to the existing programs so as to provide more depth and breadth to our core interventions for our students. Federal Programs are aligned to our core programs by providing increased services to students who are

currently or at risk of not meeting state standards. Title I programs are primary supplemental funded activities that build directly upon our state funded programs to help students to meet the state standards. Title II funding is utilized to provide high quality professional development for staff based on our needs of our Title I programs. Title III funding is utilized to strengthen our EL programs beyond what we are able to provide through our core and Title I funded activities.

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	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)

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Lennox School District does not have 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, as the population at our schools are homogenous in the number of low income and minority students. To ensure that no disparities may arise based on potential changing demographics, the district has established policies and procedures in our hiring practices that require all teachers be fully credentialed and working in their area of authorization so that we will have no ineffective or out-of-field teachers.

Data on free and reduced lunch as well as demographic and multiple other points of data are collected on enrollment forms for every student, entered into our SIS, and reviewed both at the site level as well as the district office to ensure we are providing appropriate services for every child (i.e. free and reduced lunch, homeless services, medical services, ELD, etc.) In our small district boundary of 1.3 square miles, we have a relatively homogenous population (97% free and reduced lunch, 91% Hispanic and a relatively equal percentage of other ethnicities at each school site), and all of our teachers are all qualified in their subject areas for which they teach. Our teacher turnover rate is extremely low, but when teachers retire or leave, they are replaced with teachers that also have the appropriate credential for their area of teaching. If the district does experience a turnover at a specific site that could cause a disparity between sites, teachers may be reassigned to balance the experience level and expertise at all schools. Student achievement data is collected through state and local assessments and regularly reviewed by site teams as well as the district administration, DELAC and LCAP committees to identify areas of growth, provide appropriate interventions and deliver professional development to teachers to help bridge the achievement gap.

Parent and Family Engagement
ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA has engaged in meaningful consultation with parents at every school through our SSC. The SSCs develop the SPSAs & implement effective parent & family engagement programs that supplement the parent center & bilingual parent liaison in every school by providing parent education classes in partnership with local colleges & involvement of parents in conferences & workshops. Our DELAC & parent advisory committees ensure the sites are providing a robust parent engagement program, & Title I reservations are used to supplement the programs as determined by these committees. Parent–school compacts are revised annually & distributed to every parent. Board policies ensure parent & family engagement at every school, & the LEA utilizes parent advisory committees to revise & annually sends the policy to every family. Title I parent meetings are held at every school site to provide parents information & materials about state standards, assessments & how parents may receive additional assistance for their children. Every elementary school has parent teacher conferences every trimester. All parents have access to the parent portal to review state assessment results as well as student assignments & grades at the middle school, & all parents are provided with regular report cards & invited to district held parent information sessions centered around curriculum, assessments, & standards based grading. PD & staff meetings embed the importance of parent engagement. SSC trainings are also provided at the district & sites to inform all stakeholders about student needs as well as ways in which the assistance & contribution of parents is essential to our student success. Parents & staff plan & implement classes & engagement sessions as part of the SSC responsibilities. The district office reserves additional funding to provide parent engagement programs & classes above & beyond our core parent programs. General fund & specialized funding for parents & family members of students with disabilities is used to support educational workshops at school sites & at the district level. The schools & district send all communication to parents & families in both English & Spanish. Parent involvement in the LCAP process is ensured through the inclusion of our parent advisory committees & the alignment of our SPSAs to the LCAP. Enrollment packets require information for the identification of students with disabilities, free or reduced lunch needs, homeless & foster services, prior school enrollment, & identification of social service needs. Students with disabilities are assigned a case manager that makes contact with the family with the first week of enrollment. Parents are provided with information on their rights & responsibilities as well as ways in which they can assist their students & be involved in the education of their children. Foster, homeless, low income, & migrant families are identified through our enrollment process & provided assistance from our Director of Student services as well as the on-site school counselor. Resources for social services & other needs are provided in these materials including ways in which parents may participate in their student's education. The LEA provides multiple opportunities for the informed participation of parents & family members with disabilities by providing information & school reports in an easy to understand format & the translation of all documents in English & Spanish. We hold teacher, site & district meetings in English & Spanish to explain critical information including CAASPP, ELPAC, grades & local benchmark testing & results. Teachers hold report card meetings in English & Spanish, & parents & family members that need additional assistance receiving & understanding student, school & district information are provided support through our staff. We contract with an interpretation company that has access to interpreters in all languages including sign language. The district provides accommodations for families that include handicap accessibility. Ample time, explanation & simplification of documents for parents & families are provided. Parents that are illiterate or cognitively impaired are provided assistance to ensure they are informed about their child's needs by meeting with their child's teacher for progress

