

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

LEA name:

Milpitas Unified School District

CDS code:

43733870000000

Link to the LCAP:

(optional)

[Milpitas LCAP](#)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

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

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

Title I Part A, Title II Part A, Title III Part A and Title IV Part A

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

Accelerate students' learning to close the gap before it begins by focusing on early literacy and numeracy. Provide multiple paths to learning and personalization. Create Safe engaging environments for students to thrive.

Professional Learning Communities and Instructional Leadership Teams are an essential component of the Cycle of Continuous Improvement System. As such, it is necessary to invest in developing the capacity of all teachers and site leaders in the systematic collection and analysis of data to make informed decisions about needed adjustments to instruction, intervention, and programs such as an online platform to personalize the learning of ALL students but primarily high needs students. Accordingly, to increase the academic achievement and graduation rate for all students, federal funds are appropriated towards professional learning for our teachers and administrators as well as targeted interventions during and after school, including extending the week and year. For example, Summer School Learning and Saturday Academies are offered to high needs students.

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.

Multiple data points are collected and analyzed. The actions and services outlined in the LCAP are targeted to address the academic and social-emotional needs of all students; specifically our historically underrepresented student subgroups. The district supplements core instruction with evidence-based programs to narrow the existing gaps between students before school starts, through the implementation of early interventions. Title I Schools provide students in grades K-1 a one-week “jumpstart” before the opening of the school year targeting our EL’s LI and FY students. To ensure a successful transition for our CDC-K1 students, CDC teachers push-into Kinder classrooms during the first week of school to support students. Additionally, to help build strong foundations in early literacy, targeted supports are provided to our CDC-TK and K through the implementation of Love 4 Literacy (L4L) that includes a parent learning engagement component.

Research and our data show that SED students have multiple barriers to learning. One of those barriers is the area of social and emotional learning addressed through the implementation of PBIS, restorative practices and using the SWIS (School-Wide Information System) to monitor behavior data across the district. We provide counseling to students in need via CASSY. Milpitas Unified School District has contracted with Counseling and Support Services for Youth (CASSY) support and will continue investment on the development of an in-house mental health services program by adding one MFT Associate - two MFT Trainees.

Another area for growth was Chronic absenteeism, especially for our students with the highest needs. We will continue to fund Community Liaisons to partner with our site leaders to address these needs. Through our stakeholder engagement process, it was identified the need to provide Professional Development on Restorative Practices and or alternatives to suspensions.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District in partnership with its union leadership, Milpitas Teachers Association, is committed to ensuring all students, and especially our low income and minority students, are taught by highly effective teachers. To this end, our collective bargaining agreement (CBA) provides for transfers that are not based solely on seniority, in fact, a transfer request can be denied if the applicant lacks the required credentials. Secondly, the CBA explicitly states that outside candidates will be considered along with existing teacher candidates for all vacancies after April 15th, this aligns with CA Ed Code. Furthermore, the District strives to provide instructional coaching to teachers, particularly those at our Title I schools. MUSD has a history of ensuring that vacancies at our highest needs schools are filled by the best, and doing this with preferential treatment for Title I schools when necessary.

With the precedent of the NCLB Act, the District determined that all teachers hired for positions in the district shall have full credentials, including those at our alternative high school, regardless of CA Ed Code that allows for variances in credentialing requirements for alternative settings.

Parent and Family Engagement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

MUSD provides rigorous standards-based instruction to all students using the state-approved curriculum. All schools receive a standards-aligned curriculum in the core academic areas: Mathematics and English Language Arts and English Language Development. In addition, MUSD utilizes multiple measures to evaluate all students' progress in mastering grade-level state standards. All students are assessed using formative standards-based online- adaptive assessments four times a year and provide interventions during the day and extended supports as early as possible for students not making adequate progress during. MUSD Parents are kept informed of student progress six times a year via standards-based trimester report cards and progress reports. Socioeconomically disadvantaged students and English learners not making adequate progress are provided multiple supports to accelerate learning through extended learning time and supplemental curriculum.

