

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

## LEA Name

Lakeside Union Elementary School District

## CDS Code:

16639666010508

## Link to the LCAP:

*(optional)*

[www.lakeside.k12.ca.us](http://www.lakeside.k12.ca.us)

## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by  
State and Local Educational Agencies

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners  
and Immigrant Students

### TITLE IV, PART A

Student Support and Academic  
Enrichment Grants

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

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

## Instructions

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

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

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

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

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

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

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

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

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

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

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

## Strategy

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

The Lakeside Union Elementary School District has worked to align goals, expected outcomes, actions, and funds to support improved performance and growth of its students. We have 4 district LCAP Goals. They are:

Goal 1: Lakeside Union Elementary School District will provide a safe , healthy and aesthetically pleasing school environment. (Priorities 1: Basic Services, 5: Pupil Engagement, and 6: School Climate)

Goal 2: Lakeside Union Elementary School District will provide a quality education to our students that models lifelong learning. (Priorities 2: Implementation of State Standards and 4: Pupil Achievement)

Goal 3: Lakeside Union Elementary School District will expand learning opportunities. (Priorities 7: Course Access and 8: Other Pupil Outcomes)

Goal 4: Lakeside Union Elementary School District will provide opportunities and services to parents that establish and maintain a positive and collaborative relationship for the benefit of our student's academic success. (Priority 3)

We complete a comprehensive needs assessment each year. Our stakeholders assisted in the analysis of this data, and together we identified several areas of need. Goal 1 includes pupil engagement and school climate. Although we increased our attendance rate to 95.96%. We had a chronic absenteeism rate of 8.1% in the 2018-19 school year. Goal 2 is aligned to the implementation of state standards and pupil achievement. 100% of teachers were observed using the state standards, including ELD, while teaching. They all participated in monthly PLCs as well. All, EL, and Low Income students scored yellow (Low/Increased) in the area of ELA. We continue to work to increase our status of Low. All and Low Income students scored Orange (Low/Declined) in the area of math. English Learners declined significantly, and were Low. Math is an area of need. 48% of our English Learners made progress towards English proficiency. This is a medium performance level. There was no color for the fall 2019 dashboard. We were able to reclassify 0 students during the 19-20 school year due to the interruption of testing during school closures. We will continue to provide language services and monitor progress as students return in the fall. Our greatest areas of need were: student engagement, school climate, ELA, and Math. We identified actions and services to be funded by supplemental federal funds in support of these key areas.

## 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.

Lakeside Union Elementary School worked alongside stakeholders to review the comprehensive needs assessment outcomes to identify planned actions and services to support our students, and maximize our federal grant resources. We are using each Title fund to support areas of identified need.

Title I Part A is being used to support the areas of ELA, Math, engagement, and school climate. We are providing a reading intervention teacher to support identified students using a supplemental reading program. Students are provided with strategic and intensive intervention. Three additional classroom aides are being funded to support students in the primary classrooms (TK-3rd) during guided reading using small group and individual instruction. We are also purchasing supplemental instructional materials and copies to support the staff in this work. We are providing for substitutes for teachers to attend professional development that will support a coherent instructional program to include pacing, assessment, and reflection. We are also using funds to support student engagement by providing technology devices for effective implementation of supplemental technology based programs. These programs are differentiated for students to support areas of instructional needs. We also have entered into an audio-visual contract with a local county office library to increased uses of media such as videos, online text, images, and music into lessons for student interest. We provide for educational resources to support school climate, such as Sprigeo to reduce school bullying.

Title II Part A is being used to support the implementation of state standards and student engagement. We have implemented professional learning as weekly collaboration meetings, PLCs, to focus on analyzing student group achievement data. We are also working to plan engaging standards based lessons that incorporate structured student-student talk. We are also providing professional learning in the area of math. Cycles of professional learning will include content knowledge building, modeling, observational coaching, feedback, and planning support. Additional professional development will be provided to support teachers attending ongoing county improvement networks and instructional rounds opportunities.

