

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

School Year

2024-25

Date of Board Approval

LEA Name

Los Banos Unified School District

CDS Code:

24-657550000000

Link to the LCAP:

(optional)

https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/2838/LBUSD/4831780/2024-25_LBUSD_Local_Control_and_Accountability_Plan.pdf

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

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

Instructions

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

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

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

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

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

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

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

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

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

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

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

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

Strategy

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

LBUSD strategically uses federal funds to enhance the goals established in the district Local Control and Accountability Plan (LCAP). The LBUSD LCAP establishes goals to increase student success outcomes and support educators throughout the district. The LBUSD LCAP goals are:

1. By the 2026-27 academic year, the percentage of English Learners in LBUSD making progress as determined by the California School Dashboard will increase from 52.3% to 60%.
2. LBUSD will support the development of the whole child by providing multiple tiers of support to address the behavioral, social emotional, mental, and physical well-being of LBUSD students.
3. All students will demonstrate growth in student learning by meeting or exceeding performance criteria on state and local assessments, participating in a rigorous course of study, and receiving support through multiple tiers of instructional and support services.
4. LBUSD will maintain safe and welcoming facilities, a well trained educational staff, access to instructional materials and programs for all students, and opportunities for parents to be involved in their student's education.
5. LBUSD will decrease the suspension rate of all students, students with disabilities, English Learners, Foster Youth, and Socioeconomically Disadvantaged youth districtwide by 5% the 2026-27 school year.
6. LBUSD will ensure that students will read at grade level by third grade through high quality first instruction in literacy, standards aligned curriculum, multi-tiered levels of support, and professional development.
7. Crossroads Alternative Education Center will increase the percentage of Hispanic and socioeconomically disadvantaged students who are college and career ready by 5% by the 2026-27 academic year.
8. San Luis HS will decrease the suspension rate of English Learners, Hispanic, and Socioeconomically Disadvantaged students by 10% by 2026-27.

The District has prioritized literacy, supporting English Learners, providing social emotional learning supports for all students, and decreasing high rates of suspension for underserved student populations throughout the district. Our use of Title I and Title III funds support direct services to these students that go above and beyond the regular program. At each elementary site we use Title I, Part funds to employ an Intervention Support Instructor (ISI) who provides reading intervention instruction to 1st - 3rd identified as reading below grade level. LBUSD utilizes Title II funds to provide additional professional learning and training for staff. Title III funds are utilized to support the use of paraprofessional support for English Learner and Long-Term English Learner students at all school sites. Title IV funds are utilized in conjunction with LCFF funds to address the district LCAP goals as enumerated above.

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.

On an annual basis the District re-evaluates its use of federal funds, along with state and local funds, to best support needed instructional programs. As a district, we review the actions funded by federal funds and the metrics associated with those actions to determine the effectiveness of district efforts to support the use of federal funds for their intended purpose. As needed, actions are revised, deleted or new action are created to best use federal funds to support high levels of learning for intended school populations.

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.

LBUSD uses Free and Reduced lunch counts to determine Title 1 eligibility for LBUSD schools. LBUSD uses objective criteria to identify eligible children for targeted assistance who are failing or at most risk of failing. This criteria includes NWEA MAP growth assessments, state standardized test scores, academic performance, and rubrics. The criteria for children from preschool through Kindergarten differs slightly in that standardized test scores are not used. Eligible students are identified and monitored through the district student information system. All LBUSD schools qualify for and are designated as Title 1 schoolwide programs since over 40% of the students in each school qualify to participate in the free and reduced lunch program.

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 CDEs 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:

All schools in Los Banos USD qualify as Title 1 School Wide Program schools because every school has higher than 40% of its student population classified as low-income. In addition, every school in LBUSD has a minority student enrollment of 75% or higher. The district used CDE Promoting Equitable Access to Teachers (PEAT) tools to examine the # and % of teachers at sites that are classified as inexperienced, misassigned, or out-of-field in relation to the number of low-income and minority students. After examining the data, the team found that all elementary schools with the exception of the two rural elementary schools (Charleston ES and Volta ES) have similar demographics in terms of low-income students and minority students. There was no disparity found between staffing ratios and elementary school sites. For junior high and high school demographic, we found that Creekside Junior High and Los Banos High School had slightly lower %'s of low-income and minority students than the other secondary sites. However, those two sites also had the highest % of inexperienced teachers. This is due to retirements over the past several years of veteran teachers as well as the difficulty to fill hard to fill teaching positions in the fields of mathematics, science, and special education; which, mirrors the state of education throughout California. The team found that the sites with the highest number and % of low-income and/or minority students did not have a disparity in the number or % of teachers at the sites who were considered inexperienced, misassigned, or out-of-field.

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
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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.

The school site council (SSC) at each school will review the results from the state dashboard to identify student populations in need of more targeted assistance and support at a public meeting where parents and the school community are invited to attend. In addition, each school will review dashboard data with parents at parent information nights and morning meetings between the principals and the parents. Parent input will be solicited and utilized by the SSC to revise and update the SPSA to address the needs of the affected student populations. Translators will be provided at these meetings to ensure that all parents have the opportunity to share their input.

