

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

School Year

2024-2025

Date of Board Approval

June 26, 2024 (Pending)

LEA Name

Del Mar Union School District

CDS Code:

37 68056 0000000

Link to the LCAP:

(optional)

<https://www.dmusd.org/Departments/Instructional-Services/LCAP/index.html>

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
State-approved, January 2020
Board approved annual update June 2021
Board approved annual update June 2022
Board approved annual update June 2023
Board approved annual update June 2024 (Pending)

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.

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. Cultivate a dynamic learning environment where students actively engage in personalized, inquiry-based learning experiences supported by research-based instructional practices. This environment nurtures critical thinking, creativity, collaboration, and communication, ultimately leading to academic success and the effective application of knowledge in real-world contexts.
2. Establish nurturing and inclusive learning environments that value diversity, cultivate empathy, foster relationships, and encourage individual talents to flourish. Various measures determine what support students need to meet stated goals. Measures include student achievement data, educational partner surveys, and classroom and school observations. Specific action items are determined by engaging in meaningful dialogue with educational partners, including parents, district and site advisory groups, staff, and site and district leadership.

Title I, Part A

Our 2023-2024 needs assessment supports funding two schools with the highest percentage of free and reduced students relative to the district average. Based on an analysis of data at each site, 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. Supporting students will help us achieve our district LCAP goals, as students must have a strong foundation in core academic content.

Title II, Part A

Title II funding is combined with district funds for professional learning for teachers, principals, and other instructional staff. All teachers and principals are provided in-depth training to develop a strong understanding of our mathematical framework, Cognitively Guided Mathematics (CGI). Teachers attend one to five days of training based on their experience with students in their current grade level assignment. To increase students' critical thinking skills, Harvard researcher Ron Ritchhart provides professional learning on creating a culture of thinking and using thinking routines to district leaders and in a cohort model to teachers. An additional cohort model has been implemented to provide professional learning, observation, and feedback to general education and special education teachers implementing co-teaching. All staff are trained in the Essential Elements of Instruction (EEI) to ensure teachers design effective lessons for students. In a cohort model, teachers new to the district attend professional learning in EEI for up to 40 hours over two years. District leaders are also provided professional learning on the Essential Elements of Instruction to enhance their feedback to teachers. Strategies for providing differentiated instruction for low-performing students and English learners are a component of all professional learning.

Title III, Part A

In addition to supporting professional learning, Title III funding supports supplemental instructional resources for English learners. For the 2024-25 school year, all level 1 and 2 English learners have access to Imagine Language and Literacy. Funding has also been allocated to support our monitoring process for reclassified students via 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 support purchasing the social-emotional program Second Step and parent evenings on social-emotional well-being and health topics.

Additional strategies are being implemented during the 2024-25 school year to ensure close monitoring of all students through the MTSS process to address learning needs and social-emotional support based on identified needs through MTSS processes at each school site.

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 that guides the use of funds available to the district, including LCFF Supplemental Grant Funds, Federal Title 1, Title II, Title III, and Title IV dollars. Information regarding the different funding sources is provided to advisory groups such as the DELAC and the Superintendent's advisory group. Feedback from these groups and other educational partners via school and district meetings and surveys is gathered to inform the LCAP and aligned budget development.

Each school's Site Single Plan for Student Achievement (SPSA) is directly aligned to the district LCAP/ LCP to ensure continuity in achieving goals and budgeting. Principals are provided support from the Instructional Services Department and other District Leadership Team members 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. In addition, principals collaborate with School Site Councils to create and approve SPSAs aligned with district goals. Our Board of Education then reviews and 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 aligned with district goals. An example of how funds are aligned is the use of state LCFF Supplemental Grant funds to lower class size averages for all K-3 students, including English learners, to 22:1. In addition, the district has staffed at 25:1 at grades 4-6 for the 2024-25 school year. Title II funding provides teachers with professional learning in mathematics and English language arts to 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. Title IV funding is used to support social-emotional learning and create positive school climates.

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) – *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:

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 credentialed and experienced teachers. Our district selects from the very best through a combination of intentional hiring practices and a highly competitive salary schedule. The Superintendent, in collaboration with the Assistant Superintendents of Human Resources and Instructional Services, carefully monitors staffing needs and makes adjustments annually to meet the changing needs of all of our elementary schools.