Title III Part A will be used for supplemental professional development that targets English Learners growth English proficiency, native language, and mastering challenging state academic standards. We also use this funding to support the purchase of additional supplemental instructional materials to support EL growth in English proficiency for academic vocabulary.

Title IV Part A is planned to be transferred to Title I Part A per allowable federal transfer-ability of funds. These funds will be used to support the purposes described under Title I Part A above.

## ESSA Provisions Addressed Within the LCAP

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

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

#### Overuse in Discipline Practices that Remove Students from the Classroom

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

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

#### **Career Technical and Work-based Opportunities**

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

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

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

**TITLE II, PART A**

**Title II, Part A Activities**

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

**ESSA Provisions Addressed in the Consolidated Application and Reporting System**

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

**TITLE I, PART A**

**Poverty Criteria**

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

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



## **ESSA Provisions Not Addressed in the LCAP**

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

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

### **TITLE I, PART A**

#### **Educator Equity**

ESSA SECTION 1112(b)(2)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Lakeside Union Elementary is a single school district. We continue to provide students with qualified & credentialed teachers. We identify ineffective, inexperienced, & out of field teachers by coordinating with county office credential analyst staff. Ineffective teachers have been defined as mis-assigned (placed in a position for which the employee does not hold a legally recognizable certificate or credential or a certificated employee placed in a teaching or services position in which the employee is not otherwise authorized by statute to serve), and teaching without a credential. Out of field teachers have been defined as a teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he/she is assigned. Under this definition, teachers with either a General or Special Education Limited Assignment Permit are out of field. Inexperienced teachers are teachers who have 2 or fewer years teaching experience. Information regarding staff is entered into CalPads by internal staff, & monitored by the county office of education. We also use the California Commission on Teacher Credentialing (CTC) to monitor staff credential deadlines. We collect & report this data annually in School Accountability Report Cards. These reports are shared with community during board meetings, School Site Council, & English Learner Advisory Committee. We also post them to the public website. Our district Local Control & Accountability Plan Goal 1: Provide a safe & aesthetically pleasing school environment is aligned to priority 1: Basic Services. The metrics for this priority include appropriate assignment & full credentials of teachers. Goal 1 expected outcome 1A) address the metrics. 100% of teacher are appropriately assigned in 2020-21. There are no mis-assignments. 15 of the 19 teachers are fully credentialed, or 79%. We are working towards 100% in 2021-22. During 2020-21, we had 5 teachers that have less than 2 years experience teaching. We update all stakeholders on LCAP progress at monthly board meetings, & during stakeholder committee meetings. This metric is also included on our California Dashboard Local Indicator 1 report annually.

We work to address these metrics in a supportive way. If we were to have any mis-assigned/out of field teachers, we would work with the county office support staff & the teacher to identify what courses need to be taken to fulfill the requirements needed. Inexperienced teachers with 2 or fewer years experience are enrolled in an induction program with a local county office of education. They are also provided with a mentor. This mentor teacher supports our participating new teachers as they progress through the program. Lakeside UESD contracts with the local county office of education for our New Teacher Induction (NTI) program to support 1st and 2nd year teachers. We also provide interns with support by assigning them a district mentor to support their participation in new teacher induction. All inexperienced teachers are provided with a mentor that works with them to plan, deliver, & reflect on instruction. Ineffective teachers will also be provided a district mentor to support planning, observational coaching, & teaching resources. Ineffective, out of field & inexperienced teachers are also provided with a minimum of 1 informal and 1 formal evaluation per school year by administrative staff. They are supported by district instructional staff & Student Advocate. Ongoing progress would be monitored per teacher. Overall progress for the group is reported to our board, stakeholder groups & committees. We publicly report this in our LCAP in Goal 1 actual outcome 1A, & include in the annual Local Indicator report.

