

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

School Year

2023-2024

Date of Board Approval

LEA Name

Carlsbad Unified

CDS Code:

37 73551 0000000

Link to the LCAP:

(optional)

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.

Carlsbad Unified School District (CUSD) utilizes Federal dollars to enhance local goals and actions/services in the LCAP. The district has three overarching goals; 1) Ensure that students demonstrate academic growth and proficiencies so they leave TK-12 ready for college/career, 2) Align student learning to State-adopted standards supported by materials, instruction, and technology in a safe and clean environment, and 3) Engage parents, staff, and community to promote unique educational opportunities for students. Each goal has specific actions/services as well as measurable outcomes and metrics to monitor progress. District staff reviews and analyzes the data throughout the year and uses this information, along with feedback from educational partners, to make revisions for the following year.

CUSD holds regular district-level meetings with educational partners to review actions, trends, data, and receive input. These groups include: Parent Superintendent Advisory Committee (PSAC), Laborers' International Union of North America (LIUNA), Carlsbad Unified Teachers' Association (CUTA), District English Learner Advisory Committee (DELAC), Special Education Advisory Committee (SEAC), Superintendent-Student Advisory Council (SSAC), and Teacher-Superintendent Advisory Council (TSAC). CUSD also annually distributes an annual LCAP survey to gather input from families, community members, staff, and students.

Staff reviews survey results, state and local data, and input from educational partners to identify strengths and areas of improvement. This information is used to identify actions/services for the following year. Some of the areas identified as needing improvement or additional attention include addressing academic gaps; supporting students' social emotional and mental well-being; finalizing and implementing a Diversity, Equity, Inclusion, and Belonging strategic plan; and ensuring families are able to engage and connect with schools.

Federal funds are used to supplement the actions/services included in the LCAP to improve student achievement. This includes utilizing teachers on special assignment (TOSAs) to provide coaching, professional development, and assistance to teachers on effective instructional strategies, evidence-based practices to meet the needs of English Learners, addressing students' social emotional and mental well being, and supporting the integration of technology.

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 Carlsbad Unified School District annually updates the LCAP based on data analysis and feedback from educational partners to address identified needs. This annual review process evaluates the effectiveness of current actions, services, and expenditures, including those supported with federal funds. Updated success indicators, actions, and expenditures are developed for the following year. Each school also conducts an annual review of their goals and actions and uses this information to update their School Plan for Student Achievement (SPSA). The goals and targets in the SPSAs are aligned with those in the LCAP.

Federal funds supplement and enhance the goals and actions in the LCAP. This includes providing professional development on evidence-based instructional strategies and the integration of technology with Title I, II, and IV as well as offering additional support, professional learning, and resources to address the needs of English Learners with Title III.

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.
Students eligible to receive Free or Reduced-Price Meals (FRPM) under the National School Lunch Program (NSLP).

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 CDE's 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:

CUSD's data collection process for the Equity Gap Analysis included queries from CALPADS, DataQuest query, and information from our Personnel records. Information on teacher credentials and years of experience was reviewed to verify accuracy. Next, student data was pulled from the AERIES student information system to identify overall enrollment, ethnicities represented, and the number of low income students. This data was also entered onto the spreadsheet by site. The Personnel department staff annually reviews and reports out on whether there are any ineffective, inexperienced, or out-of-field teachers. The Instructional Services department annually reviews demographic data by school site, including low income status and ethnicity.

The compiled data in the spreadsheet was reviewed by staff from the Personnel, Instructional Services, and Technology departments to determine whether low income and minority students are being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

The Equity Gap analysis results shows:

Elementary: 199.4 teachers, 0 out-of-field, 0 ineffective/misassigned, and 20 inexperienced teachers

School: % Minority % Low Income # Inexperienced Teachers

AOE: 39% 16% 4

BV 53% 30% 0

CHE 63% 35% 4

Hope 47% 16% 3

Jefferson 61% 48% 3

Kelly 38% 13% 1

Magnolia 29% 10% 2

Pacific Rlm 37% 10% 1

Poinsettia 45% 17% 2

Middle: 96 teachers, 0 out-of-field, 0 ineffective/misassigned, and 16 inexperienced teachers

School: % Minority % Low Income # Inexperienced Teachers

AOM 42% 15% 6

CHM 49% 22% 6

VMS 43% 26% 4

High: 140 teachers, 0 out-of-field, 0 ineffective/misassigned, and 20 inexperienced teachers

School: % Minority % Low Income # Inexperienced Teachers

CHE 40% 23% 10

CVA 56% 59% 1

SCHS 51% 19% 9

K-12 Virtual School: 7 teachers, 0 out-of-field, 0 ineffective/misassigned, and 1 inexperienced teacher

School: % Minority % Low Income # Inexperienced Teachers

CSA 44% 21% 1

57 new or inexperienced teachers were hired during 2022-2023. Schools were provided with an additional full-time-equivalent to utilize for intervention or to lower class size to address learning gaps.

