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

LEA name:

San Dieguito Union High School District

CDS code:

37-68346-0000000

Link to the LCAP:
(optional)

[Provide link.]

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

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

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

SDUHSD annually conducts a comprehensive needs assessment as well as gathers input from all stakeholders to identify district priorities. As outlined in the district Local Control and Accountability Plan (LCAP), focus areas continue to be to increase student achievement, improve instruction and increase reclassification for English Learners, prepare district graduates to be ready for college and a career, and improve school climate and student connections to school. Federal funding is utilized to supplement core programs in each of these areas to accelerate outcomes for the district's most at-risk and under-performing students.

Student Achievement

All students are provided access to; a broad course of study, appropriately credentialed and skilled teachers and school leaders, standards aligned instructional materials, and clean and safe facilities. Based on state assessments results, SDUHSD students have shown high achievement and significant progress in English Language Arts (ELA) and math year over year. Approximately 81% of district students are meeting standards in ELA and 72% in math. Additionally, English Learner (EL) students who have been Redesignated as Fluent English Proficient (RFEP) are performing similar to their native English speaking peers on statewide assessments in both ELA and math. Despite these promising student outcomes, state and local assessment data, as well as grade and course enrollment data indicate a performance gap for English Learners, Socio-Economically Disadvantaged students, and Students with Disabilities in ELA and math. To better serve these students, the district utilizes state supplemental funds and federal funds to provide; intervention courses in reading, writing and math, tutoring support, supplemental instructional materials, professional development for teachers and school leaders, as well as transportation support to increase attendance and provide access to specialized programs.

Improve Instruction and Increase Reclassification for English Learners

English Learners are provided with English Language Development (ELD) instruction aligned with the California State Content Standards in either a designated or integrated setting based on their language proficiency level. The district also offers sheltered courses at most school sites to provide ELs access to the core content curriculum in a smaller class size with more intensive language development support. This course structure provides ELs access to a broad course of study with the additional language development support they need to be successful and make significant progress. California School Dashboard results show Very High English Learner Progress which indicates that district ELs continue to make sufficient progress towards learning English. However, English Learners continue to demonstrate performance gaps across multiple indicators on the California School Dashboard including academic achievement, graduation rates, and suspension rates. To provide more intensive support to these students, the district utilizes state supplemental funds and federal funds to provide; additional ELD support courses, supplemental language development materials, EL Lead teachers to closely monitor student progress and provide specialized coaching and support to teachers, bilingual instructional support staff, specialized programs for students who are new to US Schools, and access to an EL counselor.

Prepare District Graduates to be Ready for College and a Career

All students have access to a broad course of study, robust and expanding electives which include Career Technical Education (CTE) courses and pathways, as well as credentialed and skilled school counselors who provide college and career counseling based on each student's post-secondary goals. SDUHSD is proud of the consistently high cohort graduation rates. In particular, the high school academies have demonstrated an over 99% cohort graduation rate for the last 4 years. The state of California provided a profile for a College and Career Ready student using multiple measures which is reported for all districts and high schools through the CA School Dashboard as the College and Career Indicator (CCI). SDUHSD and all comprehensive district high schools reported a CCI in the High to Very High range for all students which indicates that the majority of district students are prepared for college and a career.

The Student Group report from the CA School Dashboard illustrates the need to focus district efforts on improving graduation rates for English Learners, Socio-Economically Disadvantaged students and Students with Disabilities. Although the most recent cohort graduation rates for Socio-Economically Disadvantaged students (88.9%) and Students with Disabilities (86%) are lower than the district average for all students (97.3%), these student groups report higher graduation rates than the county (81.9%) and state (83.8%) average for all students.

Although district graduation rates continue to be very high for all students, we have seen declining rates for English Learners. Upon further investigation, we discovered that there was a significant number of English Learner students who enroll within their 10th-12th grade year as a new student to the US with limited English proficiency and limited formal schooling from their home country. The Newcomers Academy is offered and supported with federal funds, to provide intensive language development and academic support for these students, however, it is sometimes not possible for them to meet SDUHSD high school graduation requirements before the end of their 12th grade year.

To provide more intensive support to ELs, Socio-Economically Disadvantaged students and Students with Disabilities, the district utilizes state supplemental and federal funds;

-for counselors and site administrators to review data regarding student's graduation status and UC/CSU eligibility to identify gaps in course offerings and offer support courses as appropriate.

-to intervene with students who have excessive absences to address attendance barriers and work with teachers to help these students stay caught up in their classes.

-to provide additional counseling support for all students enrolled in below grade level math courses and map out a plan to catch up to grade level coursework.

-to provide professional development for counselors and teachers on best practices to support unduplicated students' matriculation to higher education

-to provide opportunities for first generation college bound students to participate in college preparation activities.

-to implement and expand programs, activities, supports and courses that promote student wellness at each school site.

-to implement courses in College Readiness and AVID and expand the use of college readiness/AVID strategies in all classes as appropriate.