We collect & analyze educator equity data to identify disparities. Our school district is a single school district. We serve students in grades TK-8. There are 2 classes per grade level in grades TK/K-4. Fifth grade is a single grade level classroom. Grades 6-8 have 1 full class & 1 combination grade level class. All classes are self-contained. Our Low Income student population was 93% in 2020-21. In addition, 42% are English Learners, & 7% are students with disabilities. These rates are similar in each grade & classroom. We follow a process for class assignments to ensure that students are placed evenly in numbers, needs, & race in each classroom. We currently have no disparities for low income or minority students due to how we split the grade levels between sites, classroom assignments, & overall student population. The collection & analysis of data will be done annually as we assign students to classrooms for the upcoming school year. Any disparities we discover will be addressed by district administration, & will be remedied prior to the start of the school year. We acknowledge the importance of ensuring that there are no equity gaps in our instructional program.

## **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).

Lakeside Union Elementary School District values parent and family engagement. Our LCAP goal 3 is dedicated to this state priority: Increase parent awareness regarding the importance of pupil engagement. We develop our written parent and family engagement policy with our School Site Councils. We review the policy annually, incorporate suggestions for improvement and approve it at a council meeting. This includes garnering prior input from our English Learner Advisory Committee. These committees include parents from low income, minority, and migrant families. This policy is available at our district office and posted on our public website. We distribute the policy annually by including it in our Parent Student Handbook. We also provide each family the Parent Student Title I Compact at back to school night. These are part of the new student enrollment package as well. Our parent compact includes information on how to monitor a child's progress and how to work with your child's teacher to improve educational achievement. We assist parents of children served by the school or district in understanding such topics as the challenging state academic standards, state and local assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children. Each teacher presents an overview of the state standards for the grade level at back to school night, and teachers work with parents to support students learning at home during parent conferences, School Site Council, and ELAC. We send annual letters home to parents that describe the state assessment and results. In addition to conversations with individual families, we provide our School board, English Learner Advisory Committee and the School Site Council with state assessment data. We have also included these data points as expected outcomes in our LCAP. Goal 2, provide a quality education to our students that models lifelong learning, and includes the following metrics: 4A) State Assessment, 4D) State Language Assessment, and 2A) Observations of teacher using standards, including ELD. This data is collected and shared with all stakeholder groups, used to analyze for action effectiveness, reviewed as part of the annual update, and used to revise future expected outcomes. We also survey parents during the fall and spring each school year.

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

During the 2018-19 school year, we have held events such as carnivals, open house, family game night, and student performances. Parent education is included as an action within our LCAP. Goal 4 Actions 1 & 2 includes a Parent Liaison and supplies for parent involvement activities. The Parent Liaison focuses on increasing communication with families and providing resources to improve children's achievement. This position also assists with school-home communication, such as arranging meetings. We also discuss positive parent contact during staff meetings, and sites keep communication logs to document parent contact. We use our district website, and Facebook to communicate important events and provide special announcements regarding school activities with families. We also send translate all notes, letters, and announcements sent home. 49.69% of Lakeside's families were EL or RFEP from Spanish speaking families. This meets the 15% and above translation need requirement. Translation is completed by bilingual staff, and is reviewed by the Principal/Superintendent for approval prior to sending home. We have a parent volunteer policy to support and encourage parent volunteers. We coordinate with community resources to support student health and nutrition education. We ensure participation for parents and families with limited English proficiency by providing translation at all meetings. Translations are completed by qualified bilingual staff members. The school and district office have bilingual staff to greet and answer parent calls as well. We hold meetings at locations and times as parents request. We also ensure access for parents or family members with disabilities. Translators are also available at all parent information nights, events, conferences, and parent meetings. We use the bi-annual survey results, discussion from stakeholder meetings, School Site Council, and ELAC to garner additional parental suggestions and requests. We also host a parent tour to garner additional parent input. This tour visits all facilities and classrooms during a regular school day. During the 2018-19 school year, we improved family nights based on this input. We will continue to review any suggestions or requests, and incorporate them to improve family engagement using our surveys, committees, board, and LCAP stakeholder process.

We plan to resume in person family involvement activities post pandemic . During the 2020-21 school year , these activities were held virtually.