The analysis indicated minority students and low income students are not taught at higher rates than other students by ineffective/misassigned teachers or out-of-field teachers. BV, CHE, and Jefferson have the highest percentage of low income and minority students. However, BV does not have any inexperienced teachers. CHE has 4 inexperienced and Jefferson has 3. Both of these schools hired additional intervention staff to support struggling students and also replaced teachers due to retirements and on leave. In middle school, CHM has the highest percentage of minority students and 24% inexperienced teachers as a result of several teachers out on leave. VMS has the highest percentage of low income students and the fewest inexperienced teachers. At high school, CVA has the highest percentage of minority and low income students with 1 inexperienced teacher. CHS and SCHS had more inexperienced teachers this year as a result of hiring additional staff for intervention and support classes.

Results of the Equity Gap Analysis are shared with district staff, the Board of Trustees, and the community through the LCAP Federal Addendum. The Equity Gap Analysis will be conducted annually and if disparities exist, the district will consult with educational partners to identify actions to address disparities

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	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • 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) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</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"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (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.

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:

CUSD currently has four schools identified for Additional Targeted Assistance and Intervention (ATSI). District staff support these schools with strategies to involve families in the process of identifying root causes and developing actions to address these. Although, one school was identified for Comprehensive Support and Improvement (CSI), as a Dashboard Alternative School eligible for CSI due to low graduation rate with less than 100 students, the school in consultation with the district and educational partners determined to forgo all improvement activities and applicable funding.

CUSD annually surveys parents and family members in the evaluation of current goals/actions to identify strengths and areas of improvement for the following year. The input gathered is used to update goals and actions/services for Local Control Accountability Plan (LCAP), the LCAP Federal Addendum, the School Plans for Student Achievement, and district and site level parent and family engagement policies. Input is gathered at site and district parent advisory committee meetings, PTA meetings, and information parent/family meetings. Title I schools jointly develop a school-parent compact describing how families and school staff share the responsibility for improving student achievement and how the school and families will collaborate to assist students achieve the state academic standards. The parent and family engagement policies are distributed to families as one of the notifications included in the annual registration process and also posted on the district and school websites.

Parents and family members are asked to identify potential topics for workshops and information to share the following year. Parent University workshops, district and school information nights, and resources are provided to families to support them with strategies to engage with the school. Strategies include questions to ask during parent conferences, how to contact their child's teacher, assistance with completing school forms, and addressing students' social emotional and mental well-being. All schools host family information nights, Back to School nights, informal meetings with the principal, and other opportunities for families to engage with the staff.

Parent and family engagement activities for all programs, including English Learners, Special Education, and Career Technical Education, are coordinated with those offered through Title I, Part A.

Barriers preventing families from participating are identified and addressed, including offering both virtual and in-person meetings, holding meetings at different sites, providing child care, and ensuring information is provided in a language and format easily understood by families, including sign language interpreters as necessary.

The District utilizes a full time Student Support Specialist, who coordinates parent and family engagement opportunities throughout the school year. Many of these include parent informational nights on various topics including college and career readiness, cyber security and managing digital disruptions, mindfulness and social emotional learning, and applying for FAFSA. The Student Support Specialist also coordinates YES (Youth Enrichment Services) which is a monthly meeting bringing together City of Carlsbad resources regarding social emotional health and well-being for children. These resources include suicide prevention and mental health resources, parent support services, emergency and safety resources, and resources around restorative practices, positive behavior, and bullying prevention. These meetings are traditionally held at the community center and are regularly attended by parents and community partners.

The district also has five community liaisons who facilitate home-school communication and family engagement. The liaisons share sites to connect families to school and community resources, hold parent/family meetings and trainings together with school staff, and provide interpretation and translation services for Spanish speaking families.

