

# LCAP Federal Addendum System

## Instructions: Strategy, and Alignment

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### **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.*

LCUSD uses federal funds to supplement and enhance actions and services that are designed to address and support the needs of all students, at all sites, supported by staff. Some funds are used to meet the needs of specific groups of students while other funds enhance district-wide programs and are intended to provide supplemental support for all schools, all teachers, and all students.

LCUSD aligns the use of federal funds with activities funded by state and local funds by ensuring that all services support LCUSD's LCAP goals with an emphasis on meeting the needs of all students. Stakeholder meetings are held four times at the district level and site levels to gain input and report out on progress on goals. The LCAP Committee, led by the Superintendent, is comprised of diverse stakeholders that represent various interest groups such as certificated staff, classified staff, site principals, district staff, parents of English Learners, and parents from multiple school sites. The committee reviews each of the goals and quarterly progress, along with gathering input from groups to bring back to the committee that helps shape the goals.

To support the LCAP goal 1 (*Recruit, Retain and Train the Highest Quality Teaching, Support and Administrative Staffs*) and goal 3 (*Provide Resources and Programs to Promote Students' Social and Emotional Health, Wellness and Interpersonal Connectedness*), Title II funds are used to ensure staff is provided with targeted professional learning and has an understanding that all job responsibilities are structured to support positive student learning outcomes. Teachers, counselors, staff, and administrators use these funds to collaborate, learn and share best practices, and continually reflect on their own cycle of improvement and growth to provide the best possible education for their students. As our local demographics continue to change, teachers, staff, and counselors need continued training in how to intentionally meet the unique needs of our English learners, students with disabilities, and socioeconomically disadvantaged students. Our teachers and staff also need continued training in the implementation of the Next Generation Science Standards (NGSS), Social Emotional Learning and site safety and security preparedness to continue addressing and improving student wellness district-wide. Federal funds support these initiatives and assist the district in advancing professional learning and resources for our staff to better meet the needs of all our students.

To support the second LCAP Goal 2 (*Provide a high-quality instructional program to all students*), Title III funds are used to meet the needs of English Language Learners. Title III federal funds will be allocated to supplement and enhance local priorities funded by the state. English learners will have meaningful access and participate in a 21st century education from Transitional Kindergarten through twelfth grade. The strategy and approach to ensure equity for English learners is to focus on students' language development in English and academic English across the core subject areas. Our structured English Immersion (SEI) instructional programming model aims for a high quality instructional and meaningful implementation of the ELD standards, which allows learners from various levels of English proficiency to accelerate achievement both linguistically and academically.

## **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.*

The LCUSD LCAP Committee meets quarterly to review progress on the four LCAP goals. This includes discussions on the funding and alignment of state and federal funding. Extensive outreach is done by committee members sharing the LCAP goals with over 20 stakeholder groups and feedback is gathered for the LCAP writing team. This feedback from the LCAP Committee outreach is incorporated in an annual revision process for each LCAP goal and associated actions and services. Along with that work, staff, students, and families are surveyed on their priorities for the upcoming school year. Lastly, the Associate Superintendent of Business Services meets with department leads to review budgets throughout the year to ensure funds are appropriately assigned.

At the site level, Every Student Succeeds (ESS) plans are written and developed according to the LCAP goals, and evaluated annually by site LCAP committee members, staff, parents of English Learners, and administrators to best meet the needs of all students. The final reports are reviewed annually with the principals and superintendent and used to ensure goal alignment at both the site and district levels.

Specifically for Title II, the District's Educational Services department collects input from teachers, staff, and administrators in order to evaluate the professional learning opportunities necessary to support district staff and to create a plan for the use of Title II funds. This is based on curricular needs, staff requests, and LCAP goals. Professional development plans are established to ensure safe schools with social-emotional and counseling support, the effective implementation of Common Core state standards across curricular strands and continued progress of student achievement.

Title II dollars are allocated to strengthen the District's funding commitment to professional learning and include contract services that support certificated and classified staff. All expenditures are aligned to the LCAP goals and are continuously monitored for effectiveness and appropriateness. Professional learning for the 2018-2021 LCAP school year focuses on Social

and Emotional Learning, Safety and Security, NGSS implementation, math instructional support, teacher conferences in all curricular areas, and counselor conferences.

