

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

## School Year

2022-2023

## Date of Board Approval

June 22, 2023

## LEA Name

Campbell Union School District

## CDS Code:

43-69393-6046676

## Link to the LCAP:

*(optional)*

<https://www.campbellusd.org/lcap>

## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by  
State and Local Educational Agencies

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners  
and Immigrant Students

### TITLE IV, PART A

Student Support and Academic  
Enrichment Grants

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

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

## Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Strategy

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

Campbell Union School District uses federal funds to supplement and enhance the educational program for specific students. Research supports that educating students from specific student groups costs more due to learning or socio-economic factors, therefore, additional funding is allocated to help them be successful. Those student groups are primarily identified as English language learners, students with disabilities, students who come from low socio-economic backgrounds, and those who are foster youth or experiencing homelessness. Our data indicates that we have an opportunity gap for these students. We have a base funding level that is designed to meet the needs of all students. This aligns with our LCAP goal #1 of high-quality first instruction for all. General funds support the district's base program and core curriculum. The children who have identified needs are supported using a multi-tiered system of support (MTSS) which is designed to provide academic and/or social-emotional support when students demonstrate struggle. Designing an effective MTSS structure is reflected in goals 1 and 2 of our LCAP that specifically address high-quality first instruction and high-quality social-emotional learning supports. Children who require an additional level of funding to support their needs benefit from federal funds that provide increased and improved services to meet their needs. These are actions that go beyond the core program offered to all students. The MTSS program is designed to determine student needs using multiple measures of data. Teachers and leadership teams respond to the data by providing supplemental categorically funded support. Since federal categorical funds can be flexible and dependent on budget allocations we allocate funds annually for professional development to build the capacity of instructional staff members. In the event that additional staffing must go away because of a decrease in funding, we will rely on the training that teachers have received to continue to meet the needs of struggling learners. We believe in a capacity-building model. Funding supports individual students through additional learning opportunities.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

As mentioned in the strategy section, base funds are used to provide for all students. Federal funds are allocated to support identified best practices which are determined using data that demonstrates student growth. Federal funds allow for extended time for students who rise to Tiers 2 and 3 of our multi-tiered system of support. Federal funds also allow for additional time for teachers to co-plan with a specialist or to collaborate around data with their teacher teams in professional learning communities. General funds support the base program by providing for curriculum aligned to the essential standards, a highly qualified teacher, and training on how to implement the identified standards across the classroom for all. Federal funds allow for extended time blocks for identified students to receive instruction in small group settings, supplemental curriculum, or assessments that may be needed to help students learn a concept. Funds may also allow for additional hours for positions that support tier 2 and 3 children's needs. Advanced professional development will be offered for teachers to learn varied instructional approaches that will advance their individual skills to better meet the student's identified skill gap. The supplemental supports are always tied back to the overall goal for all students that they learn the essential grade-level standards which have been identified district-wide. Our expectations remain the same for all students. Our vision is that all students achieve their highest potential. We are continually reminded by our MTSS system that federal funds will allow for the last layer of support when the supports at the lower levels have not led to student success for all. School LCAPs identify the actions and services funded and the rationale for why additional actions and services are funded for some students. All additional supports will be reviewed annually to ensure that they are leading to student growth. We use the professional learning community model to evaluate student data and determine best practices that lead to the greatest gains for students.

## ESSA Provisions Addressed Within the LCAP

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

**TITLE I, PART A**

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

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

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

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

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

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

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

**Career Technical and Work-based Opportunities**

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

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

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

## TITLE II, PART A

### Title II, Part A Activities

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

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

## TITLE III, PART A

### Parent, Family, and Community Engagement

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

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

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

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

### TITLE I, PART A

#### Poverty Criteria

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

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

Title I, Part A, provides formula grants to school districts, which then allocate most of these funds to Title I Schools based on their number of low-income, struggling students. The eligible population for Title I, Part A includes (1.) children not older than 21 who are entitled to free public education through grade 12, and (2) children who are not yet at the appropriate grade level for free public education. Campbell has identified 5 Title I Schools based on the poverty rates. The poverty rates establish the level of funding each year that is provided for each Title I school. The schools offer school-wide Title I programs, meaning that identified students at the school receive supplemental services to identify and support children who are low-performing or at risk of low achievement. With the additional funding, they are able to have additional academic and social-emotional learning programs such as after-school programs, math support programs, additional hours of counseling, and a supplemental curriculum that allows for more intervention.