MUSD and School Sites have established measurable goals using the California Dashboard and formative assessment results towards the grade level mastery of the state standards and planned specifically evidenced and researched based strategies cited in the LCAP and SPSAs. Assistant Superintendent provides quarterly reports on progress to the Board of Education and Principals monitor and reports progress on a monthly basis via their SSCs.

MUSD has established ambitious goals for college and career readiness. We monitor graduation rates by establishing a four-year plan for our students and specifically students with the highest needs and needed supports to access A–G Completion, Dual Enrollment, Advanced Placement (AP) exams, Career Technical Education (CTE) pathway completion, State Seal of Biliteracy, Golden State Seal Merit Diploma, and CTE Pathways

MUSD holds two Title I meetings for our families. One in the fall and the other in the Spring. Meetings are utilized to review the parent engagement policy to evaluate effectiveness in meeting the needs of our parent community. Parents provide input to make any needed revisions. Revisions are brought to the School Board of Education for approval. In addition, Title I principals, with their school site council review the school parent compact (policy) on an annual basis.

Through LCAP stakeholder meetings and surveys (Thought Exchange and Local Parent Engagement Survey) administered in the Fall and Spring, MUSD identifies our parent needs. Effective parent engagement is timely and focused on the needs identified by the parents themselves. MUSD focuses on Building Relationships between School Staff and Families

Building Partnerships for Student Outcomes as well as Seeking Input for Decision-making

This year, based on survey results, the District LCAP Advisory Committee identified specific and targeted parent workshop by grade level span on the following specific topics: A to G, Graduation requirements, the transition from Pre-School to TK/K, Elementary to Middle School and Middle school to high school workshop will be offered and videotaped for our parents in two languages. At the end of the year, parents evaluate program effectiveness. All SPSA's have a parent engagement goal and plan aligned to the LCAP. SCCs and ELACs from each site are required to attend a workshop to develop a clear understanding of their roles and responsibilities as officers and decision makers.

All Sites submit to LEA monthly SSC agendas, sign-in sheets, and minutes. At the end of the year, SSCs evaluate activities, programs, and actions and their impact on student learning to make a decision on what actions must continue, stop or start.

Director of Learning and Development works directly with the Title I schools and principals to monitor the students' progress, identify needs and ensure all supports are implemented according to the SPSAs goals, strategies, and actions. In addition, the director of Learning & Development will hold monthly data chats to monitor student academic progress and ensure all interventions are being implemented with consistency.

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.

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:

Schools operating targeted assistance school programs identify eligible students who (participate in the free/reduced/ lunch program) and who are struggling academically as per the formative and summative assessment results or need social or emotional support, as well as absenteeism rate, are identified to receive targeted supports. In addition, low-socioeconomic students in need of enrichment programs are also supported with supplemental supports.

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:

All our homeless children and youth are provided after school supports, uniforms, and school supplies as needed. In addition, we provide bus passes for transportation. All additional school expenses are waived. We provide paid after school and after-school enrichment for homeless children. These students are given priority to receive counseling services, after-school tutoring supports and are automatically qualified for free breakfast and lunch. Students who show a unique need for items such as clothing, shoes, jackets, books, and computers are addressed on a student by student basis.

MUSD has created and hired a School Social Worker, Community Liaison and Student Support Specialists to help identify and support our homeless children, youth and their families. In addition to helping coordinate supports such as breakfast and lunch, transportation, school supplies, and clothing, these individuals are able to support our homeless children and youth on a daily basis and connect the families to county supports.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate-services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Early Grade Transition Early Childhood Education

MUSD provides preschool for general education students and students with special needs at two sites. These programs have been instrumental in helping our students and parents become familiar with both general education and Special Education Kindergarten programs. Formal transition programs begin with an IEP for Special Education students to determine the child's placement for their TK or Kindergarten year. The district provides a range of placements, from SDC settings with mainstream inclusion time to full inclusion, depending on the child's individual needs. Parents are invited to visit TK and Kindergarten classrooms, and general education teachers provide them with information about their programs. To help ensure a smooth transition for our early grades, CDC teachers push into Kinder classrooms during the first two weeks of school to provide additional time for students to adjust and acclimate. MUSD has in place six transitional Kinder (TK) classes, four of which were housed in Title I schools.

