

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

School Year

2023-2024

Date of Board Approval

June 15, 2023

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 apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

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

Instructions

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

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

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

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

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

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

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

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

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.

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 (<i>as applicable</i>)

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

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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.

The Every Student Succeeds Act (ESSA) Section 1112(b)(2) requires each local educational agency (LEA) receiving ESSA funds to submit a plan to the state educational agency that describes how it will identify and address any disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers; also referred to as equity gaps. This provision is found in the LCAP Federal Addendum - Title I Part A Educator Equity. Upon completion of the Educator Equity Data Tables for 2022-2023, an equity gap existed which prompted completion of the Educator Equity Gap Plan.

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

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

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

Parent and Family Engagement

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

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

Both SVUSD and the individual schools receiving Title I, Part A funds have adopted and distribute annually a site Family Involvement Policy, as well as the SVUSD Family Engagement Board Policy that meet ESSA guidelines. These policies are discussed with the School Site Council and ELAC, as well as the annual Title I parent/guardian meeting and are 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.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TAI), the LEA may write N/A. This provision will not be reviewed.

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ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

1112(b)(3)

1. All Title 1 schools garner the input of their School Site Councils (SSCs) & English Learner Advisory Committees (ELACs) in the development of, and approval, of each site's Improvement Plan (SPSA).
2. All CSI/ATSI worked with their School Site Leadership Team, English Learner Advisory Committees, and School Site Councils to develop each site's School Plan for Student Achievement. ELAC participation was documented with formal input to the School Site Council. Additionally, School Site Councils provided feedback for the SPSA and in a separate/subsequent meeting approved the SPSA. Educational Services reviewed all CSI/ATSI plans with set criteria to ensure the plans addressed the CSI/ATSI elements as well as the joint development with ELAC and SSC.

1112(b)(7)

The LEA's parent and family engagement policy is distributed to all families of students attending Title I schools annually, via email, by the Director of Language Acquisition. The policy is also distributed annually to all families through SVUSD's Annual Notification to Parents. The LEA policy is reviewed annually by families at the LEA's annual Title I meeting, and at a DELAC meeting, where input is also given by attendees.

Aeries training classes for parents are offered through SVUSD's Family Resource Center and at the SVUSD Multilingual Learner Family Education Fair. The classes assist parents/families in monitoring their children's progress and working with educators to improve the achievement of their children. Family Literacy Drive-Throughs, Aeries parent classes, the Latino Literacy Project, Parenting classes, Adult ESL classes and the SVUSD Multilingual Family Education Fair are all ways in which the LEA provides materials and training to help parents to work with their children to improve their children's achievement.

All sites utilize members of their School Site Councils, English Learner Advisory Committees and School Community Outreach Liaisons to educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff in the value and utility of contributions of parents, and how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

SVUSD's Family Resource Center, Market Place, Learning Links Program, and collaboration with the Extended Learning Opportunities program, Childcare Services and Community Services are all examples of how SVUSD coordinates and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

SVUSD provides information in both English and Spanish to families to ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

Events such as Back to School Night, School Showcases and both LEA and site Title I meetings, as well as ELAC and School Site Council meetings all provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand.

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.

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.

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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:

NA - all SVUSD Title I schools are school-wide programs

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. For the 2023-24 school year, the amount will be increased to \$20,000. These funds supplement the services provided under McKinney-Vento Homeless Assistance Act. Additionally, a School Community Outreach Liaison to specifically support McKinney-Vento students was hired this year.

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.

Support is offered through coordination between the Learning Links program, La Tierra and SVUSD's Transitional Kindergarten (TK) programs. 50% of our 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.

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:

Our Title I intermediate school employs 2 full-time counselors to help facilitate effective transitions for students from middle school to 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

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(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:

Collaboration between Title I schools and district administration will determine how to most effectively meet these purposes.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

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).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

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.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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 Principal 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.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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 SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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 SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

- 1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
- 2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Under Title V Section 5103 of the Every Student Succeeds Acts, the Saddleback Valley Unified School Districts transfer 100 percent of Title IV, Part A program funds to Title II, Part A. The federal flexibility will allow us to enhance our efforts to Support Effective Instruction under Title IIA while also protecting our Equitable Services for our private schools.