

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

LEA Name

Del Mar Union Elementary School District

CDS Code:

37 68056 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.)

Title I, Part A
Title II, Part A
Title III, Part A
Title IV, Part A
Board Approved 6-26-19

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.

Federal Funds are principally directed to support low income and English learner students in meeting challenging academic standards, as reflected in our LCAP.

DMUSD LCAP Goals are:

1. Students will experience high-quality standards-based learning applied to real-world context using multi-modal methods to create communicate and think critically. Students will build upon their passion, interests, and strengths.
2. Students will demonstrate compassion and empathy by engaging with a sense of purpose in a collaborative school community that embraces diversity and promotes meaningful relationships.

Various measures are used to determine what support students need to meet these goals. Measures include student achievement data, stakeholder surveys, and classroom and school observations. We also engage in meaningful dialogue with stakeholder groups, including parents, district and site advisory groups, staff, as well as with site and district leadership to determine specific action items.

Title I, Part A

We accepted Title I funds for the first time in the 18-19 school year. Our initial needs assessment identified two schools with a high percentage of free and reduced students relative to the district average (14% and 17% vs. 8%). We will be supporting a third school in the 2019-20 school year. Based on an analysis of academic data, funding has primarily been utilized to fund highly trained credentialed teachers to provide push-in support to students not meeting academic expectations in language arts and mathematics at the two identified schools. After school tutorials have also been provided for targeted students. Supporting students in this manner will help us to achieve our district LCAP goals as students must have a strong foundation in the academic core.

Title II, Part A

Title II funding is used in combination with district funds for professional development for teachers, principals, and other school leaders. All teachers and principals are provided in-depth training to develop a strong understanding of our mathematical framework, Cognitively Guided Mathematics (CGI). Teachers attend two to five days of training, based on their experience with students in their current grade level assignment. Teachers and site leaders are also engaged in professional learning for English language arts and English language Development. Each teacher receives three days of ELA/ELD training. Strategies for providing differentiated instruction for low performing students and English learners are a component of professional learning. Ron Ritchhart is providing professional learning on thinking routines to district leaders and in a cohort model to teachers. District leaders are also provided professional learning on the Essential Elements of Instruction to enhance their feedback to teachers.

Title III, Part A

In addition to supporting professional learning, Title III funding supports supplemental instructional resources for English learners. All English learners have access to English in a Flash. Families of English learners throughout the district are invited to attend Adult ESL classes at no charge. These classes are strategically placed at schools with the highest percentage of English learners. Funding has also been allocated to improve our monitoring process for reclassified students via a revision of procedures as well as the adoption of a software tool used to digitize related documents. This tool also makes critical data easily accessible as teachers plan targeted instruction.

Title IV, Part A

These funds will be transferred to Title I to assist in implementing the strategies identified to support students with high academic need.

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.

Our LCAP is a single plan which guides the use of funds available to the district, including LCFF Supplemental Grant Funds, Federal Title 1, Title II, and Title III dollars. Information regarding the different funding sources is provided to advisory groups such as the DELAC and superintendents advisory group. Feedback from these groups as well as other stakeholders via school and district meetings, and via survey is gathered to inform the development of the LCAP and aligned budget.

Each school's Site Single Plan for Student Achievement (SPSA) is directly aligned to the district LCAP to ensure continuity in achieving goals as well as budgeting. Principals are provided support from the Instructional Services Department and other members of the District Leadership Team in understanding the District's LCAP goals and strategies for achieving them. This support occurs at monthly principal meetings and one-on-one sessions with Instructional Services staff. Principals collaborate with School Site Councils to create and approve SPSA's aligned to district goals. Our Board of Education then approves these plans.