Elementary Schools to Middle Schools

A team comprised of the middle school principals, student leaders and teachers visit the elementary school for an assembly to explain the programs offered at the middle school. Students and parents are invited to participate and ask questions. In addition, incoming 7th-grade students participate in an all-day shadow visit at the middle school. They are welcomed in the morning and

paired up with current seventh-grade students to shadow for a total of 5 periods. At the end of the day, they hold a Q/A session.

This allowed incoming 7th-grade students to meet their future principal, experience life in middle school for one day, hear encouraging stories shared by current middle school students, and finally, learn about the electives available to them. Special Education staff provide orientation to students moving into middle school programs. Counselors reach out to support students with course selections, informed by screening assessments to ensure students receive appropriate support.

Middle School to High School

Incoming 9th-grade students attend an all-day shadowing day. During the first two periods, they meet the site leaders and counselors for an orientation. The student leadership team provides them with a tour of the school. All students have access to Naviance, an online platform to find their interests and begin the development of four-year plans. Students with the highest needs have a specific counselor so they have more one-one time access with their counselor. The four-year plans allow students to understand program options. MUSD Career Fair is planned on a yearly basis where institutions of higher learning are invited to participate. Students are encouraged to take dual enrollment pathways as well as take advantage of concurrent enrollment at community colleges. This year, MUSD is in the planning stages to create a Middle College High school to support the needs of our students with the highest needs.

Additional Information Regarding the 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:

MUSD does not have a gifted program. We believe in providing ALL students with personalized learning and utilize technology towards this end. Low socioeconomic students who are talented and gifted are provided opportunities to hone their gifts via participation in after-school enrichment programs and clubs, such as GirlStar After school computer coding, as well as with the utilization of a myriad blended learning online programs. All teachers are trained in digital learning skills and those are taught to students in their classrooms. In addition, we provide enrichment classes for Girls-who-Can-Code, coding classes for students, robotics and media communication. Our students create school media announcements at Title I schools.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements

ESSA SECTION 1423(2)

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

(A) LEA; and

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program

ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions

ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs

ESSA SECTION 1423(5)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

MUSD has established an integrated system that supports professional learning for staff from all levels of the organization. Professional development ranges from new teacher induction for our least experienced staff through professional learning for senior management. Teacher development evaluation is informed by the five different levels of teacher practice in the Continuum of Teaching Practice from the CA Standards for the Teaching Profession. Similarly, the administrator development evaluation is informed by four different levels of performance qualities aligned to the California Professional Standards for Educational Leaders.

Professional Development Design

Professional development planning includes an analysis of multiple data points. We analyze student data, personnel performance data via evaluation results and needs and surveys. The professional development is standards-based and in direct alignment with the district's strategic goals and LCAP goals. The opportunities for personal and professional growth are outlined in our professional development catalog. Our PD offerings are divided into two primary categories: academic/pedagogical/technical and socio-emotional/behavioral. At the end of each workshop, participants evaluate the effectiveness of the PD in meeting specific outcomes.

Teacher Induction Program

Upon enrollment to MUSD Teacher Induction Program, beginning teachers are matched with a one on one mentor for 2 years. The mentors are at the core of our Teacher Induction Program and are fully trained to support our beginning teachers in the implementation of the standards of the teaching profession. Teachers use the continuum to conduct a self-evaluation, set goals and create an Individualized Learning Plan (ILP). The workshops offered to induction teachers vary depending on their identified needs ranging from Classroom Management to Culturally Relevant Teaching.

Administrator's Academy

Our Administrator's Academy is structured similarly to our teacher induction program where new administrators are provided with a one on one mentor as well as monthly professional development related to their work. Training topics vary and can range from the technical and compliance aspect of the job to effective communication and team building strategies. Additionally, site administrators collaborate with their colleagues during monthly PLC.

Opportunities to Build Teacher Leadership Capacity

MUSD recognizes the wealth of talent, gifts, and skill sets among our K-12 teachers and therefore continue to create pathways to success for all our teachers and school leaders. Events, such as Colleague to Colleague (C2C), (TST) Teachers Supporting Teachers and Parent University allows us to tap into our teacher's expertise by having them conduct training and or workshops for their colleagues and our parents.