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:

Schoolwide Program: All three Title I schools operate a school-wide program (SWP). The schools annually conduct a needs-assessment, including reviewing data, input from educational partners, and the results of the annual evaluation. The school site council (SSC) develops a school plan for student achievement (SPSA) containing goals, metrics/outcomes, strategies/activities, and Title I expenditures to address the identified needs and improve student achievement. Strategies include evidence-based interventions, activities to strengthen the overall academic program for all students, increased learning time, professional learning for teachers to improve instructional practices, and enriched and accelerated curriculum as needed. The needs of all students are addressed, with a focus on improving achievement for students at risk of not meeting the academic standards. The SSC monitors the implementation of the plan throughout the year. The SSC conducts an annual evaluation of the strategies/activities included in the plan to determine whether they were effective and should be continued, not effective and need to be adjusted or abandoned, or whether actions need to be added. The results of the evaluation guide the development of the SPSA for the following year.

Targeted Assistance School Program: N/A

Neglected or Delinquent Children: N/A

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:

Each school has a designated liaison for students/families experiencing homelessness. There is also a district-level liaison who supports all the sites, providing training, support, and resources to the school liaisons. Eligible services include immediate enrollment even if lacking the proper paperwork, school choice options such as the right to remain in the school of origin, support with transportation if needed, immediate access to the child nutrition program, attendance monitoring, assistance with school supplies, and academic supports, such as tutoring and credit recovery. The liaisons support families experiencing homelessness by providing information about these resources and services so they are able to make informed decisions regarding their student's placement. A dispute process is in place and parents are informed of their rights and educational opportunities available for their students. Policies are in place to ensure students are not segregated or stigmatized.

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.

Carlsbad Unified does not reserve Title I, Part A funds for early childhood programs or to support the transitions from middle grades to high school and from high school to postsecondary education.

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:

Carlsbad Unified does not reserve Title I, Part A funds for early childhood programs or to support the transitions from middle grades to high school and from high school to postsecondary education.

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:

Carlsbad Unified does not reserve Title I, Part A funds to assist schools in identifying and serving gifted and talented students or in developing school library programs.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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:

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.

Teachers

CUSD provides teachers with professional growth and improvement opportunities. Teachers on Special Assignment (TOSA) for elementary, secondary, mathematics, science, and technology are in place to offer individual, grade/department level, and site based professional learning and coaching. They also create online modules and lessons for teachers to learn at their own pace. Teachers are offered the opportunity for leadership roles such as serving as a TOSA, grade level facilitator, grade level team leader, department chair, as well as serving on site and district committees.

Principals/Other School Leaders

Site administrators meet regularly to discuss best practices and engage in professional learning. They meet twice a month in grade level groups (elementary, middle, and high school) and monthly as a K-12 team. Topics include analyzing and using data to identify performance gaps and improve outcomes for all students, multi-tiered system of support, best practices for interventions, parent/family outreach, and other required training. Principals and site leaders also have access to the online professional development modules and are encouraged to view these to improve their practice and support their staff. Site leaders are also encouraged to attend workshops/conferences aligned with the district's priorities. A cohort of aspiring administrators was established this year, providing teacher leaders with monthly meetings to learn and collaborate in order to develop their leadership skills.

All Staff

Workshops are offered throughout the year and on professional development days for all staff, including job-alike meetings, online modules, and the opportunity to attend workshops and trainings to improve their skills.

Evaluation

The Instructional Services Department gathers data to evaluate the effectiveness of all actions and services in the LCAP each year, and an analysis of professional learning is part of that process. Professional learning surveys are conducted to gather input and feedback from staff on the effectiveness of the activities offered, to plan options for the following year, and to direct the work of the department in supporting staff. The department also reviews student academic achievement data to identify areas for improvement to support through professional development.

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:

CUSD has four schools identified for Additional Targeted Support & Improvement (ATSI). Title II funds are prioritized to support these sites in order to improve student academic achievement. The Instructional Services team assists the sites in an analysis of data and involves educational partners in the development of a professional development plan to support staff in addressing student learning gaps. Although the one school eligible for Comprehensive Support and Improvement (CSI) elected to forgo all improvement activities and funding since it is a Dashboard Alternative School with less than 100 students, the district still prioritizes Title II funds to continue to support the school with professional learning to improve outcomes for 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:**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 Instructional Services Department continually monitors the effectiveness of all professional learning opportunities offered in the district. Staff complete surveys after each professional learning session to gather the following information: overall usefulness, applicability, increase knowledge, increase confidence, and increase student learning. Student achievement data is analyzed by each site and the Instructional Services team to identify strengths and areas for improvement. CUSD also reviews data with and gathers input from all stakeholder groups through the LCAP process to help identify gaps and professional learning needs.