Improve School Climate and Student Connections to School

To maintain a positive school climate SDUHSD provides; wellness programs, activities and events at each site, consistent communication with stakeholders to support students' success, parent training and input sessions on a variety of parent involvement topics, resources and training for teachers and staff to monitor academic progress, behavioral data, and attendance rates, as well as systems to address student discipline and suspensions at school sites.

School climate indicators show positive results such as low suspension rates, low expulsion rates, decreased truancy rates, and improved school connectedness on the California Healthy Kids Survey. However, the CA School Dashboard results highlight a need to address increasing suspension rates as well as higher suspension rates for English Learners, Socio-economically Disadvantaged students and Students with Disabilities.

To provide more intensive support to ELs, Socio-Economically Disadvantaged students, Students with Disabilities, as well as all students who do not feel connected to or safe at school, the district utilizes state supplemental funds and federal funds to; implement Restorative Practices to address student discipline, continue to expand site wellness programs, improve our continuum of Multi-Tiered Systems of Support (MTSS), explore additional evidence based strategies to promote a positive school climate and student connectedness, provide district School Social Workers at all sites to support student wellness, and offer the Having A Voice program to build leadership skills in the district's Hispanic and most at-risk youth.

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.

SDUHSD utilizes the LCAP cycle of continuous improvement to identify district priorities. District goals, actions, and services are developed based on an evaluation of current programs, evidenced based best practices, current research, as well as feedback and input from stakeholders. State, federal, and grant dollars are aligned to plan LCAP actions and services in an effort to improve outcomes for all students. Federal dollars are specifically used to support supplemental programs to provide intensive support for students who are at-risk or performing below grade level. For example, federal dollars support intervention programs at all Title I schools which allows them to offer more intensive tutoring programs, additional intervention courses, as well as targeted professional development for teachers and school leaders. Federal funds are also allocated to provide supplemental instructional materials such as Rosetta Stone licenses, bilingual dictionaries, graphic novels, and additional Science instructional materials for the Newcomers Program which presents content at a more appropriate performance level, to help English Learners make reasonable progress towards learning academics and English. Teacher professional development programs have

expanded with the support of federal dollars allowing for more time for teacher collaboration, use of the Professional Learning Community Process as well as continued focus on supporting our administrators to continuously improve as instructional leaders.

All district schools use a similar process to follow a cycle of continuous improvement to develop and evaluate their Single Plan for Student Achievement (SPSA) in collaboration with their School Site Council (SSC). The SPSA must be aligned to the district's goals, priorities and initiatives, address the unique strengths and challenges of each school using stakeholder feedback and a comprehensive data review, and specifically describe how LCFF supplemental and federal dollars will be used to increase and improve outcomes for all students. As part of the LCAP and SPSA development process, the relationship between state and federally funded programs is described and explained to all stakeholders to delineate a clear Multi-Tiered System of Support which is designed to improve academic, behavioral, and social-emotional outcomes for all students.

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Educator Equity

SDUHSD believes it is paramount that we assign experienced and effective teachers to work with our students who are identified as low-income and/or minority. The district reviewed our assignments for teachers who work with these identified students and found that all of these teachers are appropriately credentialed, have significant teaching experience and are effective teachers. In order to validate this statement we reviewed who taught our intervention and English Learner classes. This document is maintained in Human Resources. Human Resources also reviewed the experience and evaluation history for all of these teachers. None of these teachers had unsatisfactory evaluations. The teacher with the least experience had been teaching for three years, otherwise the remaining teachers had multiple years of experience. The Associate Superintendent of Human Resources, on an annual basis emphasizes to principals the importance of assigning their most effective and experienced teachers to work with our most at-risk students.

Parent and Family Engagement
ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Through the Local Control and Accountability Plan (LCAP) stakeholder engagement process, SDUHSD seeks input from parents through in-person meetings, responses to the annual LCAP Stakeholder survey as well as feedback gathered at parent events hosted at all 10 district sites throughout each year. District leadership then organizes parent input and feedback into themes. These themes are shared with stakeholders through the LCAP, posted on the district website, as well as reviewed at ongoing stakeholder meetings throughout each year.

District leadership trains site administrators at the start of each year on best practices, effective strategies and obligations to promote parent engagement and involvement. Site teams as well as a district team, plan and deliver a variety of parent engagement, education and input opportunities both at the site and district level. These parent events and activities are promoted through the district and school websites as well as through communication outreach via emails, phone calls and text messages throughout the year. Each fall, Title I schools hold a Title I parent meeting to review the Single Plan for Student Achievement, student achievement data, and opportunities for parent input, education, and engagement throughout the year. Additionally, during this meeting as well as during SSC meetings, staff, students and parents collaborate to develop or refine an agreed upon written family engagement policy. The agreed upon written family engagement policy is then posted on the school website, distributed to families and reviewed annually with the parent community.

The district follows the approved Board Policy on parent involvement. The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment. In order to engage parents/guardians positively in their children's education, the Superintendent or designee shall ensure that staff members at each school:
1. Help parents/guardians develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society.
2. Inform parents/guardians that they can directly affect the success of their children's learning and provide the techniques and strategies that they may use to improve their children's academic success and help their children in learning at home.
3. Initiate consistent and effective two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities.
4. Receive training that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speakers and how to give parents/guardians opportunities to assist in the instructional process both at school and at home.
5. Encourage parents/guardians to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.