updates and the help of parent liaisons. All of our schools meet the requirements for ADA. Migratory parents are informed of the importance of daily school attendance, & students that are planning on being away from school for an extended period of time are provided with the option of independent study. Recommendations are given to migratory parents on ways in which they can help their children continue their education through reading, writing, & the use of various materials. Migratory students that return from an extended leave from school are assessed & provided intervention based on identified needs.

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.

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:

The Lennox School District provides Title I services to all students in the district in an effort to raise the achievement for students most at risk of not meeting the state standards. Reservations at the district level are utilized to close the achievement gap by providing the following:

- Intervention and improvement software for every student.
- Intervention teachers at every school
- Parent involvement program consisting of parent education classes, and reading intervention software.
- Data analysis software and administrative costs associated with the oversight of Title I.

All schools in Lennox are Schoolwide Title I, and per pupil allocations are provided to each site. Site expenditures are budgeted based on a comprehensive needs assessment conducted through the School Site Councils and defined in each school's Single Plan For Student Achievement. Each year the effectiveness of the Title I funded programs are evaluated, and data on the effectiveness of the plan are utilized in the development of the next year's plan.

Sites have budgeted their allocations to increase student achievement through the following programs and services:

- Intervention assistants
- Supplemental reading materials and software
- Supplemental math manipulatives.
- Professional development and collaboration time.

- Intervention technology.
- Beyond the bell tutoring and intervention.
- Parent and family engagement.

There are no local institutions for neglected or delinquent children in the Lennox School District.

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:

When enrolling a student in the Lennox School District, parents are required to fill out a document regarding their primary residence. This document identifies students that are considered homeless based on their living arrangement. Once identified, the district identified Homeless Liaison coordinates activities with public and non-profit agencies to provide supports as needed. Every child identified as homeless is immediately enrolled and provided full access to all district programs. The homeless status is kept confidential, and it is not available on the teacher user side of our student information system. Every site receives training on how to provide support for homeless students by the Homeless Liaison, and every school has certificated counselors that can provide site assistance for homeless students. All staff members are informed of the process at their school to assist homeless students through the school counselor. Our district partners with medical and dental services housed on our district property, and our homeless students benefit from these free health services.

A dispute resolution process for Homeless Children has been established based on our Board Administrative Resolution and is available to all community members in every school office, the district office, and on the district website.

Every year Title I funds are reserved for homeless services, and all equipment purchased for $500 or more is inventoried and updated on an annual basis. Comparable services for homeless students relative to other students including core programs, intervention, counseling, and all other educational programs are provided, and additional services are provided as needed.

The Lennox School District is a K-8 district, so coursework, credits, and graduation requirements are not applicable.

Student Transitions
ESSA SECTIONS 1112(b)(8) 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.

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:

Title I funding is not utilized for early childhood programs or transitions between preschool or K-12 schools. However, our state preschool program works with our elementary schools to provide parent information and enrollment by hosting orientation and information meetings at the district office for all preschool parents in which every elementary school and their programs are explained in detail. All of our 5th grade students are brought to the middle school on a field trip in the spring in which they tour the campus and are hosted by the middle school ASB. Counselors from the middle school also work with our 5th grade families to select courses for their 6th grade year. The local high schools come to our middle school every spring to assist their incoming 9th grade students in their preparation for high school. During the visit, students are given detailed information on the high schools and provided enrollment materials for the coming year.

Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)

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

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district reserves funding for GATE and high achievers programming during the school year and summer to ensure that we meet the needs of our students with exceptional capabilities. The programs provided for GATE and high achiever students includes engineering, visual arts, music, and coding.

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:

The Lennox School District does not participate in Title I Part D.

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:

As a district with 97% poverty, the Lennox School District has developed and implements initiatives to assist in recruiting, hiring and retaining effective teachers that includes working with local universities to provide a large pool of recruits, keeping small class sizes that average 20 to 1 in grades K and 1, 24 to 1 in grades 2 and 3, 27 to 1 in grades 4 and 5, and 29 to 1 in our middle school. We also provide new teacher training through our BTSA program and a salary scale that is highly competitive across the state to attract the best teachers with the most experience.

The district has a team of teachers on special assignment (TOSA) to train our new and veteran teachers on changing instructional methodologies and curriculum. Our Technology for Learning specialist coaches our teachers to integrate technology into the curriculum and utilize core as well as supplemental software to engage, as well as provide, intervention to all of our students. Our special education TOSAs provide professional development and guidance to our teachers to develop our special education program and activities that increase the ability of our teachers to effectively teach students with disabilities. Finally, Our math, ELA and ELD TOSAs provide programs and activities to increase the knowledge base of teachers and principals on instructional strategies that both measure whether young children are progressing, and provide differentiated strategies for students who need additional assistance. As part of this professional development, our TOSAs increase teacher capacity through selecting and implementing formative assessments and using data to improve instruction.

The district holds in-service training to help educators understand when and how to refer students affected by trauma and mental illness, the use of referral mechanisms, addressing issues related to school conditions for student learning such as safety, peer interaction, chronic absenteeism and substance abuse. The primary recipients of these trainings are counselors, as every school has at least one full time counselor. Additional training is provided at staff meetings and through professional development.

Every third grade student is tested to Identify students who are gifted and talented. The district uses a non-verbal assessment to reduce language bias in the identification process. Students that enter Lennox after third grade are provided the opportunity to test after enrollment. A diverse GATE program is provided to GATE students as well as students identified as high achievers. This program includes instruction in the arts, science, and technology as well as field trips and the experiential opportunities. GATE training is provided to teachers through professional development opportunities both in and outside the district.

Sexual abuse training is provided to every staff member by the district on an annual basis. Every staff member completes documentation that verifies the completion of the training that includes identification, prevention and reporting of sexual abuse.

The Lennox School District provides professional development in STEM activities through the implementation of engineering programs which includes the staffing of four full time engineers in our schools, workshops on the NGSS, and locally held professional development days before and during the school year to bolster our teachers' expertise in STEM and project based learning.

Professional development to integrate academic content, career and technical education and work based learning are provided as appropriate at the elementary and middle school levels as seen in our School of Dentistry and our School of Engineering. Expansion of these programs as well as the development of new programs including our School of Business are always at the forefront of our district's priorities. Although we are limited in our abilities to provide actual work based learning based on the age of our students, simulated environments are utilized to mirror the work place.

Title II funding will be utilized to provide professional development beyond our core PD programs to teachers and administrators to build system of support for excellent teaching and leading. Additional training in ELA intervention, math intervention, ELD strategies, STEM, project based learning, student engagement strategies, and technology for teaching will be provided to teachers and administrators. Workshops and conferences provided both in-house and through outside agencies will be supported, and evaluation of professional development effectiveness will take place through monitoring of formative and summative student outcome data, review of formal and informal surveys, presentation of learned strategies and techniques at staff meetings, peer and administrator observations, and coaching through our teachers on special assignment. Strategies that show an increase in effective teaching will be increased while programs that do not show growth will be modified or eliminated.