With the support of the Human Resources staff, Instructional Services leadership evaluated educator equity in DMUSD. The California Equity Tools available on the CDE website were used along with data obtained from our Dataquest and our Human Resources Department from the 2023-2024 school year for each elementary school in our district. The data was organized to facilitate a comparison of every school so any patterns needing attention could be identified and addressed. We considered the following questions:

Are low-income or minority students taught at higher rates than other students by Ineffective/Misassigned Teachers?
No. Our team reviewed data from each of our schools, including the percentage of minority students, the percentage of low-income students, the number of teachers assigned to each school, and the percentage of ineffective/misassigned teachers at each school site. We first reviewed the data in a chart ranked from the highest to the lowest percentage of minority students. We then examined the same data but ranked the highest to the lowest percentage of low-income students. After reviewing this data along with historical enrollment data, the team determined there is no pattern of assigning ineffective/misassigned teachers to low-income or minority students at higher rates.

Are low-income or minority students taught at higher rates than other students by inexperienced teachers?

Our team reviewed data from each of our schools, including the percentage of minority students, the percentage of low-income students, the number of teachers assigned to each school, the average years of experience held by teachers at each school, and the number and percent of inexperienced teachers at each site. We first reviewed the data in a chart ranked from the highest to the lowest percentage of minority students. We then examined the same data but ranked the highest to the lowest percentage of low-income students. After reviewing this data along with historical enrollment data, the team determined there is no pattern of assigning inexperienced teachers to low-income or minority students at higher rates.

Are low-income or minority students taught at higher rates than other students by out-of-field teachers?

Our team reviewed data from each of our schools, including the percentage of minority students, the percentage of low-income students, the number of teachers assigned to each school, and the number of "ineffective" teachers assigned to each school. There were three teachers who were considered ineffective according to the federal definition, and they were each assigned to a different school.

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.

N/A

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:

Educational Partner engagement process: our educational partners engage in meaningful dialogue and provide input for the 2024-25 LCAP through formal groups such as the School Board, Parent Teacher Association (PTA), PTA President's Advisory Group, English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), School Site Councils (SSC), Del Mar Certificated Teachers Association (DMCTA), Classified Advisory Committee, District Wellness Advisory Committee, District Design Team, District Leadership Group, and District Cabinet. Parent input and involvement in the development and annual review of districtwide and site-based objectives occurs via participation in scheduled meetings and surveys at the site and district levels. This involvement is reflected in the information below.

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 understand state standards, the instructional program, and how they can best support their children's achievement in school. Information is also provided via Back-to-School Sessions and one-on-one with parents at conferences in the first two trimesters. A report card companion containing parent-friendly language that describes each trimester's academic goals for English language arts and mathematics is provided to parents. The LCAP process provides many opportunities at the site and district level to help parents understand expectations for their children. The District Parent Involvement Policy is distributed annually to parents and guardians at the beginning of each school year. The policy is based upon Board Policy and Administration Regulations and is regularly reviewed to ensure compliance with federal and state regulations. Feedback received from district, and school-based parent advisory groups inform any changes to the policy.

Educating staff on the value of parent involvement: Our staff has a deep appreciation for the importance of parent involvement. High levels of attendance at parent conferences, principal coffees, and other school and district-based events, as well as high numbers of parents volunteering, provide evidence of the effectiveness in this area. All staff members new to the district, including administrators, teachers, and support staff, are provided with professional learning focused on the high value our district places on including all parents as equal partners in their children's education. Elements of this professional learning focus on effective communication modes, which help build and maintain positive relationships between all parents and the school.

Responding to parent requests for types of parent involvement: Annual consultation through the LCAP process has provided valuable information from our community regarding what support our parents need to be highly involved in their child's education. This process also ensures the coordination of all Federal, State, and local programs. Annually, needs are prioritized, and actions are selected.

Providing accessible information: Technology is used to communicate information and request feedback about LCAP goals from the Del Mar Community at large. Information and surveys are posted on the district and school websites. The survey is also provided via email, all-calls, and paper form when requested, as are requests for feedback and participation. All parents' involvement is solicited, including parents of English learners, migratory children, students receiving Special Education, foster children, and families whose children receive free or reduced lunch. Careful attention is paid to making information and participation accessible for parents and family members with disabilities.