As a community-funded district, the majority of our programs are supported through local funds. State and federal funds are used in conjunction with local funds, and in alignment to district goals. An example of how funds are aligned is the use of state LCFF Supplemental Grant funds to lower class size average for all students, including English learners to 22:1, K-3 and 28:1, 4-6. Title II funding is used to provide teachers with professional learning in the area of mathematics and English language arts so they can maximize student learning. Embedded in this professional learning are specific strategies for supporting English learners. Title I and Title III dollars are used to further support English learners and other struggling students through academic intervention and parent involvement activities.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Del Mar Union School District is committed to ensuring every child is taught by highly effective teachers. The district is very successful at attracting fully credential and experienced teacher. Through a combination of intentional hiring practices as well as a highly competitive salary schedule, our district is able to select from the very best. The Superintendent in collaboration with the Assistant Superintendents of Human Resources and of Instructional Services carefully monitor staff needs and make adjustments annually to meet the changing needs of each of our eight elementary schools.

Instructional Services Leadership, with the support of Human Resources staff, conducted an evaluation of educator equity in DMUSD. The California Equity Tools available on the CDE website along with data obtained from our Dataquest and our Human Resources Department were used to consider the following questions:

Are low-income students taught at higher rates than other students by Ineffective/Misassigned Teachers?
No. All teachers were appropriately credentialed to serve the students they were assigned.

Are low-income or minority students taught at higher rates than other students by inexperienced teachers?
No. There is not a pattern of assigning inexperienced teachers to low-income or minority students at higher rates. We have extremely low numbers of inexperienced teachers district-wide. There were no first-year teachers and only four second-year teachers district-wide. Two of the four teachers were special education teachers, one assigned to Ashley Falls and the second to Sycamore Ridge. One was a science specialist assigned to Sage Canyon and the final teacher was assigned to fifth grade at Sycamore Ridge. Sycamore Ridge is one of two schools experiencing growth in enrollment. A new school is tentatively being planned and scheduled to open in the 22-23 school year to accommodate the growth in the area. Careful thought is taken when selecting new staff and experience level will continue to be a consideration when selecting teachers for the new school.

Are low-income or minority students taught at higher rates than other students by out-of-field teachers?
No. All teachers were appropriately credentialed to serve the students they were assigned.

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:

Stakeholder engagement process:

Stakeholders engage in meaningful dialogue and provide input on the LCAP through formal groups such as the School Board, Parent Teacher Association (PTA), President's Advisory Council, English Language Advisory Committee (ELAC), District Language Advisory Committee (DELAC), School Site Council (SSC), Del Mar Certificated Teachers Association (DMCTA), Classified Advisory Committee, District Wellness Advisory Committee, District Design Team, District Leadership Group, District Cabinet, and Facility Master Planning Committee. Parent input and involvement in the development and annual review of districtwide and site-based objectives occurs via participation and scheduled meetings and surveys at the site and district level. This involvement is reflected throughout the information below.

Development of the parent and family engagement policy:

The District Parent Involvement Policy is distributed annually to all parents and guardians at the beginning of each school year. The policy is based upon Board Policy and Administration Regulations and is reviewed regularly to ensure compliance with both Federal and State regulations. Recommendations from the California Association of School Business Officials (CASBO) and feedback received from district and school-based parent advisory groups inform any changes to the policy.

Assistance and training for parents:

We assist our parents in understanding academic expectations through several strategies. These include regular principal coffees at school sites, including schools receiving Title I funds. These meetings address various topics to help parents in understanding state standards, the instructional program, and the ways they can best support their children's achievement in school. Classroom-based information is provided via Back-to-School Sessions and one-on-one with parents at conferences held each trimester. A report card companion containing parent-friendly language describing the academic goals for each trimester for English language arts and mathematics accompanies progress reports. The LCAP process provides many opportunities at the site and district level to assist parents with understanding expectations for their children.

Educating staff on the value of parent involvement:

Our staff has a deep appreciation for the high levels of parent involvement. Staff at every school and our district office contribute to warm, welcoming environments dedicated to providing exceptional customer service to all parents. High levels of attendance at parent conferences, principal coffees, and other school and district-based events, as well as high numbers of parents volunteering at school sites each day, provide evidence of the effectiveness in this area.

Regular communication from school and district leaders reinforce the importance of parent involvement. Leaders continually model and provide ongoing messaging regarding the actions needed to support active parent involvement. This messaging begins intentionally at orientation meetings with new classified staff. Also, our Assistant Superintendent of Instructional Services provides professional learning around methods of effective communication at our Welcome to Del Mar orientation for new certificated staff.

