

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

LEA Name

Livermore Valley Joint Unified School District

CDS Code:

0161200

Link to the LCAP:

(optional)

<https://www.livermoreschools.org/domain/1902>

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

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 Local Control Funding Formula (LCFF) provides Local Education Agencies (LEAs) flexibility to design programs and provide services to meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The Livermore Valley Joint Unified School District has as its mission that "Each student will graduate with the skills needed to contribute and thrive in a changing world." The Local Control and Accountability Plan (LCAP) planning process supports continuous cycles of action, reflection, and improvement. The LCAP goals have been chosen to ensure that our students receive the necessary support regardless of language proficiency, socioeconomic status, or housing insecurity. The ESSA in California presents an opportunity for school districts to innovate with their federally-funded programs and align them with priority goals they are realizing under the State's Local Control Funding Formula (LCFF). The funds will be allocated to identified school sites to support qualifying students through additional instructional support, with appropriate high-quality personnel, research-based programs, and proven instructional materials as outlined in the School Plans for Student Achievement (SPSAs). District-wide funding will be used to support the Livermore Valley Joint Unified School District's Framework for Success which is a multi-tiered system of supports focused on supporting the academic, behavioral, and social-emotional needs of all of our students. Certificated, classified, and administrative staff will receive ongoing professional development and support. In addition, our nearly 2,000 English learners, immigrant, and migrant students will continue to receive both integrated and designated English learner instruction. Altogether, this strategy will provide the additional support needed to fulfill our mission and vision as a district.

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 Livermore Valley Joint Unified School District (LVJUSD) will support its strategy through the use of the following high quality efforts:

* Summer school for students in Pre-school through 12th grade, including 1) High School credit recovery for qualifying high school students, 2) Extended migrant summer school hours, 3) Targeted Special Education summer school beginning in pre-school

* Instructional coaches in the areas of math, Multi-tiered Systems of Supports (MTSS), and technology. These Instructional Coaches will provide assistance to students and teachers creating models of success for students while supporting teachers' ongoing professional development with the Framework for Success (MTSS model).

* Professional development will be provided to all certificated, classified and administrative staff. Staff will continue to have numerous opportunities to receive high-quality, research-based professional development. All professional development offerings will be focused around the theme of "Effective Tier 1 Instruction" and coordinated throughout the year. In addition, professional development will be differentiated for all staff according to their own strengths and needs.

* The Livermore Valley Joint Unified School District (LVJUSD) Framework for Success provides multi-tiered systems of support for all school sites focused on three main areas: academic, behavioral, and social-emotional. This Framework helps to identify and organize effective interventions that will support continuous improvement in those areas for all of our students.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

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

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

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

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

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

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

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

The Livermore Valley Joint Unified School District uses the Alternate Income Form as the poverty criteria to select school attendance areas in the Consolidated Application.

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:

In order to address any disparities, our Curriculum Department works closely with site principals and teachers to meet the needs of teachers and students through targeted professional development and access to rigorous curriculum to ensure that students will learn at high levels, regardless of the level of experience or number of years of teaching a teacher may have.

Overall, teachers in the Livermore Valley Joint Unified School District, have an average of 14.1 years of experience. There is no large discrepancy in teaching experience at our Title I schools. Jackson Avenue teachers average 14.1 years of experience. Junction Avenue K-8 teachers average 13.8 years of experience. Del Valle teachers have an average of 16.6 years of experience. Marilyn Avenue teachers average 11.2 years of experience. We have an experienced and well-trained group of educators at all sites, who are committed to the education of the students in our community.

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).

Our District has formed multiple groups of Educational Partners including School Site Council, English Learner Advisory Committee, LCAP Advisory Committee, and Parent Club Information Council, to name a few, to connect with parents and families to ensure ongoing communication.

Technology platforms such as Blackboard, ThoughtExchange, Schoology, and PowerSchool also offer additional modes of communication. Our District Office has dedicated staff to ensure communication is distributed in both English and Spanish where appropriate. Sites with a higher percentage of English Learners also have additional bilingual office staff to assist with written and verbal communication.

Our Community Engagement Department's primary charge is to actively engage and communicate with parents. A bilingual Communications Specialist position has been added.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Each of the three school sites identified to receive Title I funding conduct a yearly Title I Parent Involvement meeting to ensure that parents and guardians are knowledgeable of their rights and the obligations of the school. School Site Councils are actively engaged in the development of the School Plans for Student Achievement and their budgets, including the Title I budget for that site. The SSC monitors the student data and works together to determine additional strategies and supports needed. In addition, each Title I site discusses the responsibilities outlined in the Home/School Compact. The Child Welfare and Attendance (CWA) staff, including a Spanish speaking CWA, as well as our contract social workers, provide support for Homeless students and families; they ensure students are able and prepared to come to school daily. Several of the sites have created Coordination of Services Teams (COST) to address the social, emotional, and academic needs of students.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

N/A

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Livermore Valley Joint Unified School District operates three schools (Marylin Avenue, Jackson Avenue, and Junction K-8), that receive School-wide support under Title I.

LVJUSD schools do not receive funding for neglected or delinquent children.

At the three Title I identified School-wide support sites, funding is allocated for additional intervention staffing, programs, technology, and other applicable materials above what other sites receive. Students were previously identified through their status as participants in the Federal Free and Reduced Meal Program (FRMP), and more recently utilizing the Alternate Income Form, and their learning needs as measured by State and Local measures.

