

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

LEA name:

Little Lake City School District

CDS code:

19-64717

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

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

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

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

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

Instructions

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

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

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

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

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

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

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the

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

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

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

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

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

Strategy

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

The major priorities of our district are the four LCAP goals which include:

Goal 1: Student Achievement

Goal 2: Conditions for Learning

Goal 3: School Climate

Goal 4: Stakeholder Engagement

In addition, an important initiative for this school year are the Student Academic Leadership Teams (SALT). The SALT teams are responsible for analyzing school wide data to select priority goals and make informed decisions on site based professional development and instructional practices.

Our Response to Intervention (RTI) model is supported by LCAP and Title I funds. The goal of our RTI model is to increase student achievement. Interventionists are hired at every site to provide additional support in language arts and mathematics for students based on their needs. Student support is given during a specific time of the day for each grade level. Support is given to homogenous groups where smaller student to teacher ratios are provided for our neediest students.

Title II funds are allocated for a Director of Curriculum for the purpose of coordinating professional development. This includes planning with our math coaching, science specialist, ELA/ELD specialists, providing training for special education teachers, as well as coordinating all other district professional development.

Title III funds are used to provide additional support for our English Learner. Support for our ELs is provided by our EL coordinators at each site. These coordinators are classroom teachers that have been identified by their expertise in working with ELs. Title III funds are used for additional hours worked by EL coordinators at each site, in addition to providing professional development opportunities in the form of conference. EL coordinators provide site level support for teachers of ELs.

Data is always the starting point when determining areas of priority. Data is analyzed on a consistent basis and used to identify student needs. For example, SBAC data is shared with staff and parent groups and areas of focus are determined. With guidance from parent district advisory committees, local and federal funds are used to address those areas of focus.

The schools' Single Plans for Student Achievement for 2018-2019 were referenced when developing the LCAP. As site plans are revised for 2019-2020, alignment between them and the LCAP will be systematically addressed. The annual review process will begin again in September 2019 as additional data on student needs and LCAP goal attainment becomes available.

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.

Little Lake selected three succinct beliefs that are posted and communicated throughout our community. They are posted in every school site, embedded in our norms, and are articulated by staff and community. Every decision is made based our beliefs: Students First, Results Matter, Whatever It Takes.

To ensure alignment, our LEA plan, SPSA, and LCAP are all aligned towards the same goals. This ensures that all federal and state funds are used to achieve specific outcomes for specific populations. For example, in order to support low performing students we use LCAP and Title I funds to hire interventionists. In order to support our ELs we use LCAP funds and Title III funds to provide specific programs and materials to meet their needs.

District priorities are identified at the administrator summer planning retreat based on most recent student state data. These priorities become the basis of every decision made throughout the school year. Ongoing communication and discussions happen bi-weekly with all administrators during administrative meetings. To ensure common sharing of message to school sites, the administrative team have created norms. One specific norm is to have a shared understanding (focus norm) prior to leaving the meeting. Communication continues at the school sites through Data Reflection Sessions (DRS), School Site Council meetings, and District Advisory Committee meetings.

Goals and priorities are determined using student data to identify student needs. This inclusive process of analyzing data takes place during administrative meetings, School Site Council, staff meetings, District Advisory Committee meetings, etc. These goals remain consistent throughout the year. Once priorities are set, funds are allocated accordingly based on the students that will be served.

All SPSAs include the same goals identified in our LCAP. SPSAs may differ in the approaches and actions to meet the goals. All SPSAs are reviewed at district level to ensure alignment to LEA and LCAP goals prior to submission for board approval.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our low-income and minority students are not taught at higher rates by ineffective, inexperienced, or out-of-field teachers. Every year data is collected through the CTC by Personnel department to determine how many teachers are teaching out of their field and/or lack the legal authorization to teach English Learners. This information is shared with Educational Services to ensure there is no disparity and is included in each school's SARC. For over 10 years, our district has ensured that all teachers are teaching within their field. In addition, all nine LLCSD schools have a similar demographic makeup; there are no clusters of low income or minority students at any one school. Being a small district that does not experience a high level of turn over, we have very few new or inexperienced teachers across the district. However, all new teachers participate in rigorous professional development from day one, including specific training from district TOSAs in the areas of ELA, Math, Science, and Special Education. Each teacher is assigned to a team of teachers that continuously provide support throughout the year, and they experience coaching cycles with the TOSAs.