Title III: District stakeholders have established clear goals and commitments to English learners in the LCAP by providing access towards English proficiency and academic engagement and achievement. The District English Learner Advisory Committee (DELAC), made up of ELD teachers, administrators, and parents, under the direction of the Director of Programs and Services, annually develops, approves, and evaluates the use of all Title III funds for supporting English Learners and aligning the actions and services with the LCAP goals to increase and improve student achievement. Title III funds, along with LCFF supplemental dollars, are used to pay for support staff, programs, and supplemental materials.

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### Title II, Part A

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#### 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.*

La Canada Unified School District (LCUSD) has adopted a systematic and integrated approach to professional development. Our professional development planning begins with an analysis of student performance data, an annual educator needs assessment, and progress in school and district initiatives tied to the Local Control Accountability Program (LCAP). Surveys of teachers, conversations with administrators, and classroom observations help to identify areas of need in professional development. Professional development has focused on academic and pedagogical needs, social-emotional needs, and safety and security.

Beginning in the 2013-14 school year, our professional development in the area of mathematics was guided by a district-wide partnership with the Teachers Development Group (TDG) for teachers of all grade levels, as well as administrative coaching to support instructional practices at the sites. This professional development has continued at the 7-12 while elementary site administrators now serve as coaches, providing trainings during staff meetings on methods for differentiating instruction as well as how to support struggling learners in the area of math. Teachers have been receiving focused training in the English Language Arts (ELA) standards beginning in 2017 as well as Guided Reading strategies at the elementary level. LCUSD is in its

fifth year of the Next Generation State Standards (NGSS) implementation plan. This includes robust professional development for all grade levels to successfully implement the three dimensional instructional approach. This year, professional development will include training for special education staff focused on improving services and closing the achievement gap for students with special needs.

LCUSD has one technology teacher on special assignment and one lead instructional specialist who provide individual, grade level, and site trainings, coaching, and mentoring at all school sites to support best practices and instructional strategies for meeting the Common Core State Standards in Mathematics, English Language Arts, and NGSS using technology as a teaching and learning tool. These technology integrationists partner teach, share strategies, and demonstrate/teach lessons. They provide professional learning opportunities in the form of team lesson planning, coaching, after-school workshops, summer trainings, and district-wide collaboration for additional support and training for all teachers in cross-curricular content areas.

Administrators at all sites supervise and implement focused classroom walk throughs to evaluate the effectiveness of instructional strategies and their impact on student achievement. LCUSD offers time for teachers to collaborate during the instructional day and teachers attend trainings on and off campus.

Principals and Assistant Principals participate in training alongside teachers. Administrators are therefore able to support and coach the implementation of standards-based instruction and support district-wide initiatives. This year, elementary Principals and Assistant Principals attended workshops focusing on Interim Assessments and the Digital Library as well as Assessment Literacy - Analyzing Student Work to Improve Teaching and Learning.

## 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).*

The district looks at student achievement metrics and reviews needs with various stakeholder groups that include teachers, parents, staff, and administration to help align goals. For example, our socio economically disadvantaged students showed a need for improving math scores and a specific math software was adopted to support them. Twice a month, the Educational Services team meets with the superintendent to share needs, concerns, and progress on goals and these meetings help develop reprioritization when preparing the LCAP annual update in the Spring, and drafting the new goals with assigned funding.

The second group associated with the funding prioritization is our English Learners (EL). Our LCAP provides extensive supports and each year these are reviewed for effectiveness by

principals and teachers, through a parent survey. Along with reclassification rates and state testing scores, goals are adjusted based on student needs and the associated budget is adjusted.

## 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.*

At the beginning of the school year, the district, school sites, and teachers engage in a data review and analysis of state assessment results including annual CAASPP scores, to measure student improvement in English and Math. End-of-year benchmark assessments, EL reclassification criteria, and grades are reviewed by counselors and administration to support student success. State and local indicators, which show current performance levels over time, are used along with current CAASPP data, benchmark data, and the annual staff professional development survey, to direct the district's professional development.

The schools have Every Student Succeed (ESS) plans that look at very specific data points to support students. These include goals for improving learning for all students in the areas of reading, writing, mathematics, digital literacy, and English language acquisition for EL students. Along with these academic goals, several goals monitor students' social and emotional learning including improving school climate and decreasing suspension rates.