Responding to parent requests for types of parent involvement:

Consultation through the LCAP process has provided valuable information regarding how best to support our families in continuing to be involved at high levels. For instance, two schools with the highest number of students learning English host adult English development classes. A parent request from our DELAC prompted the formation of these classes. Support to our families new to the district has also been identified as a need. As a result, we will be holding a Welcome to Del Mar Festival, which will be attended by site and district leaders who will provide information about various programs available in our district. Representatives from parent organizations such as PTA, Del Mar Schools Education Foundation, and DELAC will also be present to help acclimate our new families.

Providing accessible information:

Technology is used to both communicate information and request feedback about LCAP goals from the Del Mar Community at large. Information and questionnaires are posted on the district and school websites. A survey for stakeholders, including parents, is posted beginning in February. Requests for feedback and participation is sought through email communications and districtwide "all-calls." Participation of all parents is solicited, including parents of English learners, students receiving Special Education, foster children, and families whose children receive free or reduced lunch. Although none of our over 40 language groups meet the 15% threshold required for translation, event fliers for families of English learners are mailed home in several different languages.

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:

Currently, both schools receiving Title I funding have a Targeted Support Program. School leadership and teachers work collaboratively to identify students at the highest risk for not meeting state academic standards. They are identified using the performance results from the Smarter Balanced Assessment for grades 4-6. Students at grades K-3 are identified with local measures including DRA, BPST, Foundational Skills Assessments for Kindergarten and math performance tasks. Additional teachers have been selected at both schools to provide push-in support to classrooms so students can be provided with targeted small group intervention in English language arts and mathematics, based on assessed need. Tutoring is also provided. We will conduct a needs assessment as we add a third school in the 19-20 school year. As part of this process, we will determine if submitting a waiver to implement a schoolwide model will better fit the needs of students at each of these schools.

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:

Our McKinney-Vento Homeless Liaison provides ongoing support and information to homeless families. Our Liaison ensures the rights of homeless children are protected, including keeping their status confidential and making sure they are fully integrated into the school program. The goal is for families to have access to needed support services and resources to provide children with full participation in the school program and ensure they have the opportunity to meet the challenging academic standard to which all students are held.

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.

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Preschool-aged students with disabilities are provided with services prior to kindergarten. Transition to the elementary level is managed via the IEP process where programs and services are discussed and selected by the IEP team. Team members include preschool and elementary school staff to ensure a smooth articulated transition.

DMUSD is an elementary school district providing services to students kindergarten through sixth grade. Ongoing collaboration occurs between our district and the secondary district our students attend. There is regular articulation between the leaders of each district. Sixth-grade students at each school site attend an orientation session facilitated by a team from the local middle school. State assessment data, including language assessment for English learners, is shared as early as possible to help inform program placement. Transition meetings are held for every sixth-grade student receiving special education services. Staff members from each school district along with the student whenever appropriate, attend the IEP, so everyone is fully informed as decisions about continuing services are selected.

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:

N/A

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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)

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

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:

Del Mar Union School District maintains a robust system of professional learning throughout each individual's career.

Teachers who are new to the district and who are in their first two years of teaching benefit from an induction program facilitated by a regional consortium. A Teacher on Special Assignment (TOSA) provides direct support through observation and feedback to those teachers participating in the induction program. Each new teacher has an assigned mentor coach who meets with them regularly to provide feedback, advice, and support. All teachers new to the district, regardless of experience level, attend a two-day orientation which provides an overview of district and site focus areas, resources, and technology tools.

All teachers are engaged in an ongoing comprehensive professional learning program. Each year the professional learning is adjusted based on an analysis of student data, classroom observations, and feedback obtained through LCAP input processes. Input is gathered from multiple stakeholders including teachers, principals, parents and other community members.