Campbell has five qualified school-wide programs that meet the 40% low-income requirement. The poverty levels in Campbell are; Rosemary (77.20%), Blackford (51.21%), Sherman Oaks (47.83%), Lynhaven (40%), and Castlemont (42.48%).

## ESSA Provisions Not Addressed in the LCAP

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

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

### TITLE I, PART A

#### Educator Equity

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

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

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

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**



Campbell Union School District is committed to assuring that all students achieve at the highest levels, regardless of race or economic status. Toward that effort, we ensure that our educators are classified as "highly qualified" under the ESSA guidelines. We have a process that we follow during the hiring, placement, and tenure process to ensure our highest need students have equal access to highly qualified educators.

1. We begin by advertising employment opportunities on EdJoin for all parties to view.
2. We have partnerships with local universities that we consult with to attract teachers with diverse backgrounds and experience.
3. We utilize the Ventures for Excellence hiring tool which allows for the best selection and development of people upon hiring.
4. Teachers are carefully placed considering their expertise, experience, and personal desire to meet the needs of students.
5. Teachers placed at Title I Schools must be partnered with an experienced teacher if they are new to the profession. They are also assigned a BTSA mentor for two years.
6. All new teachers hired have individual mentors.
7. All new teachers attend professional development aligned to the district's instructional vision and LCAP goals.
8. All new teachers learn how to utilize and teach the essential standards to ensure a guaranteed and viable curriculum for all students, no matter where they are placed.
9. All teachers are observed regularly by School and/or District Administrators and offered growth-oriented feedback to support their professional growth.
10. New teachers receive the support of District Teachers on Special Assignment and Specialists.
11. Teachers are only offered tenure once they complete the rigorous demands of the district in their first two years of employment.

In placing students in classrooms with teachers we make every effort to balance classrooms to ensure we have cultural and language diversity so that role models exist in all classrooms. Additionally, we consider the individual skill set of the teacher as well as any supplemental training, that the teacher may possess before we place them in our schools and classrooms.

Campbell Union School District's approach to achieving the objective of improving access to excellent educators for minorities and students from low-income families is to staff all positions districtwide with talented and highly qualified teachers. We are committed to improving student outcomes across the district by expanding access to excellent, fully credentialed educators for all students. We have consistently been able to meet that criteria, however, at times we have difficulty filling hard to hire positions such as those requiring bilingual certification for our Dual Language school and single subject Math, Science, and Special Education positions. In those cases, a variety of things are done to ensure that our identified students get the most effective teachers. Those strategies are listed below:

- Moving teachers from other sites to match school and student needs

We partner with San Jose State University residency program to recruit for our dual immersion program, transitional kindergarten and special education programs.

- Partnerships with Universities to assist teachers in getting certification
- Provide increased Administrative support
- Provide Title I Schools with the first choice in the hiring process
- Training for our own teachers to get needed credentials while in another position
- Support for teachers to pass necessary tests
- Use of recruitment teams to hire highly qualified candidates

\*Stipends for hard to fill positions

\*Early hiring early before we know our enrollment to ensure we get the highest quality teachers

\*Utilizing student teachers to lower class size

\*Attend multiple recruitment faires to attract teachers.