School plans shall delineate specific measures that shall be taken to increase parental involvement with their children's education, including measures designed to involve parents/guardians with cultural, language or other barriers which may inhibit such participation.

Trainings are held throughout the year at all sites through School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, District English Learner Advisory Committee (DELAC) meetings, Parent Curriculum Advisory Committee (PCAC) meetings, monthly coffee with the principal meetings, and many more stakeholder meetings, to provide training and assistance to families on understanding complex topics such as; state academic standards, state and local

assessments, monitoring student progress, English Learner support programs, reclassification, communicating effectively with teachers and school staff, as well as strategies for supporting their student's academic success and social-emotional health at home.

Information related to school and parent programs is posted on school websites, communicated via email and/or phone calls to families in English and Spanish, as well as promoted on school campuses through flyers and information centers. Additionally, school reports such as the Single Plan for Student Achievement (SPSA), student's Individualized Education Plans (IEPs), the Local Control and Accountability Plan (LCAP), annual notifications, and statewide testing information, are posted on the district website in English and Spanish (as needed) and are emailed to families in English and Spanish (as needed). Copies of these reports and information packets are available for parent access at the district office and any of the 10 district school sites.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

ESSA Section 1112(b)(5):
SDUHSD's Title I schools operate Title I, Part A, School-wide programs to elevate the educational program of the entire school in accordance with the recommendations from each School's Site Council. The School-wide Programs conducted include:
-services such as reading, writing and math intervention courses for students who are performing below grade level based on grade and assessment data,
-targeted tutoring support offered before, during and after school to provide opportunities for all students to have access to a credentialed teacher for remediation and enrichment support,
-Title I Coordinator who monitors student progress for those students who are accessing the above offered interventions, provides guidance and professional development opportunities for teachers, plans and organizes parent education meetings and input sessions, as well as meets with students to discuss progress and set growth goals, and
-professional development opportunities and training for teachers on innovative instructional strategies.

ESSA Section 1112(b)(9):
SDUHSD does not have any schools operating a Title I, Part A, Targeted Assisted program. All Title I schools operate Title I, Part A, School-wide programs.

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:

SDUHSD has a team of certificated employees that provide direct services to homeless children and youth to ensure that their educational needs are met. Full time Social Workers as well as PPS-credentialed counselors serve homeless students in all 10 of the district schools.

School Social Workers (SSW) and school counselors work with parents to stabilize the homeless students' basic needs, including access to the Free and Reduced Meal Program, referrals to community based resources for housing, shelter, clothing, health care, as well as transportation to school through bus passes or parent mileage reimbursement. Homeless and Foster students are also provided with school supplies, including but not limited to backpacks, paper, pens/pencils, and notebooks. School sites work with registrars to minimize enrollment delays, and counselors work to build a transcript or obtain credit waivers whenever educational gaps are noted.

School Social Workers and school counselors work with parents and students to develop plans to conduct regular check-ins to monitor students' social-emotional health and support families with access to resources. They connect students with school resources for academic support, provide a place to complete school work, as well as work with teachers to ensure homeless students have equal access and are not isolated or stigmatized. SSWs and counselors also promote and provide sensitivity and awareness training for school staff.

SSWs and counselors monitor grades and attendance regularly and conduct weekly or biweekly check-ins with students and regular check-ins with parents. Homeless students are encouraged to participate in extracurricular activities to stay connected and engaged at school and are connected with resources to cover any expenses that may otherwise be a barrier to participation.

Student Transitions

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

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

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

> (A) through coordination with institutions of higher education, employers, and other local partners; and

> (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

San Dieguito Union High School District has developed a College and Career Scope and Sequence plan of activities to ensure that students in grades 7 through 12 experience effective transitions from both middle school to high school and from high school to their post-secondary institutions.

This plan includes the following programs, strategies and developments to prepare students to transition from SDUHSD to their post-secondary institution:

Elementary and High School Collaboration/Coordination

The SDUHSD Career Technical Education (CTE) department works in coordination with the district's five middle schools to develop new CTE courses which align with growing industries in San Diego County. New middle school CTE courses and pathways are developed as needed to align with current and developing high school CTE pathways. Some of the newer courses include, STEM/STEAM, Robotics, and Medical Detectives. The district's feeder elementary schools have emphasized computer sciences and maker spaces within their scope and sequence of CTE pathways. SDUHSD will continue to work closely with our feeder districts and schools to continue to collaborate in an effort to grow course pathways which vertically align from elementary to middle and high school.

CTE Pathway development

Each year the SDUHSD CTE department attends the San Diego Workforce Partnership Economic Roundtable to learn about the latest labor market needs in San Diego County. The district correlates high school CTE pathway development directly to local labor market needs. Currently, the top 5 priority sectors in San Diego County are; advanced manufacturing, clean energy, healthcare, life sciences and information communication technology. The district currently offers pathways that lead to the advanced manufacturing and information communication technology industries. The district maintains a collaborative partnership with Mira Costa Community College to investigate and develop dual enrollment opportunities in hybrid technology which would align with the clean energy sector.