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:

Carlsbad Unified has English Learner (EL) resource teachers who provide coaching, professional learning, and support to teachers and site leaders with regard to best practices and evidence-based instructional strategies to meet the needs of EL students. The district's teachers on special assignment (TOSA) collaborate with the EL resource teachers to ensure strategies to address the unique needs of EL students to develop English proficiency are integrated in other professional learning options. Staff are also offered the opportunity to attend professional learning institutes and workshop series. Topics offered include SDAIE (Specifically Designed Academic Instruction in English), Integrated and Designated English Language Development (ELD), curriculum planning and pacing, assessment strategies, sheltered support strategies, cultural proficiency, and effective teaching strategies for culturally diverse students.

The Instructional Services team reviews student academic progress, including progress towards developing proficiency in English as well as performance in language arts, mathematics, and other subjects. Professional learning strands use evidence-based approaches and are designed to address EL students' learning needs, increase educators' expertise, and ensure equitable access, opportunities, and outcomes for EL students.

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:

CUSD utilizes Title III immigrant funding to support the needs of newly arrived students and their families. The EL resource teachers work collaboratively with the community liaisons, counselors, administrators, and teachers to provide resources as needed for these students and families.

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:

CUSD provides English Learner (EL) students with core instruction in designated and integrated language development as well as all academic areas. High School EL students have access to sheltered core classes to assist with meeting the state academic standards and graduation requirements. Teachers have access to supplemental instructional programs to use with EL students to assist them with achieving English proficiency as well as improving their academic performance in ELA and math. The EL resource teachers support teachers with professional learning, resources, and coaching on effective, evidence-based instructional practices to utilize with EL students. Student progress towards English proficiency and academic achievement is monitored throughout the year at each site as well as at the district level. Sites review this data to identify students needing additional support. District staff and the EL team review the data to identify strengths and areas of need. The EL team works closely with each site to provide support such as professional learning, coaching, and strategies for improving services for students. As part of the annual LCAP process, CUSD surveys educational partners and engages them in discussions about the performance of English Learners to identify actions/services to include in the plan for the following year. Title III, Part A funds are used to supplement services provided through the LCAP.

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:

CUSD administers a universal assessment to students at all grade levels to determine progress in ELA and math three times during the year. Teachers also administer informal assessments and unit exams to determine if students are meeting standards and to assist with grading. ELPAC and ELD assessments are used to determine if EL students are progressing in English proficiency. Data is reviewed throughout the year at both the site and district level to determine:

- If English Learner (EL) students are making adequate progress in English acquisition and in core academic subjects
- Identify EL students who are ready to be reclassified
- Determine additional interventions or supports for EL students who are not making adequate progress
- Monitor the progress of reclassified students

District staff provide reports and guidance to sites to assist with the process. Site administrators set yearly goals and growth targets for EL students and are required to monitor and report on progress throughout the year.

CUSD surveys and reaches out to educational partners as part of the annual LCAP process to determine improvements needed in the services for English Learners. Goals, actions/services and expenditures for EL students are included in the LCAP and in the sites' school plans for student achievement.

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:

CUSD annually collects input from educational partners through surveys and consultation meetings to determine strengths and areas of need as part of the needs assessment and LCAP process. Goals, actions/services, and expenditures are developed as a result with metrics and outcomes to determine progress towards goals. Title IV, Part A funds are used to support a well-rounded education (40%), safe and healthy students (20%), and the integration of technology (40%). Teachers on Special Assignment (TOSAs) work with teacher leaders to facilitate discussions, share best practices, and improve instruction and share best practices in science, math, technology, and other subjects. Professional learning is provided for teachers, staff, and school leaders in various areas, including all content areas, integration of technology, social emotional learning and mental well-being, Multi-Tiered System of Support, and trauma informed practices. A technology TOSA supports all teachers with the integration of technology through professional learning and coaching. Students are provided with required lessons on digital citizenship. A quick "pulse" survey is sent out to students four times a year to measure school connectedness, emotional/mental health, and school climate. This data is reviewed by school counselors and site administrators to design classroom and advisory lessons.

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 Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
February 2022