The SSC from San Luis High School and Crossroads Alternative Education Center, which both met the criteria for CSI, will consider the input of parents and family members as they develop SPSA goals, plans, and allocate budgeted funds to support those students in need of targeted assistance. At public meetings where parent and family member input will be solicited, the SLHS SSC and Crossroads SSC will develop a comprehensive support and improvement plan based on student performance as compared to state indicators and a school-level needs assessment. School staff, parents, and family members will jointly develop the CSI plan at public SSC meetings, ELAC meetings, and parent coffees. The plan will include evidence based interventions and address any resource inequities through the plan implementation.

The English Language Advisory Council (ELAC) at each school site will review the SPSA prior to approval to ensure Title 1 funds are being used adequately to address the needs of English learners to meet the California state standards. The plan will include evidence based interventions and address any resource inequities through the plan implementation. Throughout the school year, parents and family members of English learners will have multiple opportunities, through SSC meetings, ELAC meetings, and parent community cafes, to be updated on student progress and the implementation of the plan to assist those students and subgroups identified as needing targeted assistance.

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:

LBUSD promotes parent and family engagement for all students. LBUSD's parent and family engagement policy spells out actions that LBUSD will take in order to encourage and facilitate the interaction between parents, families, and schools. The policy was jointly revised in the 2018-19 academic year by the LBUSD District Advisory Committee, which

consists of LBUSD staff, parents and community members. The policy was approved by the LBUSD board of trustees in June 2019. The policy is distributed and reviewed by all school site councils at the beginning of each school year in a public SSC meeting.

As part of the LBUSD parent and family engagement policy, LBUSD provides assistance to parents and the community in understanding the California State Standards, the summative and formative assessments used, and any and all supports provided to assist students. This information is disseminated in formal district wide settings, such as Board meetings, District Advisory Council (DAC) meetings, DELAC meetings and community cafes. The community cafes are informal meetings that occur throughout the school year where district staff as well as invited presenters, share information on a variety of topics as requested by LBUSD parents and community. These topics are also covered at school site council meetings and school based parent information meetings and parent nights at each of the school sites.

Parents in LBUSD requested further information regarding schools and the educational process. As a result, LBUSD partnered with Parenting Partners to provide parents workshops and support. These workshops occur regularly throughout the school year for parents of elementary and secondary students. These workshops provide parents information regarding parent rights, how to communicate with schools, and how to support students who are struggling among other topics. In addition, Creekside Junior High School has contracted with Parent Institute for Quality Education (PIQE) to provide the parents of CJHS with a variety of hands-on workshops, seminars, and ongoing supports. LBUSD high schools partner with the University of California, Merced to offer parents the Parenting Empowerment Program (PEP). PEP is a partnership between UC Merced and LBUSD that offers parents 8-10 courses on a variety of topics including the college application process and FAFSA applications. Parents who graduate from the program then participate on a tour of colleges and universities throughout California to help parents better understand the opportunities afforded their students. These partner workshops and events occur in addition to the previously mentioned informational meetings held by the district.

Each year, LBUSD provides training for site administrators regarding how to engage and support their school community. LBUSD administers multiple surveys to parents and the school community each year. These surveys seek input on the district's operations, student health and safety, and the district LCAP. The results are used by district and site administrators to identify needs and desires from the school community. The training is tailored to the needs expressed by parents and staff. Site administrators, in turn, support their staff in the same process. The training focuses on how to connect to, interact with, and collaborate with parents in the education of their children.

For parents with limited English proficiency, LBUSD uses a variety of strategies to engage, inform and support these families. Each month, LBUSD holds evening DELAC meetings. These meetings review dashboard indicators, inform parents of their rights, review the process by which parents can communicate with their child's school, and address a variety of educational topics as requested by the DELAC, such as the college application process, early childhood literacy, and NGSS. Since the vast majority of our DELAC parents speak Spanish, these meetings are held in Spanish with translation services provided for parents and community members who speak other languages. Translation services are provided at all district and site meetings as well as all special education meetings and meetings with migrant parents.

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.

All LBUSD schools are Schoolwide programs (SWP). Each SWP school uses Title 1, Part A school allocations to provide support for all students to meet challenging academic standards. Each school site council, after thoroughly reviewing the school results on the state accountability dashboard and disaggregating the results by subgroups to look for inequities in student success, develops a plan that includes evidence-based strategies to provide opportunities for all children to meet the state standards. These strategies include adding para-professionals in kindergarten classes to better support students learning early literacy and numeracy skills.

These funds are also used to purchase supplemental instructional materials, such as leveled class libraries and online learning applications to provide differentiated support at the level of each student. These funds are also used to provide training and professional development for instructional staff in literacy, such as Guided Language Acquisition Design, and behavioral and social emotional learning supports, such as PBIS. In addition, LBUSD SWP schools use Title 1, Part A funds to strengthen the academic programs of district through after school, Saturday, and summer school programs

and learning opportunities. All LBUSD SWP schools utilize a cycle of continuous improvement by annually evaluating the efficacy of their strategies, interventions, and services in supporting low-achieving students in meeting challenging state academic standards. The on-going evaluation examines student achievement as measured by state and district assessments as well as school level formative assessments. Through the examination of this data, each SWP site adjusts and or changes their planned strategies, interventions or services to better support low-achieving students.

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:

N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

For homeless children and youths, LBUSD provides school supplies and materials, guidance and support, and transportation waivers and assistance. When students are identified as homeless, the school homeless liaison, school administrator and/or counselors monitor their academic success. This monitoring includes both face to face meetings and progress checks. During the face to face meetings, the school administrator and/or counselor identifies student needs and works to provide support in the form of materials or services to these students. The school may provide school supplies (pencils, paper, backpacks, binders, etc.), clothing, fees for medical services, college entrance exam fees, transportation fees to and from school, etc. In addition, if necessary, schools provide homeless youth tutoring and intervention services through school based and district tutoring services.