All teachers attend professional learning in Cognitively Guided Instruction, the researched based pedagogical approach used for mathematics instruction. Teachers participate in up to five days of training annually, based on prior experience level with their grade level assignment. Professional learning includes direct instruction of concepts as well as opportunities for lesson study and grade level collaboration. All teachers, including RSP and SDC teachers, attend two full-day professional learning days for English language arts/English Language Development. The focus for training has included critical thinking strategies, differentiated instruction based on assessed need, and data analysis. Teachers have also been supported by reviewing ELD materials contained in the adopted ELA program. The county office of education staff facilitated NGSS training for teachers at each school site. The first cohort of teachers worked with Harvard professor, Ron Ritchhart, learning visible thinking routines and strategies for building a culture of thinking. All teachers will attend training with Professor Ritchhart in a cohort model over the next three years.

Teachers have weekly early release days and at least two of these days are used for professional learning at the site level each month. Principals facilitate this learning and plan based on observed need and feedback from teachers. Time to apply concepts from both site and district sessions is intentionally embedded in professional learning.

Two additional focus areas have been added for the 2019-20 school year and will include implementing and monitoring a Multi-tiered System of Support at every school site and additional training for English learning with an emphasis on Designated ELD.

Principals and other district leaders are also provided with comprehensive professional learning. All principals have been provided with instruction and one-on-one coaching for the Essential Elements of Instruction to provide specific feedback to teachers in the area of instruction. All principals, as well as leadership from Instructional Services, have attended CGI and ELA/ELD training provided for teachers. They have also attended training from Ron Richhart specific to how best to support his work with teachers.

Teacher leadership opportunities are made available through providing professional learning to their colleagues as well as through inclusion in site and district leadership committees. Opportunities for advancement are available to teachers and district leaders seeking advancement. We have two Teachers on Special Assignment, who were classroom teachers in DMUSD. Six of our eight principals were previously teachers and the majority of leadership in the Instructional Services Department were principals in the district.

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:

No schools have been identified for comprehensive support and improvement or targeted support.

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:

Ongoing adjustments are made to professional learning based on the LCAP community engagement process, site and district leadership observations, and analysis of data related to student progress.

The Del Mar Union School District community engagement process for the development of the LCAP and identification of needed professional learning related to LCAP goals includes the participation of all stakeholders, including those representing unduplicated pupils. Stakeholders have opportunities for meaningful participation through formal groups such as the School Board, Parent Teacher Association (PTA), President's Advisory Council, English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), School Site Council (SSC), Del Mar Certificated Teacher Association (DMCTA), Classified Advisory Committee, District Wellness Advisory Committee, District Design Team, District Leadership Group, District Cabinet and Facility Master Planning Committee. In addition, community members participate through site-based principal coffees and student focus groups.

The superintendent, district office administration, and school site principals meet with community members to share district and school site information related to the LCAP. Agendas reflect a broad range of topics including the development of the Local Control and Accountability Plan (LCAP), Local Control Funding Formula (LCFF), budget information, implementation of California Standards, the instructional program focused on teaching and learning, facilities, and districtwide and site-specific data related to student progress. Involvement from students occurred through multiple classroom visitations, observation of student work, collection of anecdotal data and focus groups with principals. Parent input and involvement in the development and annual review of districtwide and site-based objectives occurs via participation in scheduled parent meetings and surveys at the site and district level.

Data reviewed to inform LCAP development and focus for professional development include an analysis of local assessments in the area of English language arts and mathematics, ELPAC, Smarter Balanced ELA and Math assessments, California Dashboard Local Indicator rubrics, and DMUSD Student Wellness survey.

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:

DMUSD is committed to ensuring all English learners have full access to high-quality instruction in all content areas including English language arts, mathematics, science, and social studies while they are acquiring English with the support of English language development. Professional learning activities specific to English learners are designed to improve the instruction and assessment of English learners and enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices, and instructional strategies for English learners.