Professional Development needs of administrators are identified through multiple measures that include annual evaluations, student growth, requests for assistance by the administrator, and observation by district administration. Professional development is tailored based on the individual needs. The methods of delivery include but are not limited to coaching by district appointed leaders, county and state workshops, private organizations (i.e. ACSA & School Services of California) local universities, neighboring districts as well as private consultants.

The Lennox School District promotes professional growth and ensures improvement by utilizing a continuous system of improvement and growth. Local and state data are analyzed, programs for improvement and growth are developed and implemented, outcomes are analyzed to determine the net effect of the programs, and changes are made to continue, improve, or eliminate each program. The data used for analysis vary based on each program, situation and person, but the most prominent data includes local and state assessments, student grades, the state Dashboard, real time attendance data, surveys, and observations. For transparency, non-confidential data is shared as appropriate to enlist assistance and advice from all stakeholders including management, teachers, students, parents, and the county office of education. New personnel are provided training based on the specific positions, and new teachers are required to clear their credential through a certified induction program. Mentors are provided as needed, and evaluations are done annually for all positions except tenured teachers that are provided evaluations every other year. Based on the evaluation as well as requests from employees and/or their supervisors, additional training and mentoring will be provided through various forms of professional development by local, regional, and state agencies and consultants. Every year we provide a minimum of 2 pre-service days for all teachers as well as two optional paid days of professional development. Management meets at least once per month in which guidance and professional

development is provided. Advancement opportunities are provided when available through substitute and interim management positions.

Throughout the year, professional development opportunities are provided at the sites during grade level meetings, staff meetings, and after school PD. Non-classroom staff attend PD through local and regional workshops, and classroom staff are provided limited opportunities to attend school day workshops in which a substitute is provided. Our most current PD has been centered around MTSS, Dual Language programs, ELD, technology for teaching, math, ELA, and NGSS.

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).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Schools that may implement comprehensive support will have priority funding based on specific needs of the students and staff. In the event that a school or schools are determined to need comprehensive support, a base professional development program will be established to ensure all schools and staff are receiving what the district has determined as core PD to continue the process of growth for all students, and then a supplemental funding structure will be establish to provide additional support through staff and PD that will address the deficiencies as determined by student progress.

No schools are currently implementing CSI or TSI. However, all schools annually write a School Plan for Student Achievement that includes a comprehensive needs assessment based on data analysis using state and local assessments. Evidenced based interventions are utilized that meet one of the four federally required evidenced based interventions tiers depending on the circumstances and decisions of the site councils. Evaluations of our schools are done in partnership with stakeholders (including principals and other school leaders, teachers, and parents) as required under the rules for staffing of School Site Councils. Although our schools are not in CSI or TSI, each school develops and implements a plan to improve student outcomes. If one or more of our schools enters in to CSI or TSI, the SPSA and LCAP will specifically address the metrics that led to eligibility for CSI or TSI. Our current SPSA addresses the requirements of CSI and TSI regardless of our status by being informed by all state indicators, which include student performance against state-determined long-term goals, evidence-based interventions based on a school-level, needs assessment, and the identification of potential resource inequities.

The Lennox School District, which covers a total boundary of 1.3 square miles, has a relatively homogeneous population. All of our schools receive 100% free lunch based on a 97% low-income student count. The ethnicity of our students exceeds 90% Hispanic students, about 50% English Learners, and with little to no disparity among the five elementary schools. Title II funding is not allocated to the schools as the district plan for professional development is most efficiently developed

and implemented by pooling the funds to provide PD to all sites to improve student outcomes based on similar needs at each site.

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:

To continually update and improve professional development activities, the Lennox Teacher Association and the Lennox School District have formed the Instruction and Professional Development Committee. The Committee meets once per month to discuss and problem-solve instructional, curricular, and professional development concerns of the teaching staff that cannot be resolved at the school site. The purpose of the Instruction and Professional Development Committee is distinct from that of the Professional Relations Committee in that the Instruction and Professional Development Committee does not address contractual issues. Separate from the committee, the district performs a needs assessment based on teacher surveys. Professional development strategies and outcomes are discussed and analyzed by the district administration based on student outcomes and local needs. Input is also reviewed by the ELAC, DELAC and Superintendent Parent Advisory Committee.