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:

LBUSD supports the critical transition period between elementary and middle school, middle school to high school, and high school to post-secondary training through a variety of resources. LBUSD uses state and district assessment data to ensure that students - especially students served by Title 1 and Title 3 funds - are given the support they need to successfully matriculate from one level to the next.

When students transition from the elementary school to the junior high school, counselors assigned to the junior high schools hold 6th grade outreach meetings and informal lunch meetings to help the students identify an adult who will support them at their new school. During the formal meetings, the counselors help each student develop a 6-year academic achievement plan based on their interests and goals. In addition, the junior high schools hold parent nights and workshops for parents using the Parent Partnership curriculum to help prepare parents to support their students. Further, during the summer incoming 7th grade students identified through assessment data analysis are invited to attend summer bridge programs to prepare them for their new school.

When students move from junior high to high school, students identified through an analysis of assessment data are provided academic support in mathematics through summer school. All incoming 9th grade students participate the LINK Crew program through the Boomerang Project. Incoming 9th grade students are assigned to a group led by 11th and 12th grade students who have been trained to mentor and support incoming 9th graders. These students provide a familiar face on campus and a supportive student mentor to assist 9th grade students in navigating the formal and informal processes unique to each high school. These groups formally support the 9th grade students for the entirety of their 9th grade year. In addition, all 9th grade students and their parents are invited to attend 9th grade specific events designed to answer questions, familiarize students and parents with the school and to facilitate stronger communication between the school, students and parents by signing parents and students up for instant messaging services such as Parent Square. In addition, LBUSD high schools are developing a 9th grade semester long course designed to teach incoming 9th grade students study skills, good work habits, career exploration and development, and academic guidance.

The high schools hold FAFSA completion nights utilizing support from UC Merced, Merced College, and Stanislaus State to assist graduating seniors in completing their FAFSA or DREAM act applications. These college and university liaisons further support graduating seniors through college application workshops for the students and their parents. Graduating seniors are further supported in their transition to post-secondary education through the opportunity to attend dual enrollment college courses on both high school campuses and at the Los Banos campus of Merced College.. Through a partnership with Merced College students are provided opportunities to take certificate and license granting technical and trade courses in order to gain viable employment. LBUSD also offers a wide range of Career Technical Education (CTE) courses that are articulated with local community colleges so that students who complete these CTE course pathways can receive college credit and industry certificates.

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

(A) LEA; and

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Principals: LBUSD uses formal and informal systems to support the professional growth and improvement of Principals. Formally, LBUSD holds an annual leadership summit at the beginning of each school year. Topics are chosen in consultation the principals after reviewing data from the CA accountability dashboard. Principals work collaboratively with each other, their site administrative teams and district leadership. In addition, each month principals are provided a monthly principals meeting where district leadership, principals, and outside consultants provide training and support in a variety of topics. LBUSD also sends principals to conferences and workshops to enhance their knowledge of and capabilities to lead district wide initiatives such as Positive Behavior Interventions and Supports (PBIS) and Professional Learning Communities (PLC). Principals are also provided consultants multiple times during the year to train them in how to lead PLCs at their sites, how to disaggregate, analyze and apply their own school's data. All principals also participate in the Merced County Office of Education Principal's network, where principals have the opportunity to learn from nationally recognized leadership experts and to network with principals throughout Merced County. Informally, LBUSD provides principals the discretion to select training to enhance their instructional leadership capabilities. Principals are encouraged to identify and select conferences and workshops to provide them with the knowledge and skills necessary to lead their schools. These systems of support are ongoing throughout a principal's career.

For beginning principals, LBUSD provides principals the opportunity to attend the ACSA principals academy after their first year of the principalship. The purpose of this academy is to provide principals with foundational skills and knowledge to lead change initiatives and support student learning in addition to developing a personal professional network of fellow principals. Principals are invited to tackle additional responsibilities in order to stretch their professional capacities and to understand leadership on a district wide scale. These responsibilities include leading academic and wellness counselor meetings, reviewing and revising the SST process, supervising home and hospital teachers district wide, and leading training for state accountability assessments. Principal growth and development is evaluated through surveys, interviews, and an annual formal evaluation process. This process begins with the principals examining the six CPSEL standards and identifying areas of strength/commendation and areas for growth. Principals establish their own growth targets based on the CPSEL standards and the CA Accountability Dashboard. Annually, principals complete a survey from Hanover Research to reflect on their own professional growth, the effectiveness of district support for their professional growth and areas of need. These results are analyzed and utilized to frame professional growth opportunities for principals the following year.

Teachers: LBUSD uses formal and informal systems to support the professional growth and improvement of teachers. Per the LBTA contract, teachers have two staff development days to start each school year. The training topics for the staff development days are selected based on analysis of the CA Accountability Dashboard, teacher survey results, and classroom administrative walkthroughs. Beginning teachers are supported through district provided teacher induction program funded in part through Title II, Part A funds. This program provides beginning teachers with training and support from district staff and consultants as well as a mentor teacher to support beginning teachers for their first two years. Ongoing professional growth and improvement opportunities are provided throughout the year through monthly staff meetings and voluntary after school workshops. These workshops cover a variety of pedagogical, social emotional learning, classroom management, and student support topics. Teachers are also provided opportunities to select

workshops and conferences to attend throughout the year and during breaks from school. Through analysis of data from state and district assessments and the CA Accountability Dashboard, Title II, Part A funds are leveraged to provide ongoing training in mathematics through a partnership with the Merced County Office of Education and Mathematics Solutions. Coaches meet with teachers at the elementary and secondary levels each quarter. Teachers and coaches collaborate through lesson studies, co-teaching, and in-the-moment coaching. Teacher growth and development is evaluated through surveys, interviews, and an annual formal evaluation process.