MUSD believes in systematic approach to develop the capacity of its employees through on-going cycles of improvement. Instructional Leadership Teams (ILTs), Grade Level Collaborations (GLCs) Department Collaborations (DLs) and Professional Learning Communities (PCLs) are the systems in place to develop internal capacity. . All schools have established Instructional Leadership Teams who are developing their capacity to develop a Theory of Action and a Professional Learning Plan based on students' needs, lead the schools by facilitating monthly high functioning Grade Level or Department Professional Communities, The Professional Learning plans for each school is informed by teachers' professional needs and input, as well as students' needs based on formative and summative assessment results.

Prioritizing Funding

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Funds are prioritized based on the number Low- Socioeconomic status of students.

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:

At the beginning of the year, LEA conducts an analysis of CAASPP results and sets goals and establishes measurable outcomes. At the beginning of the year, a diagnostic assessment is administered to all students in K-8 to identify needs. Each principal will analyze data to set goals aligned to their SPSA. Principals meet with their SCC to share and review student data, revise goals and begin SPSA implementation. The Assistant Superintendent holds monthly Principals PLC's beginning of the year goal setting, mid-year cycle review, and end of year cycle review. Principals engage in the same process with their Instructional Leadership Teams at their site. Instructional Leadership Teams engage in the same process with their grade level or department teams.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Within the last five years MUSD had implemented SEAL for TK-3 grade students. In 2018-2019 MUSD District-wide professional development was provided on the newly adopted ELA Curriculum for TK-6 with a greater focus on ELD. In grade-level teams, K-6 teachers across the district increased their knowledge and collaborated on designated ELD. For 2019-2020 school year teachers will continue to refine Designated ELD with PD support from EL TOSA and EL Coordinator. PD will be differentiated based on site needs.

New and Year 2 Teachers in grades TK-3rd in the district will be provided high-quality CCSS ELA/ELD research-based professional development, instructional coaching, unit design, lesson study, and modeled lessons using Sobrato Early Academic Language Model (SEAL). In addition, teachers in Year 3 and 4 of SEAL program-implementation will focus on integrated and designated ELD during unit refinement days that will be facilitated by an EL TOSA.

District-wide Academic Conversation PD will be provided to elementary site teacher reps. The site teacher reps will partner with the EL Coordinator to provide all teachers at site professional development on how to weave academic language-rich instruction throughout the day in all content areas that will increase English Proficiency and Academic Content Knowledge to all English Learners.

High School ELD and SDAIE teachers will continue to receive PD that will focus on academic conversation and writing.

2018-2019 District EL Taskforce met to do root cause analysis of the district's persistent Long Term English Learner challenges. The California EL Roadmap Policy self-reflection rubric was used to engage in dialogue, to assess current status in enacting the Roadmap Principles and identify areas needing improvement for the district. Clear actions were defined for the school year 2019-2020. Teacher and site leaders will be offered PD on MUSD EL Roadmap. The intention of the roadmap is to guide us toward a coherent and aligned set of EL practices, services, and approaches to teaching.

District EL Team will continue to receive county PD on-A comprehensive multi-year professional learning system to build the capacity of districts and school sites for academic and language success of English Learners in the 21st-century classroom. Site PFELD (Program for English Learner Designee) will receive PD on monitoring EL data to reclassify EL students and a PD on a systematic approach to preventing Long Term English Learners.

Two-Way Immersion Program at Randall will receive ongoing PD and coaching support from EL TOSA. All content teachers at Rancho Middle school will be provided Writing By Design PD and coaching. The focus of this PD is to provide systematic and scaffolded support for Language-Acquisition for English Learners in Writing. In addition, two middle school ELD Teachers will be provided training on instructional strategies and supplemental instructional materials for English Learners.

Site leaders will continue to receive support in implementing PLCs at their sites and any other needed professional development based on a needs assessment. Schools across the district will continue implementation of Professional Learning Communities (PLC's). In order to ensure that there is an articulation of standards alignment towards clarity of grade level standards mastery, including key milestones and expectations of foundational standards.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Immigrant families will receive parent workshops at the end of summer that will support in developing their understanding of the district parent portal, assessments, learning strategies and other resources that will help them navigate the school system and support their child. Primary language support will be provided.