As a district, we are continually reinforcing the work of common assessments created by teachers within grade level or content area groups. At this level, teachers can assess individual student needs and make immediate adjustments and recommendations. Students have access to various intervention opportunities at the elementary sites such as reading intervention during and after the school day and specialized math software. At the middle and high school level, after school tutoring clubs are accessible to all students and during the school day, a homeroom period twice a week offers various support groups provided by teachers.

These data points are shared out in the annual LCAP update as well as with the Governing Board and used for planning purposes for the next school year.

## LCAP Federal Addendum System

### Title III, Part A

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### 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.*

La Canada Unified School District (LCUSD) recognizes the need to build capacity for teachers, staff, and administrators to support English Learners (EL) in their progress, growth, and achievement of English proficiency and academic success. The district currently serves approximately 132 ELs.

District-wide professional development in English Language Arts, Math, Next Generation Science Standards (NGSS), and other curricular areas is designed to address the individual needs of all students, including ELs. Teachers get trained on differentiated instructional strategies, literacy building skills and measuring student progress. English Language Development (ELD) teachers at the elementary sites provide support to general education teachers on how to adjust delivery of instruction to include ELD strategies within core subjects and provide individualized assistance in meeting the linguistic needs of ELs.

The District's Director of Programs and Services meets regularly with ELD teachers, general education teachers, and administrators to provide continuous training, additional support, and mentoring and coaching on best practices and strategies for supporting ELs. The district has also provided trainings and workshops in the English Language Proficiency Assessment of California (ELPAC), English Language Development (ELD) strategies, and curriculum planning for English Language Arts, Next Generation Science Standards (NGSS), and Math. This year, LCUSD will provide training in the area of Educating ELs with Disabilities for teachers and staff. Also, teachers, counselors, and administrators have access to both local and national conferences on topics related to language acquisition.

The Director of Programs and Services works closely with general education teachers, ELD teachers, administrators, counselors, and local parent community groups (Chinese Parent Organization, Korean Family Outreach, Armenian Parent Association, etc.) to encourage and increase parent engagement and involvement in the District English Language Advisory Committee (DELAC) as partners in supporting their students' education. Coordinated efforts ensure that parents of ELs receive the support and assistance they need to remain highly involved in their students' education and academic progress.

## 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.*

Currently, LCUSD has 82 Immigrant students equalling 62% of the EL student population. Immigrant students receive targeted intervention support within and after the school day. At the middle and high school level, students receive a homeroom period twice a week and have access

to after school tutoring clubs, offered by teachers. Immigrant students also receive individual attention and academic planning services through their school counselors.

ELD paraprofessionals have been determined to be an effective resource in providing enhanced classroom supports such as small group instruction, lesson reinforcement, and targeted language acquisition. Each school site has a dedicated ELD paraprofessional to support this work.

## Title III Programs and Activities

### *ESSA SECTION 3116(b)(1)*

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

Currently, LCUSD serves approximately 132 EL students after an additional 33 ELs reclassified to fluent English proficient (RFEP), requiring monitoring for the next four years. Our current EL population represents 19 different languages spoken in EL students' homes of the total 38 district-wide.

The District's EL Master Plan outlines the program and activities developed and implemented for English language proficiency and to meet the challenging State academic standards through a comprehensive ELD program and intervention supports as necessary for struggling learners. EL students have equal access to all components of the required general education courses as their English Only peers. The district offers a Structured English Immersion program for all ELs including Designated and Integrated ELD throughout the school day.

## English Proficiency and Academic Achievement

### *ESSA SECTION 3116(b)(2)(A-B)*

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

- 1. 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*
- 2. meeting the challenging State academic standards.*

English learners are fully integrated in a comprehensive, rigorous, general education curriculum program for English language acquisition through both Integrated and Designated support classes in order to develop and achieve English proficiency as measured by the state ELA CAASPP assessment and the ELPAC Summative assessment. EL progress is measured annually on the California Dashboard as well as for each school site to determine program effectiveness. The State indicators report on student performance as well as improvement over time. Data is analyzed annually by the district and sites to provide feedback, direction, and goals for continued teaching of the ELA/ELD standards. ELD teachers and the Director of Programs and Services

use performance data, district benchmark performance task results, student course grades, and reading levels (at the elementary level) to identify students' individual needs, adjust instructional strategies accordingly, collaborate with content area teachers regarding student support needs, and provide direction for future professional development. Title III funds are used to support the regular core academic program through the partnership of ELD teachers, ELD paraprofessionals, and English teachers.