Other School Leaders: LBUSD uses formal and informal systems to support the professional growth and improvement of Principals. LBUSD holds an annual leadership summit at the end of each school year. School leaders work collaboratively with each other, their site administrative teams and district leadership. LBUSD also sends school leaders to conferences and workshops.

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:

LBUSD uses data from the CA Accountability Dashboard, local site and district data, and surveys to determine the level of support each site necessitates from Title II, Part A funds. Educational partners, including principals, teachers, other school leaders, paraprofessionals, parents, community members, provide input on the use of Title II, Part A funds at school site council meetings, ELAC, DAC, DELAC, and community cafes. Through the analysis of this data and input from stakeholders, Title II, Part A funds are allocated to school sites. LBUSD currently has two sites, San Luis High School and Crossroads Alternative Education Center, that have met the criteria for CSI. Nine sites, Lorena Falasco Elementary, Mercey Springs Elementary, Creekside Junior High, Transitional Kindergarten Center, Los Banos High, Henry Miller Elementary, R.M. Miano Elementary, Volta Elementary, and Los Banos Junior High, met the criteria for ATSI. Special emphasis is given to CSI and ATSI designated schools to ensure that Title II, Part A funds are prioritized to serve students in those schools. LBUSD uses the the plan at each site that has been developed through a partnership between LBUSD and the educational partners at each site to improve student outcomes at those sites. Each plan, through the use of school-level needs assessment and analysis of all State indicators, identifies evidence based interventions and any resource disparity or inequities. After identifying resource inequities and school site needs, LBUSD uses this data to provide additional funds, including Title II, Part A funds, to meet the needs of the CSI and ATSI sites.

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.

LBUSD utilizes the California Dashboard, LCAP, and School Plan for Student Achievement (SPSA) to systematically measure student performance and the effectiveness of Title II, Part A expenditures. The Dashboard results include Math and ELA performance, attendance, suspension, college/career readiness, and graduation rates. District and site instructional leadership review this data in multiple settings as the school year begins, and work with stakeholders (e.g. parents, teachers, advisory committees, and the board of education) to share the data and analysis. The district LCAP goals related to professional development measure student achievement and other Dashboard indicators as well as new teacher Induction completion rates and new teacher retention. These metrics are reviewed annually and provide a regular opportunity to analyze and make appropriate modifications to actions/services. Individual school sites engage in on-going evaluation of data with parent/family educational partners through the SPSA process. This process allows individual schools to analyze student achievement and make necessary adjustments within and between school years to ensure that professional development is meeting the needs of students.

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:

High quality Professional Development offers empowering research based instructional strategies and curriculum development and assessment that is offered to teachers, para educators, and site administrators in support of continued ELA/ELD California State Standards implementation (as evaluated by the relevant local indicator, CAASPP & ELPAC). We provide extensive and continued professional development support of elementary and secondary reading and math interventions for ELs. Professional development for K-12 instructional practices with adopted curriculum can be targeted and accelerated with a focus on ELs, At Risk and LTEL student groups using; HMH Journeys for k-3, English 3D including Language Launch for grades 4-8, ERWC for grades 9-12 and National Geographic-EDGE/Inside for Newcomers and SEAL (Sabrato Early Academic Language) training/coaching for TK through 1st grade. Continued and improved implementation of teacher professional development and coaching systems support English Learner instruction. Professional development and training will focus on the use of these resources with a focus on fidelity to the author's pedagogical intentions. Our PLCs discuss the EL needs assessment and examine performance data such as CAASP (SBAC) scores, ELPAC scores, dashboard data, and interim progress and performance milestones from District-wide Summative and Formative Assessments using Rigby, Fountas & Pinell, NWEA MAP assessments, and Ellevation to monitor English Learners progress. PLCs continuously develop the proposed actions and strategies that will address the root causes of low EL student achievement using multiple measures and data analysis as indicators to drive instruction and MTSS/RTI interventions. Site principals, Chief Academic Officer, Director of Elementary schools, Director English Learners Services and teachers will use this data to equitably guide culturally relevant pedagogical curriculum, instruction, and assessment.

On-going professional development for teachers, administrators and para-professionals will support all elementary and secondary ELD curriculum adoptions in ELD Blocks in addition to assessment practices. The English3D program has been implemented in grades 4-8. Support of site based instruction, highly targeted professional development will be provided to ensure fidelity to the curriculum. English 3D teachers at all grade levels (4-8) will be provided professional development sessions, and our site administration, Director of Elementary Schools and Director of EL Services will visit classrooms monthly to ensure that the program is being implemented with fidelity. Additionally, Merced County Office of Education, offers professional development workshops that are specific to EL needs in the areas of Math, History, Science and ELA/ELD ERWC.