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

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following:

	<ul style="list-style-type: none"> <li>• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or</li> <li>• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)</li> <li>• An individual who holds no credential, permit, or authorization to teach in California.</li> </ul> <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> <li>• <b>Provisional Internship Permits,</b></li> <li>• <b>Short-Term Staff Permits</b></li> <li>• <b>Variable Term Waivers</b></li> </ul> <p><b>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</b></p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> <li>• General Education Limited Assignment Permit (GELAP)</li> <li>• Special Education Limited Assignment Permit (SELAP)</li> <li>• <b>Short-Term Waivers</b></li> <li>• <b>Emergency English Learner or Bilingual Authorization Permits</b></li> </ul> <p><b>Local Assignment Options</b> (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

## Parent and Family Engagement

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

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

In accordance with Title I regulations, our Title I schools utilize a Compact which outlines what the staff, student, and family agree to carry out in support of students achieving academic standards. The Compact is reviewed and agreed upon annually at a parent meeting. After consultation, the Compact is agreed upon at the parent meeting and it is shared with all families via the school's communication envelopes or given at annual parent-teacher conferences.

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

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

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

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

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

In Campbell, family engagement is of utmost importance to ensure that parents and all stakeholders feel engaged in the educational process of the students we serve. We have an LCAP goal identified strictly to this effort: "Fully engage parents/guardians, students and the community in support of student educational outcomes." Toward that effort, we have many identified meetings that are designed to solicit parent/guardian feedback and input on the actions and services within the district as well as discuss ways we can better meet their individual needs. Regular meetings are held at both the school and district level. Those meetings are School Site Council, PTA, ELAC/DELAC, Superintendent's Parent Advisory, Superintendent's Student Advisory as well as monthly coffee with the principal meetings at every site. Developing supportive relationships with our families and providing a space for ongoing communication is very important. While face to face meetings are valuable we also realize that not all parents are available to engage in that way. Because of this, we have developed a communication plan that provides multiple ways for parents to get involved. We do an annual Thought Exchange using a platform where parents/stakeholders can engage in an online thought exchange with other members from their school community. They are asked to share what is going well with their child's educational experience as well as where they would like to see improvements. All of the thoughts submitted are read and rated by others in the online community. The top thoughts are identified so that district leaders can discuss how these thoughts can impact our educational program. We also track the number of families who sign up to receive our electronic notices so that we can continually do outreach to ensure that families not signed up are offered assistance in doing so if needed. We have an active social media presence through Twitter and Facebook so that families can receive information in this way if desired. We utilize a variety of tools to text, call, and email parents of important information and changes to existing schedules. We have found that Zoom participation in meetings has allowed for greater parent engagement. We will continue to offer parents the opportunity to attend meetings virtually. Additionally, to more effectively engage parents in the day to day learning of students we utilize a program called SeeSaw where students can determine which pieces of work they would like to upload to a portfolio to be shared with family members. The work demonstrates learning that has happened in the classroom and when family members view it, valuable connection opportunities exist between home and school. We are consistently monitoring how these tools and face to face meetings are engaging all parent groups. If it is determined that specific groups may not be as engaged due to barriers of online access we have supplied devices and hotspots to ensure connectivity. We have computers in the office for parent use at all sites as well as the district office. We have also provided our middle school students in grades 6-8 a Chromebook so that they have access to technology in the home. Community Liaisons hours have been increased to full time to support parents who need assistance in their home language to ensure that we are able to reach all parent groups. Written and verbal documents are translated into the major languages of our students. We utilize a phone translation service which allows us to communicate with families in their native language. We have a School Link Service (SLS) Grant which provides extensive parent education opportunities and attendance in these classes increases annually, demonstrating that we are increasing our family engagement levels. We do surveys of all families receiving SLS support each year and use the feedback to improve our effectiveness. This year we introduced the Parent Square communication tool to streamline messaging for families. This tool pushed notifications directly to parents and increased our ability to reach a wider audience while removing the barrier of families having to go somewhere on their own to look for the messages.