The LEA and school sites utilize local and state data housed in a data management system (SchoolCity) to analyze individual, subgroup, site, and districtwide data. This analysis provides us with insight to the effectiveness of our programs and the ability to continually provide PD to update and improve activities under Title II, Part A. Every student takes a local reading assessment each trimester as well as a local math assessment twice yearly. Teachers, paraprofessionals, counselors, and administrators have instant access to this local data as well as state assessment data through SchoolCity. General data is also shared with parents so that they may monitor and provide additional feedback to our district on ways in which we may improve our student outcomes. Each school site has monthly SSC and ELAC meetings that include school outcome data for our parents and community. Every site also has a monthly staff meeting as well as monthly grade level or department meetings in which data and PD needs are shared. At the district level we have no less than five DELAC meetings per year and 4 District Site Leadership Team meetings that include stakeholders from all groups. The Superintendent meets quarterly with parents in the Superintendent Parent Advisory Committee, and there are multiple other district meetings that take place that include individual groups such as counselors, parent liaisons, Categorical Program Assistants, Principals, etc. We include school outcomes in all of these meetings and gather input on ways to increase student outcome though professional development.

All of our data are collected annually as part of our LCAP process, and plans to increase student outcomes are developed and implemented through the LCAP. Our federal programs are aligned to the LCAP and used to supplement our local and state funded programs.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Lennox School District provides a core effective high-quality professional development program for classroom teachers, principals and other school leaders, administrators, and other school personnel throughout the year during and after the school day depending on the training schedule. Staff meetings at all sites also contain a component of professional development that reinforces our annual PD plan.

Before, during and at the end of every school year, the effectiveness of our instructional strategies is measured through student results on local and state benchmark assessment. The district and site leadership teams regularly review these data and determine our high priority needs for professional development to address our student outcomes. Based on these supplemental needs, Title III funding is utilized for coaching support through our Teachers on Special Assignment as well as the costs of professional development conferences and teacher release time to increase the effectiveness of designated and integrated ELD instruction. The TOSA positions may contain a component of core program assignments, so each TOSA may funded on a split basis with state funding, and time and effort reporting logs are maintained to account for the state and federal funded salaries. Prior to approval of implementation, professional development provided to teachers must have a reasonable expectation in proving effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers. All EL PD is reinforced throughout the year through continual PD, coaching and reinforcement of strategies by our TOSAs and administrators as developed in our EL Professional Development Implementation tool. This continual reinforcement process helps to ensure a positive and lasting impact on the teachers' performance in the classroom, and thus academic growth for our EL students.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title III Programs and Activities
ESSA SECTION 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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Lennox School District provides three options for students identified as English learner: Structured English Immersion, Dual Language, and Heritage Language. These three programs increase English language proficiency and meet the challenging state academic standards by providing integrated and designated ELD instruction with the Wonders core and Wonders ELD curriculum. EL students are also provided intervention opportunities that include our EL summer program, reading software, and an EL intervention program.

Title III funding is utilized to upgrade EL program objectives and provide effective instructional strategies through the use of our EL TOSA. The EL TOSA provides supplemental PD and coaching to teachers across the district to help our EL students progress towards meeting challenging state academic standards.

The Lennox School District is improving the instructional program for English learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures. Our largest update was the purchase of the Wonders EL Curriculum in 2016-2017. Professional development was provided on the use of this curriculum as part of our core instructional programs. On-going PD is continually provided to address gaps in our teaching of the Wonders EL Curriculum through the identification of student outcomes on state and local assessments. Supplemental professional development is provided with Title III funding to enhance our core instruction. Specialized EL instructional techniques and pedagogy are taught to our teachers through EL workshops provided by outside agencies as well as by our Teachers on Special Assignment coaching and professional development workshops. Evaluation of these services are performed regularly through survey and outcome data, and improvements are made based on these data.