Program of Study Development

The CTE department worked in collaboration with district teachers and counselors to develop Programs of Study that outline possible course sequences for students to help educate them as they plan for their high school and post-secondary goals. These documents were developed in collaboration with Mira Costa Community College and the Economic Modeling Specialists Int'l and are specific to each SDUHSD high school site and CTE pathway. The two sided document includes information about a student's 4 year course of study plan connected to the specific CTE pathway labor market wage and demand information. The second page of the Program of Study also includes post-secondary certifications, community college and 4 year university options where a student may further pursue their pathway. As the district continues to grow its CTE courses and programs, the Program of Study document will be updated and shared via the district and school websites.

CTE Advisory Committee

Each CTE Pathway partners with local industry expert(s) who support the pathway by mentoring students, hosting field trips at industry specific locations, and collaborating on course projects and curriculum which ultimately leads to work-based learning opportunities for students within the

pathway. The district's goal is to maintain and grow industry pathway partners in all sectors. Industry participation is critical to the stewardship of students participating in CTE programs. As such, members of the advisory committee meet throughout the school year to ensure that the high school pathway coursework is aligned with industry standards. This includes required skills and certifications required to gain employment in industry.

Mini Grant Opportunities

SDUHSD partners with the Coastal Community Foundation to fund CTE pathways. They offer mini grants for CTE teachers providing access to additional resources to improve and expand projects, competitions and certifications.

The SDUHSD College and Career Scope and Sequence is centered around student access to early college, career counseling, and concurrent enrollment opportunities with our local community colleges.

The following programs have been developed to promote these goals:

1. 7-12 Career Counseling. SDUHSD counselors have embedded career counseling goals into each grade level from 7 to 12. Middle school students use the Career Zone program in a classroom setting led by their middle school counselor. This program allows students to take an online assessment to determine which career matches their interests. The outcome is aligned to existing CTE pathways so students are familiar with the CTE language in relation to their career goals. Similarly, high school counselors use the California Colleges website for student career interest surveys and career-related research. This program is strongly correlated with labor market needs and includes relevant wage and demand information.

2. University of California (UC) approved CTE courses. SDUHSD believes that college and career counseling is one in the same and no longer two separate entities. District leadership has collaborated with CTE teachers across the district to increase the number of UC approved CTE courses from 33 in 2015-2016 to 60 courses in 2017-2018.

3. Community College Articulations. SDUHSD currently articulates 20 CTE courses with both Mira Costa College and Palomar College. This has increased by 11 courses in the past three years.

4. SDUHSD College/Career Night and Fair. SDUHSD hosts an annual college and career event that is open to all district students with free transportation provided. Over 200 college and career programs attend and the event offers a hybrid-setting that includes a college and career fair, as well as content specific information sessions. In 2018, the title of the event changed to include a career focus. As such, 25 career programs attended the event in 2018.

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:

Assist schools in identifying and serving gifted and talented students

SDUHSD offers Advanced Placement and Honors level coursework for students who would benefit from a more rigorous academic program. The district maintains an open access policy which allows any student to enroll in advanced courses. School counselors work closely with teachers and administrators to develop a student profile based on multiple student achievement measures to provide additional guidance to help students and families make informed decisions about enrolling in advanced coursework. Additionally, school counselors use the AP Potential report provided by College Board as well as other student achievement measures to reach out to those students are not enrolled in but may be successful in advanced or honors courses.

Assist schools to provide students an opportunity to develop digital literacy skills

SDUHSD offers opportunities for students to develop digital literacy skills. The district operates a digital citizenship program through Common Sense Media. This program introduces reliable, research-based information to students about digital media and their impact, addressing safety and security concerns, including ethics and behavior issues related to digital literacy. Primarily, our school sites have focused on privacy and security, digital footprint and reputation, cyberbullying and digital drama, information literacy, creative credit, and copyright, as well as internet safety. Each school site has a designated administrator to oversee digital citizenship, and through the Common Sense Media program, have access to professional development resources to train staff to support students in the area of digital literacy. This professional development includes working with our classified positions who oversee our Learning Commons (libraries) reinforce the digital literacy concepts for our students, especially in the area of information literacy and internet safety.