Los Banos Unified School District implemented NWEA MAP assessments which provide pre, mid, and post assessment on the students instructional level against a national norm. Using this data show growth for both students, staff, and parents on how the student is progressing. Imagine Learning Language and Literacy Technology Program is being used as a supplement for the ELD curriculum. This program targets language improvement for English Learners in Reading, Writing, Listening, and Speaking.

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:

Instructional opportunities mentioned in the first section of Professional Development offers the same equity for immigrant children as the additional support from Regional and Merced County Office of Education (MCOE) programs.

Professional development opportunities provide curricular resources and EL instructional strategies pertaining to Designated and Integrated ELD instruction in speaking listening, reading and writing that is offered for those teachers of Newcomers using Journeys EL Components, English 3D- Language Launch, and Cengage-Inside for Newcomers in grades 7-8. Embedded are multimedia learning experiences to enhance and accelerate English Language Development.

In addition, Migrant Education Program through MCOE and the district offer Elementary and High School student services.

Title III Immigrant funds are used to help provide extended summer learning opportunities for immigrant youth.

The Mini Corp Migrant Service Program provides tutors that are college students studying to go into education and gain experience in the education field as well as extra support to help migrant student succeed academically.

The Migrant Education Program offers elementary students:

- Home based Program-Language Power Gr. K-8
- Home based program- Migrant Education Readiness Program Gr. PreK
- Home based program - Independent Home Study Gr. Prek-11
- STEM Project Gr. 3-8
- Summer Camp Green Meadow ELA/Science Gr. 4-7

The Migrant Education Program offers high school students:

- Honors Scholarships Gr. 12
- Speech and Debate Gr. 9-12
- Civic Engagement Gr. 11
- Academic Advising Gr. 9-12
- College Readiness Gr. 9-12
- Los Banos High School /Merced County Office of Education Financial Aid and evening workshops
- Los Banos Regional Family Conference
- Los Banos High and Pacheco High Credit recovery, Academic Counseling, College Awareness
- Summer Residential Programs
- Cyber High

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:

To strategically increase the English language development proficiency and academic success of English Learners, the District will implement programs, services and supports for ELs, ELs at Risk and LTELs. We are committed to giving opportunities for English learners to develop English proficiency, mastery of academic content and biliteracy by way of Designated and Integrated ELD instruction which will incorporate Multi-Tiered Systems of Support. As a district, a Dual Language Immersion Academy is being implemented. It is in it's initial stages, (TK through 2nd grade) and will move up a grade every year.

Additionally, LBUSD is committed to providing high quality professional development and continued training to all Tk-12th grade teachers on the following effective programs and activities to meet the challenging State academic standards, as well as graduating and entering into higher learning; HMH Journeys for k-3- EL Components, English 3D- Language Launch for grades 4-8, ERWC for grades 9-12 and National Geographic-EDGE/Inside for Newcomers and SEAL (Sabrato Early Literacy Academic Language) Training/coaching for Transitional K through 1st grade. In addition to professional development on designated ELD programs, the district is committed to providing training to teachers on integrated ELD strategies and curriculum. TK through 1st grade teachers will receive SEAL training and coaching. Second through 6th grade teachers will receive training and coaching on the district's adopted ELA (HMH) curriculum to include integrated ELD strategies.

Furthermore, All students in grades Tk-12 will be progress monitored using ELPAC, CAASPP, NWEA MAP assessments and Ellevation. These multiple measures provide teachers with data that will help them provide a strong Multi-Tiered Systems of Support for those students not making adequate linguistic and academic progress. Our goal is to support teachers with resources that will facilitate them with relevant lesson design, EL instructional strategies and practices that will improve the quality of Designated and Integrated ELD instruction so that student can become proficient in speaking using academic language, listening effectively, reading at grade level and beyond with high level comprehension, and effective writing skills.

In order to ensure effective administration of the educational programs for English learners, LBUSD utilizes Title III funds to provide paraprofessionals at each site to work directly with English learners. The remainder of Title III funds are used to provide supplies and materials for English learner.

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:

All English learner linguistic and academic progress will be monitored using assessments from NWEA MAP, ELPAC, and Ellevation. All site administrators, the Chief Academic Officer and Director of English Language Services will use these assessments to ensure that all EL students make meaningful progress toward Reclassification Criteria and growth on the ELPAC assessment through high quality instruction. Equipping teachers and para professionals across grade levels with resources and support will facilitate the process of integrating ELD strategies into their lessons across the

curriculum.

Los Banos has purchased k-12 English Language Arts and English Language Development instructional materials that are State adopted. Teachers are receiving professional development from the publishers with both print and digital formats. All of the materials adopted are aligned to CCCSS and to our students' language acquisition needs. All students in k-6 receive 30 minutes of daily Designated ELD instruction. During this time student receive instruction in the strands of Reading, Writing, Speaking and Listening. Additional support is given by our Intervention Support teachers.

Ongoing data analysis and progress monitoring is critical to improving teaching practices, learning intentions and student outcomes. Teachers will engage in a PDSA Cycle of inquiry. PDSA stands for:

Plan: State the objective, questions and predictions, the plan to carry out the cycle, and the plan for data collection.

Do: Carry out the plan, document problems and unexpected observations, and begin analysis of the data.

Study: Complete the analysis of the data, compare data to predictions, and summarize what was learned.

Act: For the next cycle, what changes are to be made?

Through this process teachers identify skills needed in order to improve student performance.

In addition to PDSA, during teacher Professional Learning Communities (PLCs), teachers engage in answering four questions that are at the core of their strategic lesson design. These questions are:

- What essential standards do my students need to learn?
- How do I know they learned it?
- How will I respond if they did not learn?
- What will I do for those that already learned it?

