

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

LEA name:

Saddleback Valley Unified School District

CDS code:

30-73635-0000000

Link to the LCAP:

(optional)

go.svusd.org/a-a

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.

Saddleback Valley Unified School District (SVUSD) uses federal funds to supplement and enhance the actions, services and initiatives that support our district goals and Local Control Accountability Plan (LCAP), which focus on intentional lesson design, engaging strategies, and the development of innovative practices that create successful students. For example, Title I funds provide additional instructional coaches and an elementary prevention/intervention counselor at our Title I schools; Title II and Title IV funds provide targeted professional development for teachers in multiple areas including instructional strategies, newly adopted frameworks and content standards for all grade levels/subjects, and Title III funds support enhanced services for English Learner students including extended learning time, additional support classes, EL coaches and Bilingual Parent Advocates, and parent education opportunities.

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.

Our LCAP guides the use of LCFF dollars, including Supplemental Grant Funds, multiple state grants, federal Title I, Title II, Title III and Title IV funds, and other funds available to the district. Examples of alignment include using these funds for professional development and targeted student support, enhanced by the addition of Title I, Title II, Title III, and Title IV funding, the Low Performing Student Block Grant, the Career Technical Education Incentive Grant, The K-12 Strong Workforce Program Grant, Educator Effectiveness Funds, Discretionary Block Grant, and Expanded Learning Opportunity Programs.

Using these funds together will allow us to intensify our change efforts, to work on academic, behavioral and social-emotional areas simultaneously, and to support collaboration for teachers to plan instructional improvements.

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.

(This is extra language that we didn't need, I believe.)

SVUSD's LCAP Goal 1 is to improve student performance and literacy in all content areas. This goal is supported by actions to maintain lowered class size, support professional learning opportunities for teachers and leaders, and the development of curricula to align instructional strategies, student tasks, and assessment to standards and best first instruction. In addition to these actions, SVUSD's seven Title I elementary schools and one intermediate school use supplemental services to meet the academic needs of their students. Perhaps most significant is the Title I investment in our instructional and academic coaches. While the LCAP now places coaches at all school sites part time, SVUSD uses Title I funds to support a full-time coaching model at our Title I schools for additional support. Instructional coaches work to build the capacity of teachers to be able to deliver quality, researched-based instruction through whole and small group professional learning experiences, as well as individual cognitive coaching cycles. Instructional coaches also assist with two vehicles for assessing classroom and school-wide performance. First, they facilitate SVUSD's Data Team Cycles of formative assessment that serve as a primary vehicle for analysis of student performance and identification of student need. Second, they facilitate Instructional Rounds. Each school engages in two Instructional Rounds a year, during which they develop and study a school-wide instructional issue, called a "Problem of Practice".

Our Title I schools are AVID certified with a focus on college and career readiness, as well as organizational skills. Each Title I school attends AVID institutes for professional learning on instructional practices in WICOR (Writing, Inquiry, Collaboration, Organization, and

Reading), implements these AVID strategies, and conducts walk-throughs to monitor such implementation. Additionally, each school uses a non-verbal digital platform for building number sense and fluency, called Spatial Temporal (ST) Math, a non-verbal digital platform for building number sense and fluency. Teachers also receive professional development on the implementation of this program and how to use it in small groups for directed and guided instruction in math foundations. The instructional coaches at SVUSD’s Title I sites are also supported by a Cognitively Guided Instruction (CGI) Math Fellowship model. This model allows classroom teachers to work with their coach and a CGI consultant to turn their classroom into a CGI learning space with the intent of increasing math proficiency.

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).

SVUSD’s LCAP Goal 2 is to improve access to and enrollment in a rigorous course of instruction. This goal is supported by actions to develop a Multi-Tiered System of Support for prevention and intervention of at-risk students. It is also supported by actions to provide increased academic and mental health counseling, as well as increasing the passing rate of students enrolled in a course of study that prepares them for college admission. SVUSD’s Title I schools use the Data Teams process to identify students at academic risk. Teachers and administrators meet biweekly to study formative assessments and make instructional decisions to intervene. Students who are identified at academic risk receive intervention services both from the classroom teacher in small groups and in targeted support groups with an intervention teacher.