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:

Homeless Supports:

- Support groups for caregivers
- Homework help
- Peer tutoring
- Partnerships with local non-profits
- Case management, including mental health support and referrals
- Advocacy and referrals for financial, legal, mental health, emergency services, and temporary housing
- Transportation needs or assistance - Wheels bus passes
- Child Welfare and Attendance Staff, Counselors, Community Liaisons

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.

Our District offers early childhood programs including BELIEVES (Broadens and Enriches Lives, Instills Educational Values, Encourages Students) and Migrant Education Preschool. Students transition into TK or Kindergarten classes with identified targeted support to assist with English language acquisition as needed.

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) coordination with institutions of higher education, employers, and other local partners; and
- (B) 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:

College and Career Counselors, First Generation Counselor, Migrant Education Counselor

- Support transportation for underrepresented student groups to Tri-Valley College Fair
- Other college visits - Migrant Education college visits
- Middle College
- Coordination between Tri-Valley Regional Occupational Program (TVROP)
- Coordinate TVROP services on high school campuses
- Career Technical Education (CTE) Pathways
- Maintain increased counselor staffing at middle and high schools to increase the support for unduplicated students in order to increase the completion rates of students taking A-G requirements at each high school.

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:

Annual assessments are conducted to identify Gifted and Talented Education (GATE) students. Programs specifically designed for enrichment and advancement are provided. Additional funds are also allocated to further develop libraries and digital platforms.

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 LEA and 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)

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

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:

Livermore Valley Joint Unified School District is the lead agency for and participates in the Consortium that provides the Tri-Valley Teacher Induction Program (TVTIP). This program supports teachers transitioning from college preparation to their professional career, as well as out-of-state trained teachers possessing a preliminary credential. In 2004, the State approved TVTIP as the pathway for teachers to obtain a Professional Clear Credential through high quality coaching. During the 2021-22 school year, the program was redefined and reauthorized with the Livermore Valley Joint Unified School District serving as the lead agency. TVTIP is committed to accelerating a new teacher's development in order to positively impact student learning.

TVTIP collaborates with the New Teacher Center and local universities. The structure is such that there is a Director of the Consortium, district directors, teacher leader coaches, and administrators who guide the program. TVTIP provides support to eligible teachers as they begin their careers. The goal of the program is to provide opportunities to teachers to become highly qualified and effective educators. Current research findings indicate that the knowledge of teaching practices, student learning outcomes, standards-based subject matter content and ultimately, the ability to reflect on one's own practice are the strongest predictors of student success and teacher centered services that support the efficacy and retention of highly qualified teachers.

One vehicle in place to support the development of teacher leaders is the Instructional Coach model. The Instructional Coach supports a content-specific area such as math, MTSS, or technology and works with teachers to develop deep, instructionally rich approaches in teachers that will yield high student outcomes.

Our new administrators participate in the Association of California School Administrators (ACSA)/L.E.A.D. Clear Administrative Credential Program. This program provides candidates an individualized induction experience based on the context of their leadership role, including one-on-one coaching by an experienced administrator. Candidates participate in an ongoing formative assessment, professional development seminars, and job-alike professional learning communities designed to grow the knowledge, skills, and dispositions that are essential for successful administrative leadership.

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:

Funds are allocated to provide smaller class sizes and increase targeted professional development at schools with the highest percentage of traditionally underserved students. Specific training will be determined by student need as demonstrated through assessment data.

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:

Systemic data collection and progress monitoring will be used to target support and training, particularly at sites with higher percentages of traditionally underserved students. Consultants and trainers with expertise in ELD strategies, Early Literacy instruction, Equity of access and opportunity-based strategies, culturally and linguistically responsive teaching, and other high yield strategies, such as AVID, Leader in Me, Silicon Valley Mathematics Initiative (SVMI), etc. will be retained to support diverse learners.

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:

Ongoing professional learning opportunities will be provided for administrators, teachers, and classified staff members on the English Language Development (ELD) standards, framework, and high-yield, researched-based instructional strategies, such as Specially Designed Academic Instruction in English (SDAIE) and Guided Language Acquisition Design (GLAD) for English Learners. Administrators have been provided with specific tools to monitor and support ELD instruction in the classroom.

Collaborative Professional Learning Communities, which focus on data and instruction of our ELs, will meet regularly to engage in the Cycle of Inquiry to provide intentional, targeted instruction and support. The Coordinator of ELD Programs will work closely with site leaders and teachers to ensure high quality instruction and support.

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:

Students identified as immigrants will be provided with intensive instruction in English at their identified language proficiency level. At the elementary level, smaller class sizes and increased paraeducator support are provided. At the high school level, new courses are being added to provide enriching ELD instruction in classes with fewer students, while simultaneously earning University of California (UC)/California State University (CSU) A-G course credit.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

District-adopted curriculum standards
Curriculum and Instruction aligned to standards
Assessment & reporting
District & Site level Supplemental Support Services
Evaluation of teachers annually

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:

- (C) 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
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Initial English Language Proficiency Assessment of California (ELPAC) notification & testing process
Dual Immersion (DI) Program
Annual summative ELPAC testing & reporting process

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:

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

We used Title IV funds to support the following programs:

- Project Lead the Way
- Instructional Materials - Anti-smoking, anti-vaping activity books for 4th & 5th grades
- hand2mind Instructional Materials - Elementary math classroom supplies
- Instructional Materials - Elementary math classroom supplies
- Red Ribbon Week outdoor ribbons
- Edgenuity License - Digital Library for grades 6-12
- Tech License for Science Odyssey, science fair exhibition