**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.

The district follows a set process for identifying eligible neglected or delinquent children. We complete the following steps annually. First, the county provides a list of the group home addresses within the county to districts. Then, if any of the group homes are within the district boundaries. We currently do not have any group homes within the district boundaries. If we did, then the district would search our SIS system for students listing the group home address as their home address. We are a single school district. After that, we would then determine the number of students at those addresses, and determine if these students attend Title 1 or non-Title 1 funded schools. Lastly, the baseline number gathered by the LEA is used to determine the set aside funds to support students receiving comparable services. If students are attending a Title 1 funded school, they already receive comparable Title 1 services per the funding provided to the school. If they attend a non-Title 1 funded school, the district will use the set aside funds to provide comparable services. Currently all of our school sites are school-wide Title 1 funded programs. We are a school-wide single school district.

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:**

We would set aside funds to support eligible students. Students identified in this process will receive comparable services that are aligned to the nature of our Title 1 program. The following description includes services that align to the nature of our school-wide program. If a student were to attend a non-title 1 program, we would provide them student technology, teacher professional development, instructional support, and literacy support. We would prioritize students at academic risk. School district staff would coordinate and monitor services. School site staff would be responsible for delivering and implementing services with the support of the district. We would annually evaluate services for effectiveness using aligned metrics within the school plan. We would use data such as state and local assessments, surveys, school climate suspension rates, English Learner language acquisition data, and other LCAP aligned metrics.

**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:**

Lakeside Union Elementary has an updated homeless board policy that addresses the McKinney-Vento Homeless Assistance Act. Our site homeless liaison participates in the county office professional development opportunities throughout the school year. We set aside funds for homeless students each year. The Principal/Superintendent assists office staff with review of student enrollment forms. Students reported as homeless during initial enrollment are immediately enrolled. We provide door to door transportation to all students living within school boundaries. If students live outside the district boundaries, but are attending our schools as the school of origin, our Parent Liaison will work with parents to ensure they have the ability to bring children to school by working with the county office coordinator. Attendance of homeless students are monitored by our Parent Liaison. We also monitor all students' attendance, and work with the county office attendance staff to support the priority for student engagement. We support the success of our homeless children and youth with regular progress monitoring using classroom formative assessments, and district benchmarks. This data is reviewed at grade level and site PLC meetings. If students need additional support, they are referred to the intervention teacher. This program assists students in filling identified instructional gaps.

**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.

Lakeside Union Elementary works to facilitate effective transitions for students. Early childhood preschool students transitioning to TK/K are invited to come to the school one day to participate in activities within the K classroom. We also take them on a school tour. Parents are invited to a parent orientation to meet their child's teacher and visit the classroom. Elementary students transitioning to middle school are really moving from one self contained classroom to the next. Unlike larger middle schools, students know teachers on staff and routines are familiar. We do provide summer school to all returning K-8th grade students before the school year begins in July. The focus of this time is to support the transition from grade level to grade level, and to get to know their next teacher.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Middle school students transitioning to high school are also supported. Our local high school district sends staff to provide students with pre-enrollment registration for all 8th graders each spring. They also administer a placement test for Math, ELA, and Science. We take all 8th grade students to a local state university for a one day tour to encourage interest in college. Our school theme is college bound. All classrooms adopt a university within the first two weeks of school. Upper grade students complete a research project to learn about the school. This includes information about enrollment processes, entrance requirements, costs, and available programs. Primary students complete art and writing activities related to their adopted college.