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

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

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

N/A

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Currently, both schools receiving Title I funding have a Schoolwide Program. All sites conducted a comprehensive needs assessment to develop a compliant School Plan for Student Achievement. The School Site Council monitors and makes recommendations to the plan following ESSA Requirements. Enrichment and intervention opportunities are provided and evident in all school plans. District personnel reviews each plan for content alignment to the LCAP and district strategic plan. School plans are reviewed and updated on an annual basis.

DMUSD does not have any programs outside the district for neglected or delinquent children in community day 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. School sites work with families to minimize enrollment delays and provide access to site-based academic interventions when necessary. The Liaison works with the families to stabilize the student's basic needs via access to the Free and Reduced Meal program and referrals to community-based resources. Funds are reserved to support our foster students and those who are homeless. These funds, in addition to the Extended Learning Opportunities Program (ELOP) funds, provide free access to our fee-based before and after-school childcare, summer camps, fees for field trips and other school-related functions, school supplies, and, when necessary, transportation. 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 standards 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.

N/A

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:

N/A

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 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.

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. Teachers participating in the program are provided direct support via a district coordinator and are assigned a mentor coach who regularly meets with them 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 priority areas, resources, and technology tools. All teachers in their first two years in the district are compensated up to 15 additional hours for attending professional learning.

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

All teachers attend professional learning in Cognitively Guided Instruction, the researched-based pedagogical approach 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. A cohort model has been implemented to provide teachers the opportunity to work with Harvard professor Ron Ritchhart and learn visible thinking routines and strategies for building a culture of thinking. An additional cohort model has been implemented to provide professional learning, observation, and feedback to general education and special education teachers implementing co-teaching. All staff are trained in the Essential Elements of Instruction (EEI) to ensure teachers design effective lessons for students. In a cohort model, teachers new to the district attend professional learning in EEI for up to 40 hours over two years. District leaders are also provided professional learning on the Essential Elements of Instruction to enhance their feedback to teachers.. Strategies for providing differentiated instruction for low-performing students and English learners are a component of all professional learning.

Teachers have weekly early release days, and many are used for professional learning at the site level. Principals facilitate this learning and plan based on observed needs and feedback from teachers. Time to apply concepts from both site and district sessions is intentionally embedded in professional learning.

Teacher leadership opportunities are available by providing professional learning to their colleagues and inclusion in site and district leadership committees. Teachers and district leaders have opportunities for advancement. We have five teachers on Special Assignment who were classroom teachers in DMUSD. Four of our nine principals were previously teachers in DMUSD, and most Instructional Services Department leaders were principals in the district. Our three assistant superintendents were principals in our school district, and two of them began as classroom teachers in DMUSD.

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:

The district uses multiple funding sources, including federal, state, and local allocations, to develop and implement robust professional learning for teachers and administrators. Title II funding is one of these sources. The district allocates funding to provide equitable access for all teachers and administrators to attend professional learning opportunities. These opportunities are selected based on an annual analysis of student academic and social-emotional needs and align with the current district, state, and federal initiatives.

For schools identified as CSI and TSI, the district will first utilize data from the California School Dashboard and local measures to determine areas of focus. A root cause analysis will be conducted with input from our educational partners, including site administration, teachers, support staff, parents, and community members with relevant expertise. The results of this analysis will be used to determine specific research-based actions to address the identified need. In addition, methods for evaluating the implementation and impact of these actions will be selected. This data will be analyzed at each trimester so timely adjustments to the improvement plan can be made. These actions and evaluation methods are included in the School Plan for Student Achievement, which is reviewed by district leadership and approved by the School Board. The district ensures adequate funding is allocated via the LCAP process to support the actions selected. Title II funding will be used strategically with other funding sources to support CSI and/or TSI activities. Funding will be evaluated by site and district leadership regularly to determine if adjustments are necessary to support and sustain positive outcomes for high-needs schools.

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.

Professional learning is adjusted based on the LCAP community engagement process, site and district leadership observations, and data analysis related to student progress.