Ongoing formative assessments also allow teachers to clarify learning intentions, and plan for differentiation using effective instructional strategies. Our site and District administration classroom walkthroughs are an important monitoring and training piece for teaching and learning practices. Our teams look for evidence of daily objectives and learning targets using language functions. We ask students questions pertaining to the learning target as evidence of student learning and understanding. Administration uses a walkthrough form when conducting classroom visits during dELD and iELD. Administration discuss and plan using walkthrough forms' data.

As a district we are currently evaluating all our programs through the lens of Multi-Tiered System of Support and Social Emotional Learning framework. By using the MTSS framework we can ensure that our English learners receive high quality instruction, strategic and intensive interventions, and social and behavioral support.

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:

LBUSD uses Title IV, Part A funds to support the state goals of providing safe, healthy schools and a well-rounded education for all students. Title IV priorities were created based on parent and community educational partners input at LCAP forums, SSC and ELAC meetings at school sites, and LBUSD DELAC and DAG meetings as well as through parent, staff, and student surveys administered by Hanover Research. Educational partners feedback and input were summarized and funds were allocated to address priorities. Title IV funds were used to enhance student experiences and promote safe and healthy students. Funds were used to provide Positive Behavior Intervention and Support (PBIS) systems at school sites. PBIS is an evidenced-based, comprehensive behavior management system that has been used successfully across the country. In addition, funds have been used to expand mental health counseling and support services to meet the needs of students across the district. This has been done through creating wellness counselor positions. Further, LBUSD has partnered with Sierra Vista clinical services to provide support at multiple sites across LBUSD. In addition, LBUSD first leveraged ESSR funds, then the LRBG funds to provide additional counselors at every high school and counselors at all elementary sites. LBUSD is partnering with Merced College to provide more dual enrollment courses for students, especially students from under-served or underrepresented populations. These dual enrollment courses are in addition to the expanded CTE pathways LBUSD is providing to students through partnerships with the Merced County Office of Education and the K-12 Strong Workforce Program. These funds also support the use of technology by sending staff to the CUE conference and providing students 1:1 devices.

Additionally, we review and evaluate our work through the LCAP annual review process. LBUSD holds multiple information, LCAP evaluation, and data review meetings with stakeholder groups to evaluate our work through the LCAP. We annually engage our stakeholder groups through this process to set goals, monitor progress, and report our results publicly. Through this process we monitor and evaluate our actions and program designs in order to ensure we meet the requirements of Title IV to ensure a well-rounded education, safe and healthy students, and effective uses of technology in LBUSD schools.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three years (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

The Los Banos Unified School District conducts a comprehensive needs assessment of many areas of its programs each year. The Title IV assessment is conducted every three years to ensure that the district remains aligned to the educational needs and priorities of our community. The district uses the following indicators, measures/data points to examine needs for improvement under Title IV, Part A.

1. Student Achievement Data

- Standardized test scores: Analysis of performance of state and national standardized tests in English Language Arts, Mathematics, and Science.
- District MAP Growth Assessment Data: Analysis of student performance and growth using the nationally recognized NWEA MAP Growth data in Reading and Mathematics.
- Course Completion Rates: Tracking the rates of course completion and credit accumulation in all subject areas, particularly advanced courses and electives.

2. Curriculum and Program Evaluation

- Curriculum Reviews: Review current curriculum offerings to identify gaps in current offerings and the California State Standards
- Essential State Standards: Establish essential standard documents by grade level to ensure student mastery of core content standards.
- Program Participation: Analysis of student participation rates in arts, music, STEM, and other elective programs.

3. Student Engagement and Interest Surveys

- Student surveys: Gather direct feedback from students regarding their interests, needs, and satisfaction with current offerings.
- Interest Surveys: Using surveys to identify student interests in various topics and fields that may require adjustment to district curriculum, course offerings, or after school program opportunities

4. Teacher and Staff Feedback

- Professional Development Needs: Surveys and interviews with teachers to identify areas where they feel additional training or resources are needed to teach and support well-rounded educational programs effectively.
- Teaching Resource Evaluations: Assessments of the availability and effectiveness of teaching materials and resources used in delivering well-rounded education.

5. Community and Parental Input

- Parent Surveys: Engaging parents through surveys to understand their perspectives on the educational opportunities provided to their children and areas for improvement.
- Community Meetings: Hosting community forums to gather input from various educational partners on enhancing educational offerings.

6. Resource Allocation and Utilization

- Budget Reviews: Examination of how funds are currently allocated across various programs and whether additional resources are needed for areas contributing to well-rounded education.
- Facility and Equipment Assessments: Evaluating the adequacy of physical and technological resources that support well-rounded educational activities.

What activities will be included within the support for a well-rounded education?

Los Banos USD supports a well-rounded education through implementing actions aimed at developing various student competencies and interests across multiple disciplines. To maximize the impact of these initiatives, LBUSD strategically

utilizes federal Title IV, Part A funds and Local Control Funding Formula (LCFF) funds. Some of the activities that LBUSD will include to support students under Title IV, Part A are as follows:

1. Arts Education

- Visual and Performing Arts Programs: Expanding access to art, music, and drama classes at all grade levels. This includes purchasing new instruments, art supplies, and materials for performing arts.
- Arts Integration in Core Subjects: Training teachers on effectively integrating arts into core curricular areas to enhance creative thinking and learning.