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:

SDUHSD maintains robust systems and processes to support the professional growth and improvement of principals and other school leaders including assistant principals and district level school leaders. District and school leaders collaborate annually to identify district priorities and then establish professional learning goals related to these priorities. These goals drive professional learning for schools leaders throughout the year. Professional learning takes place through a variety of systems including monthly Principal Professional Learning Community (PLC) meetings, monthly All Principal meetings, and monthly Assistant Principal meetings with district level school leaders participating in each of these. These structured meetings are intended to improve the knowledge and skills of school leaders and involve the review of a variety of data related to student outcomes, collaboration around instructional leadership, teacher coaching and evaluation, support for struggling students, differentiation strategies, multi-tiered systems of support, Positive Behavioral Intervention and Support, social-emotional learning, etc. In addition, school and district leaders regularly participate in teacher professional learning opportunities to both improve their own knowledge and practice, but also to support the growth of teachers. SDUHSD also supports school leaders in attending external professional development opportunities offered through a variety of organizations including San Diego County Office of Education (SDCOE), North County Professional Development Federation, ACSA, etc. New assistant principals receive coaching and mentorship via an agreement with SDCOE in support of clearing their administrative credential. Each school leaders also participates in an annual evaluation and coaching process that is based upon the California Administrator Performance Expectations (CAPE's). School leaders regularly and consistently participate in these activities from the beginning of their career and collective and personal goals are established based upon experience, needs, and expertise. SDUHSD conducts periodic and annual surveys related to professional learning to both assess effectiveness and satisfaction and to identify future needs.

SDUHSD also maintains robust systems and processes to support the professional growth and improvement of teachers. Teachers engage in professional learning to build capacity to better identify and meet the unique needs of all students through participation in district-wide professional development, professional learning opportunities provided by local agencies and experts, use of the Professional Learning Community process, coaching and mentorship from district ToSAs and EL Leads, coaching and support from site administrators, and intensive training through the New Teacher Induction Program for teachers new to the profession. Professional learning is driven by district priorities and department-specific goals identified through analysis of student outcomes and feedback from teachers regarding individual and collective needs.

Teachers regularly and consistently participate in these activities from the beginning of their career and collective and personal goals are established based upon experience, needs, and expertise. SDUHSD conducts periodic and annual surveys related to professional learning to both assess effectiveness and satisfaction and to identify future needs. SDUHSD supports a rigorous induction program for all new teachers who need to clear their credential. The induction program is approved by the California Commission on Teacher Credentialing and is based on the California Standards for the Teaching Profession. The district provides the program free of charge for teachers. Most recently the program was funded through the State of California Educator Effectiveness Grant, however, the district has a long history of providing this program regardless of available grants. Teachers with clear credentials who are new to the district are also invited to seminars of interest to them. Support providers for the induction program are highly effective, experienced teachers who have been trained in teacher support. The district provides part-time release to the teacher leader coordinators of this program.

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district utilizes multiple funding resources to develop a robust professional learning program for teachers and administrators which include federal, state, and grant allocations. Professional learning is recognized and prioritized in the district as an important practice for developing innovative and skilled teachers to improve student learning. The district uses perception data gathered from annual stakeholder surveys as well as professional development surveys to identify priority focus areas and barriers to implementing effective Professional Learning (PL) programs in each school. Funding is then allocated to meet staff needs and address barriers. Time to engage in professional learning and collaboration has continually been identified as the biggest barrier based on staff feedback and progress monitoring of the current PL programs. To address this challenge, the district supports both district-wide PL efforts and additionally allocates funding per site based on enrollment. The district allocates funding to provide equitable access for all teachers within the district to attend professional learning opportunities and to allow individual schools sites to provide release time so teachers have time during the work day to collaborate with their colleagues, attend professional development workshops, and meet as Professional Learning Communities (PLC). Resources are strategically allocated and monitored for use in target focus areas which are aligned to current district, state, and federal initiatives as well as staff professional learning needs. Resource allocations are evaluated each year to identify the impact on teachers' professional growth and student learning.

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:

Effectiveness of the district's professional learning programs is measured using both formative and summative data. Sources are listed below.
1. Participants provide feedback through a self-assessment of their growth in knowledge or skills after each district hosted professional learning session.
2. Teachers provide feedback on the effectiveness of their PLC groups using the district PLC survey at least once per year.
3. Staff provides feedback on the quality and availability of professional learning on target topics through the annual stakeholder survey.
4. Teachers provide feedback on their individual and department professional learning needs via the professional development needs assessment survey at least once per year.
5. Leadership reviews student achievement data to evaluate the impact of teacher professional development on student learning.

To ensure alignment of department goals and district goals, all district teachers collaborate during district-wide goal setting days offered to all departments which provides structured time for department teams to review progress on current goals and establish or refine growth goals for the following year which are aligned to district priorities and address the unique needs of each department.

Title III Professional Development
ESSA SECTION 3115(c)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Data:

SDUHSD reviews multiple measures to design, refine and enhance the professional development programs for teachers and other certificated staff. Staff has the flexibility to attend professional development hosted by the district or offered by outside agencies such as the county office of education and local experts. To identify professional learning needs, district and site leadership reviews:

1. both formative and summative student achievement data, disaggregated by race, gender, and student group to identify performance gaps.
2. school climate data from the California Healthy Kids Survey as well as local climate survey data to identify students social, emotional, health and safety areas requiring increased educator knowledge and skill.
3. family and community members' feedback and input gathered through survey data, informal feedback at stakeholder meetings as well we public comments during Board meetings related to assisting teachers, counselors and other certificated staff in meeting students' needs.

4. perception data gathered from staff, parents, students, and community members through various district annual surveys to inform professional development programs.

5. feedback from teachers on the annual professional development needs assessment survey to identify priority areas in which teachers wish to receive additional training and education.