Title III funding is utilized at the student level to provide English learners tutorials for intensified instruction. Specialized software and beyond-the-bell programs in conjunction with local university and EL expert designer supplement our core EL instruction and provided during the school day as well as after school and during summer. These programs include intervention software, EL summer classes, and tutoring. Although our schools are all Title I schools, and intervention supports are provided to all students through a variety of means, the Title III programs are above and beyond these programs and specifically for EL students.

The Lennox School District believes that the most effective programs include parent participation. Therefore, beyond the core and Title I funded parent education programs, the district utilizes a portion of our Title III funding to provide parent literacy, outreach and training activities to the families of English learners. Although most services are provided through local sources, our EL parents are brought to local workshops as well as the state California Bilingual Educators Conference. Each attendee brings back valuable EL family involvement and assistance information that they share with our community.

English Proficiency and Academic Achievement
ESSA SECTION 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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Lennox School District provides each school with student scores for the ELPAC and SBAC. These results are broken down with our data analysis system and disseminated both to administration and teaching staff. Every school has predefined goals that are developed in partnership between the district office and the site, and assistance is provided to each site to assist in reaching these goals. The site goals are provided as a whole in our LCAP, but every site must have site EL goals defined in their School Plan for Student Achievement. Sites that do not meet their goals for English acquisition progress for English learners are provided assistance from district Teachers on Special assignment, and students are provided with interventions based on their needs. Beside the state summative assessments, each site is required implement formative assessments for all EL students in the form of common reading assessments as well as individualized classroom assessments that are tabulated and reported on student report cards.

District and site administrators as well as teachers perform EL instructional walks to check for implementation of effective designated and integrated ELD. Analysis of the walkthroughs is reviewed by site and district administration in an effort to provide additional professional development in identified areas of need.

TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Lennox School District will exercise transferability of Title IV funds to Title I. It is the philosophy of the district that funding is best allocated at the local level, and by distributing the Title IV funds to Title I, each School Site Council may best allocate their funding based on a per pupil allocation tied directly to Title I rules and restrictions. Furthermore, the relatively equitable and high number of percentage of low-income students at every site provides a model of distribution that allows an even distribution of per pupil funds.

Per ESSA section 4106c, the LEA has consulted with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives in a variety of ways to determine that Title IV funding will best serve student's by the transferability of the funding to Title I. Groups representing these stakeholders include DELAC, ELAC, School Site Councils, district management meetings which include all school and district management, the Board of Education, and the LCAP committee. All groups agreed that the distribution of the Title IV funding will allow each site to receive a share of the funds through their per pupil allocation so that every School Site Council may best decide how the funds may be utilized for their school's population. The equitability of this was also determined based on the fact that all schools operate schoolwide Title I programs, and every school has a 90% or more low-income student population.

Every year Each School does a comprehensive needs assessment as part of the School Plan for Student Achievement (SPSA). The determination of the assessment is used to develop the plan for the school as well as the individual actions that will be taken to address these needs. Every SPSA is based on the goals of the district as defined in the LCAP. The LCAP goals are based on a district level comprehensive needs assessment based on data collected from local and state assessments, parent, teacher, and student surveys, and the state Dashboard. By aligning the SPSA to the LCAP, the district ensures that the needs of students are being met in the areas of access, a well-rounded education, safe and healthy environments, and technology. Designation as a P21 school district with a 1 to 1 technology ratio, a robust IT department, and a Technology for Learning Teacher on special assignment also helps to ensure access to technology remains on the forefront of our district priorities. Our annual surveys specifically address healthy and safe student environments, and one of our district goals on our LCAP is "The Lennox School District will provide a safe environment conducive to learning." Finally, our district has a health and welfare committee that meets regularly to address the health needs of our students. These needs are included in our health and wellness plan for our district.

The percentage requirements of the Title IV grant are not applicable based on the legally permissible transferability of all funds to Title I. All Title I funding is spent in accordance with the laws and guidance for Title I as set forth under Title I law and non regulatory guidance.