In addition to the mental health services provided in the LCAP, SVUSD Title I schools employ an additional prevention/intervention counselor for the purposes of identifying mental health and behavioral needs that are impacting success in the classroom. The intent of this supplemental service is to better meet the real-time social and behavioral needs of students at the Title I school sites. While many of SVUSD’s school sites use Positive Behavior Intervention and Support (PBIS) models to increase the likelihood of positive interactions amongst students and staff, our Title I sites are also implementing the Second Step Program. After attending an intensive two day workshop on Eric Jensen’s brain research behind the stress of students in poverty and reading his books in book study groups, Title I sites recognized the need for more intensive behavioral supports and more restorative, rather than punitive disciplinary measures. The Second Step Program is taught in units that address skills like empathy, problem-solving, and emotion management. Key to the program is a focus on self-regulation, which is important for increasing students’ likelihood of social and academic success.

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	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

SVUSD uses Title I, Part A to provide school-wide support to elementary and intermediate schools with a poverty rate of 40% and higher. This equates to the use of Title I funds to support 7 elementary schools and 1 intermediate school. SVUSD does not use Title I funds for targeted support.

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:

SVUSD employs the same hiring and evaluation criteria for all new and experienced teachers. Human Resources verifies that all teachers are fully credentialed in their field. Principals at each school site are responsible for observing and evaluating their teaching staff using the California Standards for the Teaching Profession, and as outlined in our adopted employee contract. Teacher evaluations are turned in annually to Human Resources.

Ineffective teacher – An Individual whose assignment is legally authorized by an emergency permit (including Provisional Internship Permits, Short-Term Staff Permits, Variable Term Waivers, Substitute Permits)

SVUSD does not hire teachers on emergency permits.

Out-of-field Teacher – Teacher who has not yet demonstrated subject matter competence or for the student population to which he or she is assigned (including Emergency English Learner or Bilingual Authorization Permits, Local Assignment Options)

SVUSD out of extreme necessity has hired teachers on emergency CLAD/BCLAD credentials. These have mostly been for special education teachers. The district does conduct a diligent search to recruit fully prepared teachers, but there is an insufficient number of certificated persons who meet the district's specific employment criteria. Annually, the Board of Education approves a Declaration of Need for Fully Qualified Educators, which sets a maximum threshold that cannot be exceeded. This is filed with the California Commission on Teacher Credentialing

Inexperienced Teacher – A teacher who has two or fewer years of teaching experience

31% of all SVUSD teachers participating in Induction, the state's system for new teachers to clear their teaching credentials, are serving in Title I schools. This percentage is higher than the

percentage of Title I schools in SVUSD compared to non-Title I schools (22%), largely due to one of the Title I schools being a Spanish dual immersion program with high teacher turnover and additional credentialing required (BCLAD). The LCAP provides each elementary school with a student population of 700 or higher with a full-time instructional coach. All Title I elementary schools, regardless of smaller student populations, are assigned a full-time instructional coach to work on site with the teachers to build their capacity to use research based instructional strategies, increase literacy and foundational math skills.

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:

Both SVUSD and the individual schools receiving Title I, Part A funds have adopted and distribute annually a Family Involvement Policy that meets ESSA guidelines. This policy is discussed with the School Site Council and ELAC and is adopted as part of the Single Plan for Student Achievement each fall.

Each Title I school is required to spend 1% of its total allocation on family involvement activities. These activities typically include information sessions regarding procedural barriers to school involvement, such as registration, accessing online tools, and grading. They also include curricular family nights and parent education events.

Additionally, SVUSD Title I schools annually involve parents, teachers, and students in a compact, or agreement, indicating their responsibilities for improving educational outcomes for students. Parents also complete an annual survey to assess the quality and environment of their school campus. Results of this survey are presented and discussed in an annual LEA parent Title I meeting, attended by district and school site administration and parents from each Title I school site. At this same meeting, Title I programs are discussed and evaluated for effectiveness. Survey data and data gathered at the parent meeting are incorporated into School Site Plan revisions annually.

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:

SVUSD Student Services coordinates services with Vera's Sanctuary to ensure students receiving intensive support due to life circumstances have a full coordination of support between the agency and SVUSD schools / programs. Case management is coordinated from the Student Services Department.

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:

Prior to school site allocation, \$5000 in Title I Part A funds are set aside annually for homeless students to get to and from school. These funds supplement the services provided under McKinney-Vento Homeless Assistance Act.