Parent and Family Engagement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA Parent and Family Engagement Policy is collaboratively developed annually with stakeholder input. This input is gathered from school site and district parent advisory committees (SSC, ELAC, DAC, DELAC), in addition to staff meetings to gather staff input. The policy is reevaluated annually.

The LEA Parent and Family Engagement Policy is distributed annually to parents and family members of participating students during the registration process. Each parent must review and acknowledge the policy before registration can be submitted. In addition, a hard copy is sent home with each student at the beginning of the school year.

The LEA provides assistance to parents of students identified under the Title I program to understand the state standards, local assessments, how to monitor their child's progress, and work with teachers to improve the achievement of their child at least three times per year. The first time occurs during a presentation at Back to School Night where classroom teachers share information regarding standards, curriculum, assessments, and grading policies. During the first trimester, all parents of Title I students are provided with a one on one meeting during parent-teacher conference week. During this time teachers share specific information with parents regarding their students' performance and progress, including a plan for student success. Throughout the year, a variety of parent workshops are held to provide parents with the tools and strategies to support their children at home. Finally, in the Spring, parents attend another parent-teacher conference to review their child's progress during the school year and how they can help their child continue on a path to success.

The LEA educates teachers, specialized instructional support personnel, principals, and other school leaders and staff on the importance of building positive relationships with parents in order to work with parents as equal partners. Building relationships is a theme shared by the superintendent with the entire district staff annually at district-wide orientation. This is reinforced throughout the year by principals who ensure that teachers keep consistent lines of communication open with parents at all times, plan parent events, and include parents as partners in their child's education.

The LEA provides opportunities for the informed participation of parents and family members who have limited English proficiency, and parents and family members with disabilities, by providing information and school reports in the parents' primary language. All site and district communications including flyers, emails, phone calls, and text messages are sent in English and Spanish. Parents have access to student reports including report cards and IEPs in their primary language. In addition, interpreters (Spanish and sign-language) are provided at parent events, parent conferences, and workshops if needed.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Little Lake City School District's TAS program is Response to Intervention (Rtl) at all nine TAS sites. The Rtl program services our most intensive students by providing systemic, small-group intervention and support during the instructional day. In order to meet the needs of students, student work and current data is collected and analyzed to determine appropriate placement and targeted instruction in ELA and/or mathematics. This additional support occurs four to five days per week in small groups. These groups are flexible and students are able to move from group to group, or exit depending on their current needs. Additional Rtl teachers are hired at every elementary site in order for small group instruction to occur. The Rtl program is monitored closely during the Data Reflection Session (DRS) process. Student data is examined by principals, teachers, and Rtl teachers to evaluate student progress and determine next steps. The Rtl program and student progress is shared with stakeholders at least twice a year, and is evaluated by School Site Council as part of the SPSA annual review.

Middle school Rtl follows a similar model, but on a six week rotation cycle. Students that need additional support in ELA or math are identified and placed in a targeted or intensive ELA or math support course for six weeks. At the end of each cycle, student data is evaluated during DRS to determine the best placement for the next cycle. Each middle school has one interventionist who also monitors data of identified Title I students and oversees the final placement of these students in targeted or intensive support classes.

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:

Little Lake City School District's program is based on targeted assistance. Title I criteria identification includes, SBAC results, student's reading level, benchmark assessment results. In addition, we have a systematic way of collecting and analyzing academic data continuously. At the elementary level, grade level teachers meet with site administrators to review the most recent data, which may include assessment results, student work samples, teacher observation. During this Data Reflection Session specific students' needs are identified, a plan of action is detailed, monitoring and data for the next session are agreed upon. This cycle continues all year long. Student support is given during a specific time of the day for each grade level through Response to Intervention (RTI) groupings. These groups are flexible and students are able to move from group to group or exit depending on their current needs. Additional Intervention teachers are hired at every elementary site specifically for this purpose. Interventionists participate in all of the DRS sessions.

Middle school teachers follow a similar model, but meet every six weeks. Students that need additional support in ELA or math are identified and placed in a Targeted or Intensive ELA or math support course for the next six weeks.