District focus professional learning to support effective instruction and support for English learners has included:

Engagement via opportunities for speaking and listening and scaffolds embedded into thinking routines

Designated and Integrated ELD

Differentiated support based on assessed need of each student

Use of district adopted ELA/ELD materials to meet the needs of English learners

Development of academic vocabulary embedded into content

ELPAC Testing Components

Understanding the Reclassification Criteria and Process

Monitoring RFEP students and identifying appropriate intervention when necessary

Professional learning is ongoing and takes place during leadership and principal meetings, grade level release days, weekly early release days, and at staff meetings. Content is adjusted based on an analysis of student need and stakeholder feedback. Implementation of learning is supported through ongoing feedback from site principals and district leadership. District level professional learning provided at grade level release days is supported by follow up sessions on early release days. Teachers are provided time to work with their site teams to apply what they have learned with their students. During these sessions, teachers ask clarifying questions and plan for implementation. Principals also provide teachers ongoing feedback and coaching through frequent classroom visits.

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:

Over 60% of the immigrant children in DMUSD are English learners or have been reclassified as English language proficient. Title III funding is used to provide enhanced instructional opportunities for immigrant children and their families in the following ways:

Purchase of Ellevation, a tool to digitize the monitoring process for English learners. Ellevation also assists with organizing assessment data for English learners in a manner which is easily used by teachers to inform their instruction.

Adult English language development classes for the parents of English learner students. In addition to assisting parents with learning English, information and strategies for navigating the school system are also provided to participants.

One on one coaching is provided to principals by Instructional Services Staff to analyze state and local assessment data for all students, including immigrant children to help inform the development of goals and related professional learning.

All students have access to web-based software, English in a Flash, to supplement the English language development provided by their teacher.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The effectiveness of the EL programs will be determined by ongoing progress in English language proficiency and maintaining high levels of academic achievement in the core academic subjects for English learner students. The following components contribute to the high quality, standards-aligned language instruction provided to each student in the Del Mar Union School District:

State-approved English Language Arts and English Language Development curriculum, McGraw Hill Wonders (K-5) and StudySync (Grade 6), used by teachers as their core instructional tool.

High-quality sustained professional learning provided to teachers for both ELA and math. Included in professional learning are strategies to support English learners.

Teachers are skilled at providing differentiated and scaffolded support to English learners so they can access grade-level content as they progress in their English language acquisition.

Leveled Literacy Intervention has been purchased as a supplemental literacy intervention program and is used to meet the needs of English Learners who are achieving below grade level.

Professional learning and ongoing support to provide Designated and Integrated ELD.

A well-articulated reclassification and monitoring process is supported by the purchase of Ellevation. Professional learning and ongoing coaching by district leadership will assist each principal in using this tool effectively.

A Multi-Tiered System of Support will be implemented at all schools sites in the 2019-20 school year. The assignment of appropriate tiered intervention for English learners is part of this plan.

English Proficiency and Academic Achievement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The intent of all Title III programs and activities is to increase English language proficiency and meet state academic standards for all English Learners. Each site develops a School Plan for Student Achievement with goals, objectives, and actions to meet the needs of student subgroups and learning levels aligned to the district's Local Control and Accountability Plan. Stakeholder engagement for Title III English Learner programs occurs during Local Control and Accountability Plan input sessions. This process includes various stakeholders, including English learner parents, teachers, students and site and district leaders from across the district who are informed through multiple methods including formal meetings such as SSC, ELAC, and DELAC, principal coffees, and focus sessions. Strategies to support English learners are selected through a combination of stakeholder input and analysis and achievement data. Also considered are strategies to meet the varied needs of students at different acquisition levels, including newcomers, reclassified students not meeting progress expectations and long-term English learners. Implementation of selected strategies is monitored through frequent classroom observations by site and district leaders and through the evaluation cycle. English Learner progress is measured through the English Learner Proficiency Assessment for California (ELPAC), Smarter Balanced Assessment (SBA), district benchmark assessments, and curriculum-based measures.

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:

DMUSD is applying for Title IV funding for the first time for the 2019-20 School year. It is estimated funding will be approximately \$10,000. These funds will be used to support the implementation of the Second Step, a social-emotional program. This program focuses on developing positive peer relationships and learning problem-solving strategies. This program will support our efforts to help students lead a safe and healthy lifestyle. The effectiveness of this program will be evaluated by a student wellness survey. This survey measures social-emotional elements as well as student perspectives on school climate and safety. Results of this survey will also be used to establish district and school site goals for these elements.