**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:**

Lakeside Union Elementary utilizes Title I funds at the district and each school site. This is provided to teachers and instructional aides. We identify the focus for professional development based on the collection and analysis of district and site data using a comprehensive needs assessment. Each site has also chosen to focus on actions developed with stakeholders using a site needs assessment. Title I Part A is being used to support the areas of ELA, Math, engagement, and school climate. We are providing a reading intervention teacher to support identified students using a supplemental reading program. Students are provided with strategic and intensive intervention. Four additional classroom aides are being funded to support students in the primary classrooms (TK-8th) during guided reading using small group and individual instruction. We are also purchasing supplemental instructional materials and copies to support the staff in this work. We are providing for substitutes for teachers to attend professional development that will support a coherent instructional program to include pacing, assessment, and reflection. We are also using funds to support student engagement by providing technology devices for effective implementation of supplemental technology based programs. These programs are differentiated for students to support areas of instructional needs. We also have entered into an audio-visual contract with a local county office library to increased uses of media such as videos, online text, images, and music into lessons for student interest. We provide for educational resources to support school climate, such as Sprigeo to reduce school bullying. We are not using for funds to service gifted and talented students, or school library programs.

## **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:**

### **Formal Agreements** ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **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:**

### **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:**

### **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:**

**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:**

**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:**

**Parent and Family Involvement**

ESSA SECTION 1423(8)

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**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:**

**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:**

**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:**

**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:**



## **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:**

Lakeside Union Elementary School District has a system of professional learning for teachers, principals, or other school leaders that supports a quality learning environment for all. We garner staff input via surveys, discussions in staff meetings & PLCs. We analyze student data, & classroom observational data to identify professional development needs. We administer an annual professional development survey to all staff, & use the results to plan for the following year's professional development. This professional development plan is included in our single school district SPSA, & shared with all stakeholders for input. This includes: aligned metrics, outcomes, actions, & effectiveness results. These are discussed with School Site Council, ELAC, school board, parents, staff, & district leaders for additional ideas & feedback. We focus time on implementation monitoring of instructional programs by analyzing student group data, training on new instructional practices to increase engagement, & structured student-student academic talk. Site principals & other school leaders participate in this professional development in order to assist with implementation. Fiscal resources (state/federal) are prioritized based on the analysis of student need, staff survey feedback, professional learning resources, & staff time. We value professional development highly, & are known for providing rich learning opportunities for staff.

Staff is provided ongoing support throughout their careers. Beginning teachers participate in induction with a local county office of education. The New Teacher Induction (NTI) program is designed as a two-year, individualized, job-embedded system of mentoring support & professional learning that begins in the teacher's first year of teaching. KCOE New Teacher Induction provides a pathway for teachers seeking to clear Preliminary Multiple Subject and/or Single Subject credential(s) and Preliminary or Level I Education Specialist credential(s). We also provide a site mentor teacher to support planning, instructional delivery, & reflection. Intern teachers are provided a district mentor that follows the same process. Regular professional learning support is continuous. A Teacher on Special Assignment provides support to teachers in literacy. Teacher, principals & leaders participate in observing & reflecting upon classroom instruction. They also participate in weekly PLC meetings. All instructional staff, teachers & principals, participate in 3 hours of scheduled professional development/collaboration each week. This is held each early release Monday. The work is supported by internal district instructional staff & outside support providers. Priorities for professional development for the Principal/Superintendent are identified via self reflection, board evaluation & recommendation, & staff needs. Topics for professional development may include: human resources, fiscal, special education, leadership, & facilities. The Principal participates in staff professional development for updated instructional programs, assessments, & state standards. This position is provided a mentor to support on the job coaching. This is important for a small leadership team. Other school leaders participate in professional learning opportunities. Our Intervention Teacher & Library Media Specialist attend training on topics such as early literacy, guided reading, reading intervention, foundational skills, & differentiated instruction. These topics are identified as key areas of need. The district technology support staff member attends county technology network that allows for collaboration with other small & larger school districts. They also attend professional development related to our student information & assessment system, Illuminate, to assist staff with student data reports. The school Secretary & Parent Liaison participate in a regional training that focuses on attendance, chronic absenteeism, & truancy to increase student engagement. Participating in professional development activities provides staff at all levels experience that can be used for career advancement. We support staff seeking advanced degrees, credentials, & encourage aligning work with action based research projects by aligning work to action research & improvement projects. We have a tiered salary schedule that increases as certificated staff obtain additional units. These units must be approved by the Principal/Superintendent to align to school & student needs. We dedicate considerable resources for professional development. When planning, we include support for all phases of implementation & evaluation or analysis. Alignment is achieved by ensuring that the district and site goals & actions are driven by a shared belief, input & a comprehensive review of all pertinent data outcomes related to priorities. Goal 1 of the district LCAP single school plan: We all believe in increasing the educational outcomes of all students.