6. process and impact data to measure the effectiveness of current programs and identify areas for improvement.

Content and Pedagogy:

SDUHSD's professional development programs include:

1. district-wide in-service days twice per year which provide structured time for departments to collaborate on best practices, instructional strategies, develop essential learning outcomes, and improve vertical alignment.

2. district-wide professional development days held twice throughout the year for each department and grade span which provides structured time to build teachers capacity to:

    -use curriculum frameworks,

    -implement the state content standards,

    -develop and use instructional materials,

    -use instructional technology that supports the teaching and learning of subject-matter content,

    -implement strategies to support a diverse classroom including English learners, students with disabilities, economically disadvantaged students as well as other disparate populations,

    -modify and scaffold instruction based on data and knowledge of how students learn and develop,

    -build flexible learning pathways and implement the Universal Design for Learning framework,

    -implement strategies to increase student engagement and connection to school, and

    -develop a well-balanced and appropriately differentiated assessment system.

3. district-wide goal setting days offered to all departments which provide structured time for department teams to review progress on current goals and establish or refine growth goals for the following year which are aligned to district priorities and address the unique needs of each department.

4. In addition to the district-wide professional development program, workshops are offered to target departments throughout the year. Training and support is provided to teachers of English Learners in the designated English Language Development courses quarterly to review best practices for supporting EL students across all content areas, provide assessment updates, review student achievement and language proficiency data, review EL and Redesignated Fluent English Proficient (RFEP) student progress monitoring systems, provide updates on federal and state accountability related to ELs and RFEPs, and review reclassification criteria and process.

Special Education teachers participate in district-wide core content department professional development days as well as Special Education specific professional learning days which provide structured time to build Special Education teachers capacity to collect and analyze student data, plan and implement transition activities, share best practices for effective instruction, and develop consistency across all schools with regard to curriculum and instruction for Special Education services.

5. Principals meet monthly with district leadership as a Professional Learning Community to develop their instructional leadership knowledge and skills. Assistant Principals also meet monthly with district leadership to refine their leadership skills and build their capacity to lead initiatives and mandates at their schools.

6. As part of the California Scale Up Multi-Tiered Systems of Support statewide initiative, the district will also provide trainings and workshops for staff on the district's continuum of Multi-Tiered Systems of Support as well as appropriate tiered instruction and intervention to meet the holistic needs of all students within the most inclusive learning environment.

In addition to planning and delivering teacher professional development workshops in collaboration with department chairs and coordinators, district Teachers on Special Assignments (ToSAs) provide coaching support for teachers in the areas of: implementing standards, developing a balanced assessment system, differentiating instruction and assessment, lesson planning, data driven decision making, use of instructional technology, and progress monitoring to provide wrap around support for teachers' professional learning.

Equity:
The district allocates funding to provide equitable access for all teachers within the district to attend professional learning opportunities. SDUHSD ToSAs provide ongoing individualized professional learning and coaching for teachers on implementing the Universal Design for Learning framework, implementing evidence-based instructional strategies that are responsive to students' diverse backgrounds and needs, and creating a culturally responsive and inclusive classroom environment. In addition, English Learner (EL) Lead teachers are provided at 7 district sites to collaborate with content area teachers on strategies to support the unique needs of ELs as well as support core content area teachers to build their capacity to differentiate between language proficiency and academic content knowledge. EL Lead teachers also serve as an expert to build teacher's ability to deliver language development instruction in all core content classes.

Site and district leadership meet monthly to review student achievement, language proficiency and school climate data disaggregated by race, gender, and student group to identify performance gaps and focus areas. The team also reviews data on programs in which target student groups are over or underrepresented. The team collaborates to explore root causes, systemic barriers to progress, and engages in solution based discussions.

Design and Structure:
Teachers engage in professional learning to build capacity to better identify and meet the unique needs of all students through participation in district-wide professional development, professional learning opportunities provided by local agencies and experts, use of the Professional Learning Community process, coaching and mentorship from district ToSAs and EL Leads, coaching and support from site administrators, and intensive training through the New Teacher Induction Program for new teachers to the profession.

Collaboration and Shared Accountability:
Site and district leadership meet monthly to review student achievement, language proficiency and school climate data disaggregated by race, gender, and student group to identify performance gaps

and focus areas. Site teams present similar data to their School Site Council and address the findings within their Single Plan for Student Achievement. The School Site Council gathers input from advisory groups representing English Learners, Students with Disabilities, and other disparate populations to inform a plan for addressing performance gaps and increasing student achievement. All site plans include professional learning and collaboration time for their teachers. At all district sites, teachers use the Professional Learning Community process to review evidence of student learning to inform instruction and assessment.

Resources:

The district utilizes multiple funding resources to develop a robust professional learning program for teachers and administrators which include federal, state, and grant allocations. Professional learning is recognized and prioritized in the district as an important practice for developing innovative and skilled teachers to improve student learning.