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:

Sixty-four percent of our Transitional Kindergarten (TK) classrooms are housed on Title I school sites. This ratio is designed to meet the needs of families in poverty that need access to quality programs prior to their entry into kindergarten. Different from other TK sites, Title I funds pay for the Transitional Kindergarten classrooms at Title I sites to have access to Spatial Temporal (ST) Math, a non-verbal mathematics program that builds fluency and number sense. Access to this program helps the transition to K-6, where the program is also used as a part of the math curriculum. Each Title I TK site also has an Instructional Aide to support teacher instruction in TK.

The intent is to promote the success of the TK program and increase the likelihood of K-6 academic success.

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:

[Address the provision here]

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:

NA

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

SVUSD has a robust professional development program for teachers and site leaders that focuses on content and pedagogy. We also offer a highly successful Teacher Induction Program for general education and special education teachers. Identified professional development needs are based on student data outcomes and engagement from our educational partners including teachers, administrators, classified staff, and parents during our LCAP development season.

Collaboration is practiced widely with teachers and coaches, often creating and leading professional development, including the development of curricula to align instructional strategies, student tasks, assessment to standards, and first best instruction. Instructional Coaches work to build the capacity of teachers to be able to deliver quality, researched-based instruction through whole and small group professional learning experiences, as well as individual cognitive coaching cycles.

We provide Instructional Coaches at each elementary school site to support the implementation of the SV Reads Initiative with grade level PLC teams to refine early literacy practices, enhance foundational literacy skills, reading intervention, and continue to build teacher capacity for effective small group instruction. This will include site based professional development, district level professional development, and new teacher curriculum orientation. Additionally, the Instructional Coaches support the implementation of the SV Counts Initiative with grade level PLC teams to refine foundational math skills, conceptual understanding, productive discourse (math talks) for dealing with problem solving, math intervention, and continue to build teacher capacity for effective small group instruction. This includes site based professional development, district level professional development, and new teacher curriculum orientation.

We will provide Academic Coaches at each secondary school site, a Secondary STEM Coordinator, and Secondary Humanities Coordinator to support PLC Teams with cycles of inquiry work, systems of assessments and interventions, standards mastery, standards-based grading, and team development that supports high team efficacy. They will also use IXL data as a pre-assessment, ongoing assessment tool to address learning loss in mathematics or English Language arts, focus standard development/refinement, and need for intervention.

In order to build teacher leadership capacity, we provide elementary or secondary chairs. These are teacher leader roles. Teachers are leaders all day. They lead by example in the way they act, speak, and behave. They lead their students through challenging activities and rigorous learning. Then, they take on additional teacher leadership roles inside and outside the classroom. Activities, events, and extracurricular programs are what build positive school culture and often require additional leadership support from teachers. Chairs work collaboratively with site administrators to facilitate dialogue with departments or grade levels to improve instruction, provide leadership for site professional development (i.e., plan, provide and/or facilitate), and support and provide leadership for implementation of State Standards. Also, in order to provide site-based specific efforts, programs,

unique and customized to the needs of each school, supplemental site allocations will be provided to each school site which align to LCAP Goals and SPSA Goals, actions, and services.

Data from all professional development participants, ranging from evaluation forms to classroom visits for observation of implementation is collected, reviewed, and analyzed.

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:

Funding priorities for professional development are prioritized based on identified needs to meet district, LCAP and instructional goals. Most professional development is organized centrally by the district, but with collaboration from instructional/academic coaches and site leaders/principals, using data to drive our learning needs and outcomes. Priority areas of focus continue to be on MTSS and targeted instruction for struggling at-risk students; intentional lesson design to improve first best instruction; supporting the linguistic needs for our multilingual students; new state framework, standards, and instructional materials; integrating technology to enhance instructional delivery; and social emotional learning.

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:

Several metrics to support professional development and continuous student improvement are in place, including our LCAP metrics, actions/services, and each site's Single Plan for School Achievement. All assist staff in targeting needs, allocating resources and evaluating effectiveness. In addition, direct feedback from teachers and site leaders via evaluation forms following professional development, as well as the review of student outcome data, provides ongoing information to staff. Based on findings, professional development is adjusted or redirected to best meet the current need and demand. Consultation with instructional/academic coaches, grade level/subject level teacher leaders, site leadership teams and administration is regularly practiced. Feedback and input from our LCAP educational partner engagement during LCAP development is used to prioritize not just our robust professional development but all areas to meet the needs of each and every student.

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:

LCAP Goal 2 addresses the improvement of student performance, "All students will demonstrate mastery of grade level content and graduate prepared to be successful in college, career, and beyond." This goal is aligned to Principle 2 of the CA EL Roadmap which calls for the Intellectual Quality of Instruction and Meaningful Access for English Learners. Our professional development plan for the 2022-23 school year is dedicated to building the capacity of all teachers to deliver high-quality ELD instruction.