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

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

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

N/A

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

In Campbell, we operate a school-wide Title I program, not a targeted assistance program. In our school-wide program the nature of the program is to provide additional support above and beyond the services that our general budget is able to provide. We have extended the hours of particular positions in Title I schools to be able to provide students with more services than are available to non-Title I schools. When a child is delinquent and expelled they will be offered all services from the agency to whom we refer the child. For non-expelled students who have delinquent attendance patterns, the district utilizes the School Attendance Review Board (SARB) process that notifies parents in a timely manner of all absences and then requires them to attend meetings to address the delinquent absences. We use an absence tracking system that regularly communicates with parents. We have received statewide recognition for the impact our positive process has on decreasing chronic attendance issues.

**Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Homeless students have the right to attend school, no matter where they live or how long they have lived there, and to start school immediately, even when records from a previous school are not available. The McKinney-Vento program can provide additional support for students who experience challenges due to homelessness. The Director of Student Services acts as the district's Homeless Liaison. The Liaison works with school administrators and teachers to identify and support homeless students.

The process of identifying homeless students and families is as follows:

1. Student residency questionnaire is included in enrollment packet.
2. If parent/family member indicates they are homeless they are referred to the District Liaison who will go over resources to support the family.
3. The Liaison meets with the family to learn about services they can receive for their child/ren.
4. The student is enrolled in the school nearest to their temporary location whenever possible.
5. When transportation is an issue, a public bus pass is provided for the family.
6. District funding supports enrichment opportunities for students which may include, field trip fees, after school enrichment activity fees (sports, theater), science camp, band, etc.
7. Additional academic support is offered through after school or summer school programs.

**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.

As an educational institution, we realize how difficult transitions can be for students, especially for those students coming from trauma or extreme poverty. To alleviate some of the transition anxiety we have the following procedures in place:

For students transitioning from our district pre-schools to our Kindergarten classes:

- \* Classroom visitations to kindergarten before the end of the year
- \* Assistance to families with the registration process
- \* Parent materials provided of what to expect in Kindergarten as well as the essential learning outcomes
- \* Articulation meeting between Pre-School and Kindergarten teachers
- \* Open houses before school opens to view the learning environment and meet the 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) 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:**

As an educational institution, we realize how difficult transitions can be for students, especially for those students coming from trauma or extreme poverty. To alleviate some of the transition anxiety we have the following procedures in place:

For students moving from elementary schools to middle schools:

- \* A field trip to the receiving school where students work with current middle school leaders to experience a typical day
- \* New student orientation before school starts where they are able to learn about the school site, meet some staff members, hear from current students, and connect with other students who will be new.
- \* New student orientation specifically for emerging bilingual students
- \* Video orientations that acquaint students with the campus and the process for entering/exiting the campus, school expectations and school highlights
- \* AVID Summer Bridge program for identified students
- \* Articulation meetings with staff to discuss specific student concerns and plan in advance for their success

For students leaving our district to the High School District:

- \* Articulation meeting between Middle school and High School Administrators
- \* Summer bridge math program
- \* High School Information nights for parents and students

Part of ensuring that students experience a successful transition is to make sure that they are placed in the appropriate classes with teachers who will be best equipped to meet individual needs. To ensure this happens we hold annual articulation meetings with Elementary and Middle School administrators. They discuss specific student needs and the receiving school gets to know the student and from the beginning, placing him or her in the best possible learning environment from the beginning.

A strategy widely used for entering Kindergarten students is to not place them in a particular teacher's classroom until after a full week of interaction with the entire Kindergarten group. Teachers work together in multi-purpose rooms to observe students interacting and do formative assessments. They use this information to place students with the teacher and other students who will support the individual's academic and social emotional success.