School Site Councils at each site review SPSA routinely and evaluate programs as needed. Changes to Response to Intervention are made according to identified needs. For example, in years past RTI focused strictly on ELA, but after data review and input, each school added support in math for specific grade levels.

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:

The district hires a Family Liaison whose primary job is to support our McKinney-Vento Families. During the enrollment process, parents fill out a Student Housing Questionnaire to determine eligibility for McKinney-Vento services. Family Liaisons gather this information and contact families to determine their specific needs.

The district utilizes reserved funds to support the enrollment of students, including direct assistance for registration, provisions of school supplies, and school clothes and shoes. In addition, the district utilizes reserved funds to support student attendance. This includes direct monitoring of student attendance by the Family Liaisons, direct outreach and home visits to families whose children struggle with attendance, and providing transportation to school in the form of bus tokens. The district also supports the success of homeless children and youth by using reserved funds for after school enrichment opportunities, additional tutoring, weekly food backpacks for students and families, assistance with housing placement, priority placement in all school programs, counseling, and health services.

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:

Little Lake City School District offers an Extended Transitional Kindergarten Program that serves students whose birthdays fall from September 2 - March 2 instead of the mandated dates of September 2 - December 2. Offering our extended enrollment window has doubled the number of participants in the program at each of our elementary sites. These are students who might otherwise not have had an opportunity to participate in any other pre-kindergarten program.

As 5th grade students prepare to go on to our middle schools, they are invited to visit the school site which they will be attending. Parents are also invited to Open House to meet middle school teachers. 5th grade parents also participate in a 6th grade parent orientation in Spring to prepare their child for the transition to middle school. In the summer all entering 6th grade students participate in a program called Where Everybody Belongs (WEB) in which they are paired with a mentor from 7th or 8th grade. WEB activities are organized throughout the year to ensure that 6th grade students meet with their mentors and WEB groups and feel connected to their new school.

Counselors at the middle schools receive a Campus Watch document that contains information about at-risk student so that early intervention can take place.

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:

Allowable resources will be reserved for Professional Development throughout the year. Our content specialists will be working with teachers to revamp pacing guides, and assessments in ELA, Science

and Math. Funding will be used to pay substitute teachers as teachers are out of the classroom. In addition, new teachers and interventionists are trained by our content area TOSAs.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title II, Part A is used to provide professional growth and improvement for teachers, principals, and other school leaders. This funding is also used to partially hire a Director of Curriculum whose responsibility is to coordinate and lead all professional development that will take place during the year.

All new teachers in the Little Lake City School District participate in the BTSA program and a week of new teacher professional development covering English Language Arts, mathematics, and science. As new teachers progress through their first year, they participate in a coaching cycle with instructional coaches. Beyond year one, all LLCSD teachers participate in on-going professional development yearly. Three non-student days allow for professional development, along with ongoing coaching cycles and grade-level and/or content area professional development. In addition, teachers have opportunities to attend local conferences as determined by site and/or district needs. LLCSD teachers have multiple opportunities to advance in their career whether they are a new or veteran teacher.

LLCSD principals are supported while completing the requirements to clear their credentials. New principals are assigned a district administrator to serve as a mentor during their first few years. Professional development is offered to all principals throughout the year in the form of conferences and in-house administrative workshops. Veteran principals are encouraged to participate in advanced trainings through ACSA.

Other school leaders including assistant principals, counselors, and instructional coaches are provided with support to advance their professional growth. Opportunities may include conferences, in-house workshops, memberships to professional organizations, and opportunities to collaborate in job alike teams. Many times these individuals are the first in line for promotions throughout the district allowing them to advance their careers.

Training for teachers, principals, and school leaders is done in a systematic fashion. Needs are identified through data collection completed at the district level in addition to a needs assessment completed by the LCAP Central Committee. Once needs are identified, appropriate professional development is selected, which may include in-house training by instructional coaches, external consultants brought in, participation in conferences, or site based professional development. Generally, all teachers will receive the same training to ensure consistency of implementation. Often times, training may happen over a period of two to three years. In order to ensure improvement, the implementation of new learning and/or strategies is monitored through administrator observations, student data, teacher's goals and objectives, and student work evaluated during Data Reflection Sessions (DRS). The evaluation process is used as a tool to ensure improvement. Teachers' goals and objectives are often tied to the implementation of current professional development. New teachers, are observed by both a site and district level administrator and are provided specific and

timely feedback and support. During DRS, student data and student work are evaluated to ensure that students are progressing, and if not instructional decisions are made in an effort to meet the needs of all students. All of these opportunities allow for evaluation and adjustments to be made to either the professional development or the implementation to ensure continuous improvement. Administrators share this information during Administrative Meetings and the implementation of professional development is often part of the Principal's work plan.