2. Social Emotional Learning (SEL)

- SEL Curriculum Development and Integration: Implementing comprehensive SEL across all grade levels through the use of school counselors to help students develop crucial life skills such as empathy, self-regulation, and effective communication.
- Professional Development for SEL: Providing ongoing training for educators to effectively teach and integrate SEL principles into everyday classroom activities and interactions.

3. Campus Safety Initiatives

- Safety Programs and Drills: LBUSD enhanced campus security measures, including upgrading physical security infrastructure, adding cameras, and the EVOLV system at secondary sites as well as regularly conducting safety drills.
- Partnership with Local Police Agency for School Resource Officers: LBUSD partners with the Los Banos Police Department to place school resource officers (SROs) on campuses. These officers enhance physical security, build positive relationships with students, provide them with guidance on safety issues, and act as a resource for preventing and addressing crime and other concerns within the school community.

4. Digital Literacy and Innovation

- Technology Integration Across Subjects: Equip classrooms with the latest educational technology to facilitate an interactive learning environment.
- Professional Development for Educators: Conduct ongoing professional development workshops focusing on the effective use of technology in the classroom, innovative teaching methods, and updates on emerging educational technologies.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

LBUSD uses a variety of indicators and measures to assess the impact of the activities on student learning and development. The outcomes of these evaluations inform future program planning and adjustments. LBUSD will use the following indicators and metrics:

1. Performance Metrics

- Academic Achievement: Monitoring changes in standardized test scores, MAP Growth scores, course grades, and other academic benchmarks
- Participation and Completion Rates: Tracking enrollment and completion rates in arts, STEM, and CTE programs through disaggregated data will help determine student interest and engagement levels.

2. Qualitative Assessments

- Student Surveys and Feedback: Students will provide feedback on their experiences and the perceived impact of the programs through surveys and focus groups.
- Teacher and Staff Feedback: Teachers and staff involved in program implementation will also provide feedback on the curriculum's effectiveness, resources, and student responses.

3. Behavioral and Developmental Indicators

- Social and Emotional Learning (SEL) Metrics: For programs aimed at developing SEL skills, metrics such as observations of student interactions, self-reports on SEL skills, and teacher assessments of student behavior will be used.

4. Program Specific Indicators

- Arts and Music Education: Attendance at performances, exhibitions, and the quality of student work will serve as indicators of success in arts programs.

5. Community and Parental Input

- Parent Surveys and Community Feedback: Parents and community members will be surveyed to assess their perspectives on the effectiveness of the programs and their impact on the community.

6. Technology Integration and Use

- Technology Usage: Metrics related to the frequency and effectiveness of technology use in the classroom will be evaluated to determine the impact on learning outcomes.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

LBUSD utilizes a comprehensive set of indicators and measures to assess the improvement needs and monitor the effectiveness of initiatives that foster safe and healthy learning environments. LBUSD employs federal Title IV, Part A funds and Local Control Funding Formula (LCFF) funds to support the safety and well-being of all students. LBUSD monitors the safety and well-being of students using the following indicators in a continuous improvement cycle:

1. Behavioral Indicators
 - Discipline and Behavior Reports: Analysis of data on school discipline incidents, suspensions, expulsions, and the use of other means of correction to identify trends and areas needing intervention.
2. Health and Wellness Metrics
 - Student Health Data: Monitoring data on student health screenings, immunization records, and other health and wellness services to assess the accessibility and effectiveness of health support provided in schools.
3. Mental Health and Counseling Services
 - Mental Health and Counseling Services Usage rates: Tracking the number of students accessing counseling and mental health services to determine if current resources meet student needs.
 - Feedback from students: Using student surveys, focus group data, and student feedback to evaluate outcomes for students participating in counseling or mental health programs, including improvements in emotional regulation, stress management, and overall mental wellbeing.
4. Safety Measures
 - Safety Drills and Preparedness Evaluations: Regularly assess the effectiveness and efficiency of safety drills (e.g., fire, earthquake, lockdown drills) to ensure preparedness in emergency situations.
 - Facility Safety Inspections: Regular inspections of school facilities to identify potential safety hazards and ensure compliance with health and safety regulations.
5. Student Engagement and Wellbeing
 - Healthy Kids Student Surveys: Conducting regular surveys using the California Healthy Kids Survey and Panorama Education platform to gather students' perspectives on their sense of safety at school, their relationships with peers and staff, and their overall school experience.
 - Attendance Rates: Monitoring attendance rates indirectly indicates the school environment; lower attendance can sometimes reflect underlying issues with school climate or student wellbeing.
6. Parent and Community Feedback
 - Parent Surveys: Engaging parents through regular surveys and focus groups to gather their perceptions of school safety and student health services.
 - Community Partner Feedback: Work with local health and safety organizations partnering with the district to provide external perspectives on the school's health and safety initiatives.

What activities will be included within the support for safety and health of students?

LBUSD provides a variety of activities designed to address physical and mental health needs and create a safe, inclusive, and supportive school environment. The activities that LBUSD uses to support the safety and health of students are as follows:

1. Mental Health and Counseling Services
 - On-Site Counseling: LBUSD providing access to certified school counselors who directly offer counseling and support services on all school campuses.
 - Mental Health Clinical Services: LBUSD provides access to mental health clinicians on school campuses and virtually.
2. Restorative Practices

- Restorative Practices: Training students and staff in conflict resolution techniques to help resolve disputes peacefully and maintain a positive school climate.