The district uses perception data gathered from annual stakeholder surveys as well as professional development surveys to identify priority focus areas and barriers to implementing effective Professional Learning (PL) programs. Funding is then allocated to meet staff needs and address barriers. Time has continually been identified as the biggest barrier based on staff feedback and progress monitoring of the current PL programs. To address this challenge, the district allocates funding per site based on enrollment and staffing to provide release time so teachers have time during the work day to collaborate with their colleagues, attend professional development workshops, and meet as Professional Learning Communities (PLC).

Resources are strategically allocated and monitored for use in target focus areas which are aligned to current district, state, and federal initiatives as well as staff professional learning needs. Resource allocations are evaluated each year to identify the impact on teachers' professional growth and student learning.

Effectiveness of the district's professional learning programs is measured using both formative and summative data. Sources are listed below.

1. Participants provide feedback through a self assessment of their growth in knowledge or skills after each district hosted professional learning session.

2. Teachers provide feedback on the effectiveness of their PLC groups using the district PLC survey.

3. Staff provides feedback on the quality and availability of professional learning on target topics through the annual stakeholder survey.

4. Teachers provide feedback on their individual and department professional learning needs via the professional development needs assessment survey.

5. Leadership reviews student achievement data to evaluate the impact of teacher professional development on student learning.

Alignment and Coherence:

The California Administrator Performance Expectations(CAPEs) and the California Teaching Performance Expectations (TPEs) are the standards by which all school leaders, district leaders and teachers are held. The district's evaluation process, forms and procedures are aligned to these performance expectations.

To further develop school leaders, principals meet as a Professional Learning Community group once per month. Their work most recently has focused on their development as instructional leaders by studying current research, receiving training from the county office experts and working collaboratively to create an instructional framework for what effective teaching looks like in the classroom as well as an instructional leadership framework to guide their work as the lead learner on each of their sites.

To ensure alignment of department goals and district goals, all district teachers collaborate during district-wide goal setting days offered to all departments which provides structured time for department teams to review progress on current goals and establish or refine growth goals for the following year which are aligned to district priorities and address the unique needs of each department.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

SDUHSD consults with and gathers input from stakeholders through ELAC and DELAC meetings, EL department meetings, and survey data to identify the most effective use of funds to meet the needs of immigrant students. Title III, Part A immigrant funds are braided with Title III, Part A LEP funds as well as state funding to provide a comprehensive holistic support program for district English learners and immigrant students.

Immigrant students make up a very small percentage of SDUHSD's student population. Students who are identified as immigrant are provided access to before and after school tutoring programs, summer remediation and enrichment programs, school social worker services, as well as school counselor led support groups.

As the district has seen an increase in enrollment of students who are new to US Schools and transitioning out of immigration detention centers, SDUHSD offers a Newcomers Academy to meet the unique needs of these students. The vast majority of these students are unaccompanied minors who cross the border without parents or guardians and are apprehended by immigration officials. Having often experienced abuse, violence and hardship on their journey, these students require intensive and specialized services to meet their academic, social-emotional, and mental health needs. Additionally, most unaccompanied minors arrive to SDUHSD with very little or inconsistent schooling and with a gap in their formal education of three or more years. The newcomer program must therefore include intensive academic supports to address gaps in math and literacy.

The students enrolled in this program are provided more targeted English language development and academic support and are monitored by the site EL Lead to track their basic English and literacy skills. Targeted supports provided include:

-sheltered classes
-frequent meeting with site EL lead throughout the year,
-access to a Spanish speaking counselor,
-extended time on assignments,

-supplemental instructional materials,
-bilingual dictionaries for translations,
-support classes, and
-students are placed into a cohort so they may take many of their classes together.

Supplemental instructional materials are provided to increase immigrant and EL students' access to the core content curriculum as well as improve student's language proficiency. Funding is also utilized to support professional learning opportunities for teachers which includes membership to the California Association for Bilingual Educators as well as opportunities to attend local workshops related to immigrant and EL achievement.

Title III Programs and Activities
ESSA SECTION 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Programs and services

Integrated English Language Development (ELD) instruction is woven into all core content courses. Core content area teachers have experienced intensive training on implementing the ELD standards as well as using target instructional strategies to improve outcomes for ELs. Additionally, SDUHSD offers a variety of supplemental specialized programs to meet the needs of English learners which include; high school Newcomers Academy for students who are new to US Schools, designated English Language Development (ELD) courses offered in a sequence of level 1 up to level 4, ELD support courses, Sheltered courses, and a middle school Dual Language Immersion program.

Over the last few years, SDUHSD has seen an increase in enrollment of students who are new to US schools and have limited or no English language proficiency. To better support these students, the district provided bilingual instructional aides at two distinct sites. The bilingual Instructional Aides assist core content teachers to provide bilingual instructional support, implement lesson plans, translate instructional materials, interpret information and/or modify materials. Additionally, the majority of the district EL Lead teachers are bilingual which allows theses teachers to communicate information about student progress and reclassification criteria in the student's primary language for Spanish speaking students and parents.

A specialized program called the Newcomers Academy is offered at La Costa Canyon (LCC) High School to support English Learners who are new to US Schools. The students enrolled in this program are provided more targeted English language development and academic support and are monitored by the site EL Lead to track their basic English and literacy skills.