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:

The LEA will prioritize Title II, Part A funds based on the following criteria:

- Schools identified for comprehensive support and improvement strategies (CSI) and target support and improvement strategies (TSI)
- Schools with the largest percentage of low socioeconomic students

We currently do not have CSI and TSI schools. Because we are a small district, most professional development funds are used for district-wide support which allows access for each school site. All schools within the district have a very similar demographic makeup with a range of 64% - 75% of students receiving free and reduced lunch.

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:

We are a district that relies heavily on data to make informed decisions regarding our instructional program and professional development. Data is collected and analyzed at various levels. Data sources include state data (SBAC, Dashboard, ELPAC) which is analyzed annually by administrators, teachers, support staff, LCAP Central Committee, and parent advisory groups. In addition, local data

including benchmarks, common assessments, and student work is analyzed monthly by principals and teachers during data reflections sessions.

Each set of data is analyzed for a specific purpose. State data is evaluated for district trends to guide future district-wide professional development and LCAP planning. At the classroom level we identify the strengths and needs of individual students, and plan instruction to best support their needs. Student work is used to identify patterns of performance and to identify instructional strategies to increase proficiency.

The LEA meaningfully consults with various stakeholders to update and improve Title II activities. At the district level, state and local data is shared during monthly meetings with parents during advisory meetings, principals and other school leaders during administrative meetings, and community partners, such as our ASES provider. At the site level, state and local data is shared at least once per trimester with teachers and support personnel, and annually with paraprofessionals.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA provides effective professional development to classroom teachers, principals, and other school leaders and administrators. Title III provides the following professional development opportunities, including conferences such as CAFE, Solution Tree's Soluciones, CLS Summer Institute with Kate Kinsella, and LACOE's Integrated ELD training, are used to train District TOSAs and EL Coordinators in a trainer of trainer model to bring back information designed to improve the instruction and assessment of English learners. To improve instruction, effective strategies are shared with teachers at least once a year in order to address the needs of students across grade levels and content areas. This training is supplemental to the existing EL training received on the state-adopted materials. The additional support given to teachers through professional development increases their teaching skills and subject matter knowledge, allowing them to support students and increase their overall English language proficiency. Principals take part in the training to ensure that professional development is supported at the site level and implementation is monitored. These additional strategies become part of the weekly data reflection session meetings where the effectiveness of strategies based on EL student data is monitored, thus having a positive and lasting impact on the teachers' performance in the classroom.

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:

Little Lake City School District identifies immigrant students through the registration process. Any foreign-born student that is enrolled in one or more public or private school in the U.S. for a cumulative period less than or equal to three full academic years. We have a small population of immigrant students that are provided services and support on an individual basis. 2019-2020 is the first year that the LLCSD has received funding specific for Title 1, Part A Immigrant funding. Funds are used to provide home language support through the purchase of Rosetta Stone. Families are also offered a Chromebook and wireless hotspot for the academic year, allowing them to access the provided technology, including google translate, and Snap and Read, which allow students to access translated materials across the content. With number of immigrant students increasing, we will be purchasing a Newcomer Program to further support their needs.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LLCSD provides an effective SEI program to all English learners as part of their core instruction. Structured English Immersion classes offer English learners a classroom setting where those who have not yet acquired reasonable fluency in English, in the areas of reading, writing, listening, and speaking receive instruction through an English language acquisition process, in which all classroom instruction is in English with appropriate strategies and supports to help student attain reasonable fluency in all areas. Additional support can be provided in the student's primary language. These are core services and not funded out of Title III.