#### **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.



## **THIS ESSA PROVISION IS ADDRESSED BELOW:**

In light of our commitment to become an anti-racist organization we do not have an identified Gifted and Talented Education Program(GATE). In 2014, California's Local Control Funding Formula (LCFF) legislation redistributed state funding from several categorical programs into the general funds provided to districts, allowing local governing boards to make decisions about how to allocate the funds to best meet the needs of their student populations. GATE was one of the categorical programs repealed through this legislation. LCFF overrides the categorical funding provisions in CCR, Title 5, for GATE which means that district's are not required to offer GATE testing and/or programs. Removal of the policy does not mean that we will not be supporting students who are performing at academically high levels. It is our district vision to support each child at their highest potential. To accomplish this we engage students in the regular practice of critical thinking, examining, justifying and communicating their thinking at high levels. We seek to capitalize on the profile of a graduate skills across content areas to ensure we are challenging all students. We design lessons based on student's learning styles and group students by shared interests. We promote collaboration as a skill which challenges students beyond academics. Teachers regularly utilize formative assessments to ensure student growth and consistently adjust lesson content to ensure high academic standards and rigor. Teachers differentiate lessons to effectively meet the needs of high performing learners. As our district seeks to be more inclusive and promote integration of all cultures and backgrounds into the educational experience of our students we recognized that the GATE program did not support these beliefs. There was a small percentage of students who qualified for the GATE program. Of those that did qualify, the ethnic breakdown did not reflect our overall student population. There was discrepancy in the number of students identified based on schools that they attended, promoting a belief that some schools may be stronger than others academically. It is our desire to remove programs and policies from our system that are not inclusive of all. We are committed to academic excellence and success for all students.

With regard to effective digital literacy skills, we have a district-wide technology innovation plan that addresses targeted digital literacy lessons per grade level. We use Common Sense Media lessons and both of our comprehensive middle schools were certified in the 2021-2022 school year. Our Library Media Aides support teaching digital media lessons. We also have instituted an anonymous tip line available on school websites that can be used to report inappropriate use of technology with the goal of keeping our students safe. Our Director of Student Services is responsible for following up on concerns that come through. We utilize specific technology tools such as Google classroom, G-suite tools, SeeSaw, and Zoom that students and teachers use to become digitally proficient. Students are taught skills to help them access tools for learning and are taught behavior expectations for use of the digital tools to engage appropriately during online lessons. Additionally we utilize online programs such as Gaggle and Go Guardian to ensure that students are utilizing technology in a safe and meaningful way.

## **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, Campbell Union School District does not receive Title I, Part D funds

### **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:

##### Address these questions:

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

The district runs a Beginning Teacher Induction Program and all new teachers are provided a two-year program to support their successful completion of a California clear credential. Each teacher is provided with a mentor teacher and is provided coaching and support to finish all of the requirements of their credential while also learning important classroom management and curriculum integration skills. Teachers new to CUSD are provided with a two year onboarding training program which helps them on their path to tenure. The onboarding program helps them understand the improvement science approach implemented in Campbell. All training offered to teachers throughout the year aligns to the elements outlined in the Instructional Vision and our LCAP goals.

Training is offered both online and in-person all throughout the year. All new teachers in Campbell are trained on the essential standards and how to write learning targets aligned to those standards. Another core practice requiring some induction training is the practice of Professional Learning Communities (PLC). New teachers are offered training and support through district TOSAs, Specialists and grade-level team leaders. We build the capacity of our teachers by providing them with a variety of leadership opportunities which may include participation on a school site leadership team, professional development leaders who help train other teachers, site determined adjunct duties, school site council participation, mentorship opportunities, and involvement on district committees.

For new administrators to CUSD we offer them support from an outside coach in their first year and they are partnered with an internal mentor who meets with the new staff member regularly to help them become familiar with the culture of CUSD. Additionally, a Teaching and Learning team member walks classrooms with the new site administrator on a regular basis and offers feedback and coaching. Administrators also get support from bi-monthly district leadership team meetings professional development for Administrators. New administrators attend training in our core practice of implementing PLCs, managing budget, LCAP training, and staff evaluation support.

### Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

##### Address these questions:

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

3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Funding is allocated to the school sites based on their unduplicated count. The number of students who come from low socioeconomic families, English language learners, foster youth, and students experiencing homelessness are always considered when allocating funds to school sites. When budget cuts are imminent, the needs of Title I schools are considered first. The district always strives to keep cuts as far from students as possible. We consistently maintain a higher level of student support through a larger fund allocation to schools with higher percentages of struggling students. Our process for allocating funds is as follows:

1. We allocate allowable administration cost which is 15% of the total Federal award amount.
2. We set aside the budget for districtwide intervention, summer school, professional development, and homeless students. The District utilizes these funds to directly support students.
3. We allocate 1% of the total allocation for parent involvement. The school sites receive the funds based on the free and reduced lunch count for students. School sites determine how best to use the money for parent involvement.
4. The remaining amounts are allocated to the sites based on the free and reduced lunch count.

**Data and Ongoing Consultation to Support Continuous Improvement**

**ESSA SECTION 2102(b)(2)(D)**

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Address these questions:**

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

The district uses a "plan, do, study, act process" that is aligned closely to our work with Improvement Science. This means that data is continually used to determine which actions and services lead to the greatest gain for students. Teachers collaborate in professional learning communities regularly and are required to evaluate student academic, behavioral, and attendance data as part of our multi-tiered systems of support. We use data to determine problems of practice, we engage in change ideas at a small scale level and then scale up as data demonstrates that these practices are effective. In addition, we have regular data protocols at Cabinet and District leadership team meetings where we analyze data to determine trends at the classroom, grade level, school, and district level. Additionally, we engage the input of our stakeholders by utilizing focus groups, engagement surveys, and interviews to ensure the improvements we are making are benefiting students.



## TITLE III, PART A

### Title III Professional Development

ESSA SECTION 3115(c)(2)

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

Complete responses will:

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

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

### THIS ESSA PROVISION IS ADDRESSED BELOW:

Campbell Union School District provides professional development to all levels of employees focusing on both Designated and Integrated ELD instruction. The professional development will be ongoing throughout the year and will be provided by English Learner experts within and/or out of our district. The professional development plan is designed to improve the instruction and assessment of English Learners and to increase the capacity of all stakeholders in understanding the use of standards, curricula, supplemental materials, assessments, and instructional strategies to support English Learners. The professional development topics being presented next year may include:

- Understanding language (focused on the required components of Designated ELD) & follow-up observations and feedback sessions
- Ongoing Effective ELD Strategies for Designated and Integrated ELD (strategies that help ELs acquire language and give them access to content) & follow up observations and/or feedback sessions
- Improvement coaches from Studer to help with consistency and expectations as we implement a process in our district that focuses on instruction for all, including English Learners
- Guided Language Acquisition Design
- AVID Excel Strategies (a supplemental program that goes above and beyond to support our Long Term English Learners ( LTELs) in accelerating language acquisition, developing academic literacy, and placing them on a path to success in high school and beyond)
- English 3D (a supplemental program that goes above and beyond to support our middle school English Learners in language acquisition)
- AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) Strategies to support students academically and prepare them for their next level of academics and/or career
- Attending in-person or virtual conferences (CABE, Solution Tree, UDL, AVID, and Anti-Racism,etc.) that focus on learning how to support ELs and engaging families. These conferences will focus on research-based practices. Conference attendees will share their learnings through district meetings and/or PLCs to strengthen site-based EL instruction
- Professional development will be provided to our English Learner families. By supporting our families, our English Learners benefit. The following parent, family, and community engagement opportunities provided in 2023-24 may include:

\* Outreaching to families to create academic/social emotional support plans for their children that includes regular check-ins

\* Strategies to support English Learners at home (Family Literacy Nights, Family Math Nights, and/or Family Social Emotional Learning Nights)

\* Ongoing parenting classes provided by our community liaisons based on data

\* Translators and translation services to enhance parent and community participation and communication

## **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A Campbell Union School District does not receive immigrant funds.