At both elementary and secondary levels, funds are allocated to ensure that teachers and curriculum teams receive sufficient time and resources for intentional lesson design based on EL achievement data as well as feedback from site-based needs. The provision of 2 ELD TOSAs ensures that teachers receive targeted support in their instructional design. Professional development for EL instructional staff, Bilingual Parent Advocates and Community Liaisons as well as site administrators ensures a systematic approach to supporting the learning needs of English Learners.

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:

SVUSD's LCAP GOAL 2 also addresses the improvement of student access to, enrollment in, and completion of an academically rigorous course of study. This goal is aligned to Principle 2 of the CA EL Roadmap, which calls for the Intellectual Quality of Instruction and Meaningful Access for English Learners and Principle 3 as it relates to creating system conditions that support effectiveness. For the 2022-23 school year, tier 2 intervention plan for the secondary level will prioritize support needed by newcomer students in developing targeted academic support that will be provided by intervention teachers as well as EL instructional staff. Additionally, A "Newcomer Camp " was implemented in Summer 2023 to help bridge the gap of recently arrived immigrants/newcomers at both the elementary and secondary level as they transition into US schools. The Language Acquisition department will continue to plan for an ELD Summer Enrichment program focused on supporting the academic and social emotional learning support needed by immigrant children.

Moreover, ELD Early Emerging/Emerging, a course taken by newcomer/immigrant EL students at the secondary level, will continue its textbook adoption process by piloting a curricular program with specific instructional features that address the challenges of distance learning while also providing language development support for students.

Family engagement is another priority related to our goal in increasing the performance of immigrant children and youth. The development of a Multilingual Family Resource Fair was achieved to meet the goal of supporting EL/immigrant families in all aspects of their child's education. We are also extending the reach of our parent literacy programs by training additional staff to become trained providers of the Latino Literacy Project curriculum. Staff has also been trained in the 10 Education Commandments program offered to our Multilingual families, a collaboration with the Orange County Business Council, which facilitates parent/family understanding of how the US school system works. Last, we are planning to run our second Drive-Thru Family Literacy Night for our Multilingual families to encourage and support reading at home.

Additionally, after having to close during the pandemic, we are in the process of reopening our Family Resource Center which will serve as a hub of services for our Multilingual families. Services will include parenting and education classes, collaboratives with community partners/agencies and events to help engage and support our families.

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:

Intentional lesson design via designated and integrated ELD continues to be an area of focus for both the elementary and secondary level. This work is achieved by our ELA/ELD leadership, academic/instructional coaches and ELD TOSAS through site-based coaching and curriculum development.

Data from EL progress monitoring process, along with diagnostic data are also being used in tandem as we prepare to offer a Tier 2 intervention program in reading. At the elementary level, assessment results from iReady in reading and math are used to identify students needing additional support. Small group instruction is delivered by Tier 2 intervention teachers and include both EO and ELs.

In addition to the aforementioned intervention efforts that include ELs, we are in the process of implementing EL interventions at the elementary level which will include extended day for Multilingual learners in collaboration with ELO-P. At the secondary level, each site developed similar intervention plans that have been designed to specifically target ELs.

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:

In our ongoing work to deepen teachers’ understanding of the ELD standards and its connection to instruction in all content areas, our professional development sessions have explicitly included tasks that promote the language skills that are crucial to language development and at the same time aligned to ELPAC task types. In particular, we have been working with teachers to increase the oral language development of students through the use of collaborative teaching strategies and expanding students’ abilities to articulate their thinking through academic language. Instructional technology tools such as Jamboard, Padlet, and Seesaw have made these types of tasks possible.

Each of our ELD courses at the secondary level is in the process of significant curriculum development, with a focus on establishing clear learning outcomes and a pathway to support EL’s success in all content areas. Part of this work is the development of common assessments that would provide equitable learning opportunities for ELs at all secondary sites. This work has been arduous but steady and promising at the same time.

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:

SVUSD takes advantage of federal transferability rules and moves all our Title IV, Part A funding into Title II, Part A to support professional development, which continues to be an important need for

SVUSD. This funding will help support teacher training on MTSS, specifically in the areas of behavior and social-emotional. This will support the district's effort to improve school climate and address the needs of student groups identified by the California Dashboard across all indicators.