Newly Arrived Immigrant students will participate with their families in Science workshops either after school or on Saturday mornings. Workshops will be delivered by District Science Specialists.

Summer School ELD classes will develop speaking and listening for Students at the Emerging Level. A pre- and post language assessment will assist in evaluating the impact of this program.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

It is the district's priority to develop, and implement programs and activities that ensure that English Learners acquire English Proficiency while having access to grade level rigorous state standards-aligned curriculum, assessments, and instruction.

PF-ELD Program: All sites have a PF-ELD(Program for English Language Designee) who is instrumental in ensuring the reclassification of ELs at the Site Level. PF-ELD monitors EL Data to make sure EL students increase English Proficiency and meet the state standards. They communicate EL progress with parents, teachers, and administrative team. In addition, PF-ELD District Team meets monthly to learn new instructional practices and advocacy for English Learners at the district.

Targeted Summer School ELD classes will be designed around structured language objectives integrating subject matter content as well as developing Listening, Speaking, Reading, and Writing skills. i-Lit Pearson supplemental program at the middle ELD classes enhances English language development and independent reading.

TK-3 Teachers continue to be provided high-quality CCSS ELA/ELD research-based instruction using SEAL Model to include professional development, unit design, lesson's study, modeled lessons. The effectiveness of the program is evaluated by measuring the acceleration of language acquisition compared to similar EL's not participating in SEAL.

STATE Seal & Path of Bi-literacy 6th -12th-grade students who fulfill necessary requirements will receive Seal of Bi-literacy to highlight the importance of biliteracy.

Unduplicated students are provided opportunities to take the Chinese, AP Spanish or any other AP language test free of charge.

English Proficiency and Academic Achievement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

MUSD ensures all elementary and secondary school assist all English Learners to meet and exceed grade-level academic standards and accelerate the acquisition of a second language using the district-wide benchmarks in reading, mathematics, and writing as well as the District Wide EL Monitoring Instrument (WIN Report) as well as the California Dashboard and ELPAC to monitor students' success. Administrators, Teachers, PFELD and District Teams will utilize data to identify the instructional needs of English Learners, identify intervention programs and target professional development that will impact ELs.

The intentional sustainability of high-quality CCSS ELA/ELD SEAL Model will continue to impact EL students in K-3rd grades. Two Year ELPAC data will be used to measure the program's effectiveness by evaluating the acceleration of language acquisition compared to similar EL's not participating in SEAL.

Students in secondary closely monitor their grades, GPA, access to dual enrollment, concurrent enrollment, and AVID courses. STATE Seal & Path of Bi-literacy 6th -12th-grade students who fulfill necessary requirements will receive Seal of Bi-literacy to highlight the importance of biliteracy. Unduplicated students are provided opportunities to take the Chinese, AP Spanish or any other AP language test free of charge.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

A needs assessment was conducted through a teacher survey in the effective implementation of the state standards. A need was identified to support the implementation of the CA NGSS. Teachers attended the conference on the effective implementation of the Toolkit. Teachers also attended the

NTSA National Science Conference on Science Education. They shared their learning at our College to Colleague Convening.

Funds are utilized to provide professional development to science specialists who serve students in grades 4-6, middle school science teachers and high school teachers in the effective implementation of the NGSS. Teachers met to study the framework and standards. They created aligned maps and lessons. In addition, to supplement the units of study, a blended learning program titled Mosa Mack was purchased and utilized in all elementary schools to support the implementation of the NGSS in 4th-6th grade. Moreover, Elementary teachers met on a monthly basis, middle school science collaboration and planning days were funded to support the implementation of NGSS.

Our Dual Immersion program is supported by Title IV funds to increase the classroom libraries with content specific books to increase access to academic language.

In addition, Math teachers at the high school attended a series of workshops followed by coaching sessions and classroom visits to observe highly engaging lessons and strategies on lesson delivery to make high-level math content accessible to students at risk and English Learners.