3. Physical Health Programs

- Health Screenings and Services: LBUSD provides regular health screenings for vision, hearing, and general wellness to monitor students' physical health.
- Nutritional Programs: LBUSD Food Services implements programs that promote healthy eating habits, including nutrition education and nutritious school meals.

4. Safety Drills and Emergency Preparedness

- Regular Drills: All schools in LBUSD conduct regular safety drills, such as fire, earthquake, and lockdown drills, to ensure students and staff are prepared for emergencies.
- Safety Protocols and Equipment: Updating and maintaining safety protocols and equipment, including surveillance systems, the EVOLV weapons detections system and secure campus entry points, to enhance school security.

5. Physical Education and Activity

Structured Physical Activities: LBUSD schools offer a variety of physical activities that cater to all students to promote physical health and wellness.

- Sports Programs: All school sports programs include appropriate safety training and equipment to prevent injuries.

6. Social-Emotional Learning (SEL) Programs

- SEL Curriculum: School counselors integrate social-emotional learning into the school curriculum to help students develop crucial life skills such as empathy, self-regulation, and interpersonal communication.
- Professional Development for SEL: Providing ongoing training for teachers and counselors to integrate SEL strategies effectively into the curriculum.

7. Parent and Community Engagement

- Parent Workshops: LBUSD hosts workshops and seminars for parents in both English and Spanish to involve them in school safety and health initiatives and to strengthen the home-school connection.

Community Collaborations: LBUSD partners with local health and safety organizations to enhance the resources available to students and staff.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

The process LBUSD utilizes to evaluate the effectiveness of the student health and safety activities and initiatives involves using specific indicators and measures to assess program impact, inform adjustments, and guide future planning. LBUSD uses the following indicators:

1. Performance Metrics and Outcome Measures
2. Program Participation and Engagement Rates
3. Survey Feedback
4. Safety and Health Outcome Data
5. Academic Performance Data
6. Professional Development Impact Feedback
7. Educational Partner Engagement and Feedback
8. Continuous Monitoring and Adjustments

This data-driven approach allows the district to make informed decisions that enhance the overall educational environment and support the safety and well-being of all students.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

LBUSD uses a range of indicators and measures designed to assess the integration and impact of technology in educational settings. These indicators are:

1. Technology Integration and Usage
 - Devices: Monitoring the availability and accessibility of technology to students, ensuring each student has adequate access to digital learning tools.
 - Usage Metrics: Tracking how frequently technology is used in classroom settings, including software and online resources, to assess integration levels.
2. Training and Professional Development
 - Teacher Competency Levels: Assessing teacher skills and confidence in using technology through surveys and direct observations post-training.
3. Student Engagement and Learning Outcomes
 - Student Engagement Metrics: Using digital platform data that tracks student engagement levels during technology-enhanced learning activities.
 - Academic Performance: Analyzing changes in academic outcomes related to subjects where technology is heavily used to assess the impact on learning.
4. Feedback from Educational Partners
 - Student Surveys and Focus Groups: Gathering direct feedback from students on their experiences with technology use in learning environments.
 - Teacher and Administrator Feedback: Collecting and evaluating insights from educators on the efficacy of technology integration into the curriculum and its impact on teaching practices.
5. Safety and Security Measures
 - Cybersecurity Incidents: Monitoring and recording incidents related to cybersecurity to assess the robustness of the district's security measures.
 - Data Privacy Compliance: Ensuring all technology programs comply with data privacy laws and regulations, measuring the frequency of audits and any issues found.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

LBUSD is a 1:1 student device district. After schools were required to engage in distance learning through the COVID-19 pandemic, LBUSD has increased its commitment to support the effective use of technology in the classroom through a comprehensive approach that enhances teaching and learning. LBUSD strategically utilizes federal Title IV, Part A funds and Local Control Funding Formula (LCFF) funds. These activities include:

1. Professional Development for Educators
 - Training Programs: Implementing ongoing training sessions for teachers and staff on integrating technology in the classroom.
 - Workshops on New Technologies/Software: Offering workshops to introduce and train staff on emerging technologies and digital tools or software that can be utilized in educational settings.
 2. Technology-Enhanced Learning Environments
 - Interactive Learning Tools: Incorporating interactive tools to create dynamic and engaging learning experiences.
 3. Student Access to Technology
 - Device Access: Ensuring that all students have access to appropriate devices through the 1:1 device program
 4. Collaborative Tools and Platforms
- Collaborative Software: Integrating collaborative platforms, such as Google Classroom, that enable students and teachers to work together seamlessly, both in and out of the classroom.
5. Support Systems
 - Site Technicians: Provide dedicated technical support technicians at each school site to assist with the maintenance and troubleshooting of technology resources.
 6. Enhancing Digital Citizenship
 - Digital Citizenship: Developing and integrating digital citizenship across all grade levels to ensure students are proficient in necessary digital safety.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

LBUSD employs a range of indicators and measures to ensure that the strategies and activities listed above effectively meet the educational needs and enhance students' learning experience. These indicators and measures include:

1. Technology Integration and Usage
2. Educational Outcomes (Academic Performance Data)
3. Teacher and Student Feedback (Surveys)
4. Professional Development Effectiveness (PD Feedback/Evaluation)
5. Safety and Security (Data Privacy Compliance)
6. Comprehensive Program Reviews

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

2023-2024 School Year

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
February 2022