### **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:**

We are a one school district, so funds are prioritized to support the single site. Currently staff needs are prioritized based on student need, the comprehensive needs assessment, ongoing data analysis, and stakeholder input. An analysis for the adequacy of funds to support identified professional learning needs is completed as part of the planning process. The resources we allot may be fiscal (state and federal), time, or staff to support the learning. Resources are used strategically with other funding streams to support identified activities and a comprehensive professional learning plan. The alignment of resources and focused consistency assists our district in creating implementation sustainability. We are not eligible this school year for comprehensive support and improvement or targeted support and improvement.

**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:**

Professional learning is an integral part of our instructional planning process. We include professional development in site and district strategic plans. Specific actions supported by Title II funds are used to support the implementation of state standards and student engagement. We have implemented professional learning as weekly collaboration meetings, PLCs, to focus on analyzing student group achievement data. We are also working to plan engaging standards based lessons that incorporate structured student-student talk. We are also providing professional learning in the area of math. Cycles of professional learning will include content knowledge building, modeling, observational coaching, feedback, and planning support. Additional professional development will be provided to support teachers attending ongoing county improvement networks and instructional rounds opportunities. We work with our district categorical director and the county office staff to ensure that all activities fall within the uses of Title II Part A funding. All plans include Goal 2: Lakeside Union Elementary School District will provide a quality education to our students that models lifelong learning. This goal is aligned to state priority 2: Implementation of State Standards and 4: Pupil Achievement. The district LCAP and site SPSAs include professional development in this goal, which is evaluated for effectiveness using aligned metrics. The aligned data is collected and analyzed several times per year. We use it as we develop and analyze our SPSA, Local Indicator Report, Professional Development Plan, and LCAP. The information is reported and discussed with all stakeholder groups, site and district committees. Stakeholder groups include teachers, principals, other school leaders, specialized instructional support personnel, parents, community partners, and experts in related programs and activities. The data is monitored to ensure improvement towards expected outcomes, and modified if needed. Observational data collected monthly, and used to create adjust planned professional learning and PLC sessions. We also compare student group data to identify any disparities. This analysis is discussed during PLCs. This evidence based approach allows for us to monitor impacts to student learning. We feel that site and district alignment contribute to a coherent system of learning that supports identified priorities, metrics, and positive outcomes.

## **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:**

Lakeside Union Elementary plans professional development that is specific to the needs of our English Learner students. We identify needs using data. We complete a comprehensive needs assessment that is targeted towards our English Learner students that includes district and school site data. English learners are compared to English only and reclassified students. This focus is to review our program for equity between student groups. We also look at historic enrollment patterns, language designations, Long term EL student, those at risk, newcomers, language levels, assessment participation rates, state language assessment results, state academic assessment results, reclassification trends, the English Learner Progress Indicator, and EL performance on all other state indicators. In addition to the EL Program Review, we collect classroom observational data, local benchmark data, common formative assessment data, and survey data. We have also aligned our Local Control Accountability Plan to include EL student data, expected outcomes, and actions. Goal 2 is aligned to state priority 4, and includes expected outcomes: 4A) Statewide Assessments for EL students in ELA and Math, 4D) State Language Assessment, 4E) EL Reclassification Rates, and the English Learner Progress Indicator. These metrics are also included in our single school SPSA. The alignment between all state and federal program plans contributes to a more coherent system of education learning in support of district and school priorities. This data is shared with our School Site Council, English Learner Advisory Committee, and LCAP stakeholder groups. Professional development needs are identified during this process. 42% of our student population are designated as English Learners. Due to the high percent of our EL student population, we prioritize EL focused professional development. The professional development targeted towards English Learners is focused on specific language support, differentiated instruction, scaffolds, and supports for students identified language needs. We design our professional development plan to enhance the ability of teachers, principals, and other school leaders to increase the understanding and implementation of curricula, assessment practices, and instructional strategies. The professional learning is designed to include cycles of knowledge building, modeling, observation, coaching, feedback, and reflection. In addition to this plan, we include regular classroom observational walks that are EL focused. We measure the effectiveness using this evidence based approach to professional development and its impact on increasing language proficiency using all of the data collected. Each of the EL professional development components are infused into monthly Professional Learning Communities in order to increase teacher knowledge and skills. This also allows us to reflect upon data as instructional implications for planning in an ongoing manner.