## **Title III Programs and Activities**

ESSA SECTIONS 3116(b)(1)

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

Complete responses will:

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

English Learners (ELs) will increase their English language proficiency and meet State academic standards through the following programs and activities scheduled for 2023-24. Other programs and activities may be added, if there is a need:

- Designated and Integrated ELD for all English Learners
- An additional ELD Administrator to support ELs above and beyond the core instruction. The responsibilities will include, but are not limited to, leading effective professional development, coaching teachers, modeling instruction, planning of Comprehensive ELD Instruction, and visiting classrooms to observe the effectiveness of the ELD instruction, etc.
- Equity TOSAs will support ELs above and beyond the core instruction. These specialists will engage as Professional Learning Communities (PLCs) with teacher teams. Each of our 12 schools are PLCs, where they create formative assessments collaboratively, intentionally plan instruction, assess, analyze data, and identify students that may need reteaching and/or extended learning. One of the questions that is asked at every stage of PLCs is, "What do our English Learners need in order to succeed?"
- English Learners will identify goals to help them achieve academic, social, and at-home goals
- Additional materials and books purchased for sites with large numbers of English Learners to help in acquiring language and providing them access to content
- Spanish books/materials will be purchased to promote the continued learning of the primary language and to help provide access to core content
- Activities identified to provide focused support for Spanish speaking ELs to build on their home language and ensure equitable access to curriculum in order to increase language proficiency and reclassification. The ongoing data discussions will inform instruction that will lead to increased achievement in English and Spanish at our 90/10 Dual Immersion school
- Trainings on Guided Language Acquisition Design (GLAD) strategies for teachers to work with internal experts and possible outside experts on how to effectively use the strategies to support ELs throughout the day
- Learning targets will be used so students can articulate the learning objective for each lesson and how they can self monitor their progress in meeting the targets. For ELs, this is critical so they know what they need to learn and how they can apply their learning in other content areas
- Anti-biased teaching to make meaningful connections to the diverse backgrounds of students, while emphasizing a rigorous learning environment and high expectations for achievement
- SBAC, ELPAC, and iReady data will be provided to administrators and school staffs to monitor progress, analyze the data, and adjust instruction to meet the needs of the English Learners
- Shadowing and/or empathy interviews of English Learners may be used to see how identified English Learners learn/interact in various school settings. Information gained during the shadowing experience or empathy interviews will be shared with school support staff who support English Learners
- Learning profiles may be used on identified English Learners so school staffs can provide content in a way that is beneficial for how the students learn best
- AVID Excel to support above and beyond our Long-Term English Learners in acquiring language, developing academic literacy, and preparing them for high school and beyond. This will also include Summer Bridge where students can join their teacher and continue to build community at their school
- English 3D to support above and beyond our Long-Term English Learners in acquiring language, developing academic literacy, and preparing them for high school and beyond
- A Newcomer Support .2 FTE position at one middle school to provide above and beyond time with newcomers to build relationships, provide resources for the families, create a community, and provide assistance to teachers who work with students in other content areas
- Expeditionary Learning implementation to ensure that the rigor is high, students are taught about character development, as well as, identifying components of high quality work (1 school)
- Design thinking school focusing on a new learning culture based on the design process, which offers creative learning spaces for students to learn in the way they learn most effectively (1 school)

## **English Proficiency and Academic Achievement**

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

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

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



Complete responses will:

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Campbell Union School District will support all school sites to help implement programs and activities to help English Learners acquire language and meet state academic standards. Multiple measures will be used and analyzed in Professional Learning Communities (PLCs) to identify strengths and areas of growth of English Learners in all content areas.