In addition English learners are offered supplemental tutoring focused on building academic language and strengthening skills in reading, writing, listening, and speaking in a small group setting. The focus of instruction is to supplement the core program by having the additional time to support classroom instruction. This additional support takes place before and after school in a small group setting and is supported by Title III.

To further support the instruction of English learners, each school has an EL Coordinator identified at their school site. While all teachers are expected to provide instruction for English learners as part of the core, EL Coordinators are classroom teachers that provide supplemental support for teachers, beyond the District professional development. During monthly meetings they discuss and share EL student achievement data and progress to plan for after school supplemental support/tutoring. They also share research based EL practices (supplemental strategies) that are making a positive impact during after school supplemental support/tutoring. They assist teachers who provide after school tutoring to deepen their understanding of additional EL strategies that support English Learners. They are the link between the district and the school site, and provide an additional layer of support. Additional hours for the EL Coordinators are funded by Title III.

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:

All English Learners will be assessed according to state expectations. Assessment results and reclassification criteria will be shared at least once a year during parent teacher conference time. The progress of all EL students will be monitored through collecting benchmark assessments data in ELA and math. This data is also collected and monitored at the district level each trimester through the use of an online data collection system. A electronic monitoring system has been developed to track the following data for our EL students, as well as our reclassified students: language assessment (ELPAC), SBAC, district benchmark results, and reading level (elementary students). In addition, report cards are also used for monitoring purposes. This report contains three years of data demonstrating the trajectory of a student's progress over time. In addition, such data is reviewed by grade level teachers every two weeks during DRS, during which time decisions regarding additional support for English Learners and Reclassified students. The monitoring of ELs is part of the core and the services listed above are not funded by Title III.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title IV funds will be used to support a well-rounded education. The Title IV plan is developed collaboratively with input from the administrative team, parent advisory committees, and teachers. In all consultations the requirements were reviewed and priorities made based on student needs. Consultations also took place with private school representatives regarding the criteria for funding. In addition, the plan was formally presented to the Board of Education and approved during a subsequent regularly scheduled board meeting.

During the annual LCAP needs assessment, the following data was used to make decisions regarding Title IV programming. Data included: SBAC (ELA and math) data, CA Dashboard data, Parent Satisfaction and Engagement Surveys, Healthy Kids Survey, preliminary CAST data, and other local assessments.

The objectives of LLCSD's Title IV plan is to provide a well-rounded education to our students by enhancing NGSS instruction through the use of science materials, providing a safe and healthy school environment by providing a social-emotional learning program, and increasing students' digital literacy and academic achievement through an increase in technology integration in English language arts. Intended outcomes include academic growth in the area of science, a decrease in disciplinary referrals, and an increase in student use of technology and academic achievement. These outcomes will be monitored during DRS, and will be shared with stakeholders at least twice a year.

The District does not plan to use funds in partnership with any external agencies.

In the coming year, at least 20% of these funds will be used to support a well-rounded education through the purchase of supplemental materials to support instructional units in ELA/NGSS that have been developed by Little Lake teachers for grades TK-8 at all school sites. Each site will receive grade level kits to support science content learning through literature and hands-on phenomenon based inquiry. The LEA will evaluate the effectiveness of these activities at least twice a year through an analysis of CAST and local science assessment data. \$20,000 has been allocated to support a well-rounded education.

In addition, at least 20% of funds will be used towards the purchase of Second Step, a social-emotional learning program, that will be implemented in grades TK-8 to support a safe and healthy school environment. This program will provide specific Tier 1 instruction on conflict resolution, peer mediation, managing emotions and feelings, and bully prevention. Data, such as school climate surveys and suspension data, will be shared with school counselors and community agencies (Turning Point) to assess the effectiveness and identify next steps. \$8,000 has been allocated to support safe and healthy students.

Additional funds will be used to increase the use of technology to improve academic achievement, academic growth, and digital literacy of all students. Specifically, we will increase digital literacy of all students by directly incorporating technology into ELA pacing guides. Under the direction of the technology TOSAs, new lessons will be created collaboratively between technology and classroom teachers that integrate technology and ELA, allowing students to demonstrate their learning through technology. Funds will be used solely for sub costs and extra hourly pay. Data measured will include the increased use of technology in classrooms, as well as student achievement data in ELA on local assessments. \$2,917.80 has been allocated to support the increased use of technology.