### **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:**

We currently do not take Title III Immigrant, and coordinate with a nearby county office of education for services to migrant students. We support the language needs of our students by providing teachers and students with supplemental materials to support language acquisition. These materials include components that are designed to get students talking about school, home, and the world around them. Lessons build oral language skills and give students opportunities to communicate with teachers, peers, and their community. This additional instruction provides for more enhanced opportunities for immigrant children and youth.

The district meaningfully consults with stakeholders regarding prioritization of funding for Immigrant student needs. We design the action plan to be based on the input of teachers, principal, other school leaders, specialized instructional support personnel, parents, community partners, and specialized experts. We gather input from these groups through surveys, complete classroom observational walks, EL focused instructional rounds, data analysis and synthesis, and discussions with committees and parents. We have aligned our Title III Immigrant program to our EL program, so each is enhanced. Our Title III program supports instructional coaches. These specialized support staff plan, model, observe, reflect, and review instruction with teachers of immigrant programs as they work to support these high needs students. The district has committed to supporting English Learner students in accelerating language needs. We have worked to lay out our instructional program to provide the best foundational and supplemental support, which increases the sustainability of activities supported by Title III.

### **Title III Programs and Activities**

ESSA SECTIONS 3116(b)(1)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Lakeside Union Elementary includes a program overview within the EL Master Plan. All English Learners will strive to advance 1 level per year in English Language proficiency, based on state language assessment. Reclassified students can expect to be monitored annually & supported in core academic subjects. All EL students are placed in an appropriate EL program based on English language levels & will be progress monitored 4 times a school year. This includes EL students, at risk for becoming Long Term, Long Term EL, & Newly arrived students. Program staff work to identify individual student needs, provide differentiated instructional support, & support instructional staff with professional development that facilitates the process. We have identified 4 EL program specific goals. 1. Develop literacy appropriate to grade level content & performance standards. (Integrated ELD). 2. Develop academic achievement in all content areas areas appropriate to grade level standards. (Integrated ELD) 3. Develop English language proficiency as rapidly & efficiently as possible in order for all EL students to participate fully & meaningfully in instruction. (Designated ELD) 4. Develop strong, positive self images that will support student achievement & citizenship. (Integrated & Designated ELD). We are committed to providing high quality instructional program for English Learners by differentiating instructional strategies with supportive scaffolds during integrated ELD. We provide designated ELD for specialized language instruction. Staff values cultural diversity that all students bring, including English Learners. We continue building family-school partnerships that focus on increasing student achievement. This plan will be updated annually to comply with all legal requirements, policies, & evaluation results. The EL Master Plan is be a guiding tool for all staff.

While planning the supplemental EL program, we consult all stakeholders. Teachers, Principals, other school leaders, & specialized support personnel are surveyed. We also discuss our EL Program review & current local data with staff at PLCs to gather input. The needs assessment data are presented to all School Site Council, ELAC, DELAC, & community board meetings. The locations & times are set with parent input to assist with convenience & increase participation. We discuss past & current uses of Title III, Part A funds. The needs assessment data is used to evaluate effectiveness of actions, & are aligned to state priorities, metrics & expected outcomes. Supporting research is cited as it pertains to considering new actions. All meeting information is translated, & materials presented in an engaging & understandable way. We also survey all parents twice per year using our LCAP survey. In addition to that survey, we send a Title survey to low income & EL families. These surveys are available digital, in paper format, & are translated. Additional professional partners are consulted & included in data analysis discussions & classroom observational walks. Any concerns from stakeholders are considered, addressed, & discussed during the consultation process. We supplement this core program with professional learning activities focused on English Learners & supported with the Title III subgrant. We use subgrant funds for focused EL professional development. Professional development topics include: engagement structures, content supports, & designated language instruction.