The Del Mar Union School District community engagement process for developing the LCAP and identifying needed professional learning related to LCAP goals includes the participation of all educational partners, including those representing unduplicated pupils. Our educational partners 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 California Teacher Association (DMCTA), Classified Advisory Committee, District Wellness Advisory Committee, Strategic Planning Team, District Leadership Group, District Cabinet, Student, Staff, and Parent Focus Groups, and District Equity Advisory Committee. Community members participate through site-based principal coffees and 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. Students' involvement occurred through multiple classroom visitations, student work observation, anecdotal data collection, 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 levels.

Data reviewed to inform LCAP development and focus for professional development include an analysis of local English language arts and mathematics assessments, 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.

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:

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 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 professional learning to support effective instruction and support for English learners will include:

- Using local interim assessment and diagnostic data to inform instruction and provide differentiated support and intervention based on academic and language acquisition needs.
- The use of scaffolds for English learners in visible thinking routines to increase student engagement, reading comprehension, and critical thinking skills
- The use of scaffolds for English learners so that they can benefit from Cognitively Guided Mathematics Instruction through increased understanding of the language of mathematics and problem-solving strategies
- Refinement of designated and integrated ELD to ensure students have access to core content as they acquire English, with a special focus on students who are newcomers

Professional learning is ongoing and takes place during leadership and principal meetings, professional learning release days, weekly early release days, and staff meetings. Content is adjusted based on an analysis of student needs and educational partner feedback. Implementation of learning is supported through ongoing feedback from site principals and district leadership. District-level professional learning at professional learning release days is supported by site principals, where teachers ask clarifying questions and receive feedback on implementation. Principals provide teachers with 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.

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

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:

The EL program's effectiveness 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. Included in professional learning are strategies to support English learners.
- Teachers are skilled at providing differentiated and scaffolded support to English learners to 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. In addition, reading intervention teachers provide tier-two support in foundational skills.
- Professional learning and ongoing support to provide Designated and Integrated ELD.
- Elevation supports a well-articulated reclassification and monitoring process.
- Purchase of Imagine Learning and Literacy to supplement English language development.

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:

To ensure English learners make progress in English language acquisition and meet challenging academic standards, DMUSD monitors all English learners' progress via multiple measures. Local assessments include i-Ready Diagnostic, given three times each year in reading for grades K-2 and twice per year for grades 3-6; DRA2 reading assessment; and district benchmark assessments are given three times each year in mathematics and writing. State assessments include the ELPAC Initial and Summative Assessments, ELA and Mathematics Smarter Balanced Assessments, and the CAST science test given to fifth-grade students. In addition, the social-emotional well-being of English learners is monitored through a Social Emotional Wellness assessment, SELweb. District leadership supports school sites in analyzing this data by providing access to disaggregated reports to each principal. These results are analyzed to determine the effectiveness of current instructional practice and identify needed support for English learners and professional learning for teachers and administrators.

English learner progress and related program goals, activities, and outcomes, including those supported by Title III funding, are shared with advisory groups, including the District English Learner Advisory Council and site-based English Learner Advisory Councils/School Site Councils. Additional educational partner feedback is gathered through various methods, including annual strategic planning sessions, principal coffees, student, parent, and staff focus group sessions, and community surveys.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title IV priorities were created via the LCAP development process. A needs assessment included reviewing state and local data to determine areas of need. Goals to address these areas were developed and shared with our educational partners for feedback. Educational partners engaged in meaningful dialogue and provided input on the LCAP through formal groups, including the School Board, Parent Teacher Association (PTA), Presidents' Advisory Council, English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), School Site Council (SSC), Del Mar California Teachers Association (DMCTA), Classified Advisory Committee, District Wellness Advisory Committee, Strategic Planning Team, District Leadership Group, District Cabinet, Student, Staff, and Parent Focus Groups, District Equity Advisory Committee, and Facility Master Planning Committee. Educational partner input was used to refine goals, and funds were allocated to address priorities. Title IV funds will be used to support the district's social-emotional programs, such as the following:

Second Step

This program focuses on developing positive peer relationships and learning problem-solving strategies. It also teaches strategies necessary for students to lead a safe and healthy lifestyle.

Parent Education

Parent evenings on topics related to social-emotional well-being and health.

A Social-Emotional Assessment, SELweb, will evaluate the effectiveness of this program. This survey measures social-emotional elements and student perspectives on school climate and safety. It will also establish district and school site goals for these elements.