Administrators will regularly evaluate data broken down by student-groups, including English Learner data. All stakeholders will regularly use this data to make instructional decisions that support growth for all English Learners (newcomers - Long Term English Learners)

Data to Be Used in 2023-2024:

- SBAC English Language Arts (ELA)/Math
- Initial and Summative ELPAC
- iReady ELA and math
- Curriculum embedded assessments in ELA/ELD
- Grade level created formative assessments
- Dibels Foundational Reading Skills Assessment
- LCAP metrics
- Local indicators such as perception surveys, engagement surveys, Thought Exchange, etc.
- Other available local assessments

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

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

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

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

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Title IV funds support us in meeting the goals we have surrounding safe and effective use of technology. Our plan is as follows:

Purpose: Improving the use of technology in order to improve the academic achievement and digital literacy of all students.

Desired Outcomes

- \* Higher-level thinking skills - moving from lower-level thinking skills-factual recall and procedures to more engaging tasks of greater cognitive complexities. Focus on critical thinking, collaboration, creativity, and communication (4 C's)
- \* Student Agency - Moving from teacher-centered learning environments to more student-centered learning environments. Increased student ownership over what, how, when, where, who with, and why they learn.
- \* Authentic Work - Moving from isolated and siloed academic work to learning experiences that allow students to engage with and contribute to relevant local, national, international, and interdisciplinary communities.
- \* Technology Infusion - Creating globally connected learning spaces that support the first three outcomes and push students in thinking, making, creating, and contributing.
- \* Engage Parents in Learning- Create training opportunities for parents to engage with student work using SeeSaw and provide digital literacy skills for parents and students which are especially important in the distance learning model.

Implementation Plan

Action Plan

- \* Analyze data from surveys and interviews to identify current mindsets and practices around how technology is used for learning.
- \* Evaluate all current technology applications and tools for current use and relevancy. Evaluation based on our desired outcomes. Are we empowering our learners with choice in how they show their learning? Are our tools focused on creativity? Do our tools allow students opportunities for reflection, feedback, and sharing? Do all of our tools and applications meet our student privacy guidelines?
- \* Annually update the Technology/Innovation plan and tech toolkit for teachers
- \* Using our Profile of a Graduate, develop and communicate a comprehensive field guide.
- \* Tie all initiatives into new Tech/Innovation plan
- \* Identify missing technology tools or apps that may be integral to the success or that may remove discovered roadblocks for both teachers and students.
- \* Develop an action plan for technology integration professional development that supports both in-person and distance learning.
- \* Provide PD to parents and families.
- \* Create pathways for parents to volunteer and share their expertise with students.

Ways to measure our Progress

- \* Implement the use of 4 C's rubrics for both teachers and students
- \* Monitor attendance and gather feedback for professional development events
- \* Surveys focused on the use of technology
- \* Interviews with teachers, students, and parent
- \* Survey all teachers on the educational applications/resources that are essential to their teaching and student learning.
- \* Vet the current resources to ensure they meet all safety guidelines.

In the 2022-23 school year our comprehensive middle schools were Common Sense Media certified. They completed series of digital citizenship lessons as well as communicated strategies for digital safety with families. The topic is embedded into family engagement events to stress the ongoing need for education in this area. Promoting responsible technology use starts early in Campbell. TK and Kindergarten teachers were provided with iPads. Training was required for teachers before distribution of the technology so that teachers had a common understanding of how the technology support the educational process. The training for staff emphasized the importance of Digital Citizenship for all students, ways technology can support Math and how technology can enhance social emotional learning. Teachers are also taught strategies to promote the district's profile of a graduate competencies of self direction, innovation, empathy, collaboration and critical thinking.

## **Title IV, Part A Needs Assessment**

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

### **Well-rounded Education Opportunities (ESSA Section 4107)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for a well-rounded education?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

### **Safe and Healthy Students (ESSA Section 4108)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

### **Effective Use of Technology (ESSA Section 4109)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

Title IV, Part A Program  
Rural Education and Student Support Office  
California Department of Education  
Email: [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov) Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education  
February 2022