We analyzed 2019 Dashboard data. Our English Learners were green in suspension. English Learners were yellow on ELA, integrated ELD. They were orange in Math. 48% od EL students made progress on the state ELPAC language assessment. This is a measurement of designated ELD. Our 2019-20 reclassification rate was 0%, because testing was interrupted by school closures. The professional development is connected to instruction throughout the year. This supports implementation & sustainability. We have received positive feedback about EL focused professional development. We continue to work to increase EL student outcomes. Recommendations for improving have included the continued focus on incorporating all domains into daily language instruction, academic vocabulary, structured student-student talk through the use of our Kate Kinsella 4L's & academic vocabulary resources. The Intervention Teacher offers after school EL tutoring to identified students. Our EL program is an essential component of our instructional system.

Title III Part A will be used for supplemental professional development that targets English Learners growth English proficiency, native language, & mastering challenging state academic standards. We also use this funding to support the purchase of additional supplemental instructional materials to support EL growth in English proficiency for academic vocabulary.

## **English Proficiency and Academic Achievement**

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

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Our site staff is held accountable to increase outcomes for EL students. The district LCAP includes expected outcomes for EL students meeting English acquisition. These are represented as metrics for reclassification, growth on the state language assessment, and growth on the state indicator for English Learner Progress. The district also includes metrics for increasing EL academic achievement in both ELA and Math. These are represented as metrics for the state indicators and are specific to EL students. We include these metrics and outcomes in our single school SPSA. We review data with all stakeholder groups and committees, and include an impact analysis in the annual update section of their SPSA. Stakeholder concerns and suggestions are incorporated into the stakeholder impact section of our LCAP and SPSA. We work with stakeholders and committees to set future targets that are reasonable and growth oriented. We use the aligned metrics and data to monitor progress and measure success towards these outcomes. Interim progress monitoring measures are collected each trimester as local benchmarks that are aligned to SPSA and LCAP metrics. These are calendared to support staff analysis and plan for instructional impacts. All staff complete data reviews that are student specific. These include details such as Long Term Status, At Risk for becoming Long Term, and whether they also have a special need. Analyzing student specific data is helpful when planning for student driven instruction. We are striving to increase language proficiency growth, as well increase the rate of EL students meeting the challenging state academic standards.



## **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:**

Lakeside develops its application in consultation with all School Site Councils, English Learner Advisory Committees, District English Learner Advisory Committee, parents, staff, community, and LCAP committees. We administer an annual survey, discuss federal program requirements, and student needs based on data with these groups throughout the year. We have developed a comprehensive needs assessment using district data that is aligned to Goal 1 of our LCAP and SPSA plan: The District will provide a safe and aesthetically pleasing school environment. This goal is aligned to State Priorities 1 (Basic Services), 5 (Pupil Engagement) & 6 (School Climate) and all associated metrics. This goal includes metrics such as suspension, expulsion, student attendance, chronic absenteeism, and surveys regarding safety and connectedness. We are not partnering with any institutions for the purposes of Title IV. We are utilizing the federal transferability option to move funds to Title I Part A for allowable use. We are implementing programs to support well-rounded educational opportunities for students in LCAP Goal 3: The District will expand learning opportunities. This goal is aligned to State Priorities 7 (Student Access) and 8 (Other Student Outcomes). We also continue to implement our technology program that aligns to the implementation of state standards and differentiation of students to support blended learning. We evaluate our programs annually in our LCAP with all stakeholder groups. We have aligned all actions and goals to associated metrics and expected outcomes to reflect, analyze and adjust services to students. As we are a single school district, our LCAP also serves as our School Plan (SPSA).