Supplemental materials

SDUHSD continues to implement the Inside and Edge curriculum for all middle and high school English Language Development (ELD) courses. Consumable instructional materials for Inside and Edge are purchased each year to support ELD instruction and language acquisition skills. Supplemental materials such as Rosetta Stone licenses, Bilingual dictionaries, and Step Forward books are also purchased to support EL students with their progress towards learning English.

A comprehensive review of student attendance data and feedback from stakeholders revealed that transportation was a barrier for students to access the Newcomers Academy and attend school regularly. To address this need, the district provided bus passes for 40+ students to help increase their attendance.

Stakeholder Engagement

The district engages all stakeholders to gather input and feedback related to Title III, Part A activities as well as services and supports for English learners, Redesignated Fluent English Proficient (RFEP) students and immigrant students. Input and feedback is gathered through face to face meetings and survey data from the following groups; ELAC, DELAC, district EL staff, site administrators, district leadership, community agencies, instructional support staff, San Diego County Office of Education, as well as experts around the county. Meetings are held after school hours and child care and translation services are provided to increase attendance and participation. Materials for face to face meetings and all stakeholder surveys are translated into Spanish. Additionally, all sites engage their EL parent community to gather feedback and approval of their site Single Plan for Student Achievement (SPSA). Feedback is used to guide the goals and supporting actions, services and activities in the SPSA to provide supplemental instruction and support to ELs, RFEPs and immigrant students. English Learner progress data is shared with SSC, ELAC, DELAC, and school leaders each year in the process of reviewing and evaluating current Title III, Part A programs and activities.

Progress Monitoring

The district implements a progress monitoring system for all English Learners and Redesignated students. Progress is monitored using grade data, state and local assessment data as well student connection measures such as attendance and discipline records. To further measure student progress towards learning English, the district administers the LAS Links assessment twice per year, once in the fall to all EL students and again in the spring to EL students who did not score within the Proficient to Advanced range. This assessment allows staff to monitor students' progress and evaluate the effectiveness of EL and immigrant programs, instruction, and supports within the year. EL Leads use the results to measure growth and identify interventions and supports as needed. EL Leads work in collaboration with site counselors to make course recommendations based on a comprehensive student data review including attendance records, grades, assessment scores and graduation status (HS only). This practice promotes more informed decision making about student course placement as well as intervention needs.

Starting in the 2018-19 school year, the district will begin using an innovative progress monitoring software called Ellevation which will allow site EL Leads to more closely monitor student's academic, language fluency, and reclassification progress. The Ellevation system will also allow for more effective and timely consultation and communication with teachers and parents. The district uses a progress monitoring checklist to define reasonable and sustainable progress for EL students. This color coded document includes multiple measures of student success with specific measurable outcomes which define reasonable progress and at-risk factors. Progress is reviewed with each EL student twice per year or more depending on each student's needs. Progress is also shared annually with the family unless there are additional at-risk factors which require more intensive interventions be implemented and communicated to families.

SDUHSD site EL Leads are trained each year on how to implement the EL/RFEP Monitoring System. EL Leads are responsible for meeting with all EL students at least twice per year to review progress and make course recommendations based on each student's language proficiency level. Students

who demonstrate regression or failing scores in one or more areas are identified as at risk and are more closely monitored through an intervention plan developed by site EL Lead, student and parents. EL Leads are also available as a resource for teachers to answer questions, recommend strategies and develop interventions as needed.

Parent Training and Community Connections

SDUHSD continues to collaborate with our 5 feeder elementary districts to increase vertical alignment of our EL and RFEP monitoring systems as well as our reclassification criteria. During the 17-18 year, SDUHSD's EL team explored alternative options to improve our EL and RFEP student monitoring systems to better identify student's strengths and intervention needs. SDUHSD shared these resources with several feeder districts and will continue to collaborate on improving our partnerships to support our community of learners and families. SDUHSD also partners with our feeder schools to host parent workshops on a variety of topics including;

-gang prevention and juvenile delinquency,

-the power of education,

-how to discuss delicate topics with your student,

-drug, alcohol and addiction education,

-violence, bullying and dangers on the internet, and

-mental health, emotional intelligence and self-esteem.

The district uses feedback gathered from parents via the annual LCAP stakeholder survey to evaluate parent training events and identify future parent education and training needs.

English Proficiency and Academic Achievement
ESSA SECTION 3116(b)(2)(A-B)

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

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

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

One of the district's LCAP goals is to increase and improve outcomes for all English Learners. EL student progress towards obtaining English proficiency as well as academic progress are monitored through the LCAP. The district also tracks multiple other measures of student performance for ELs through the LCAP which include, graduation rates, discipline rates, and attendance rates. EL outcome data is disaggregated by site to identify high-needs schools. High needs schools are identified as those who demonstrate low and/or declining outcomes for ELs on the California School Dashboard as well as using a review of progress on LCAP metrics.

School sites are allocated additional funding and staffing based on the percentage of EL and low income student enrollment. School sites conduct a comprehensive needs assessment to identify the most effective use of their additional funding and staffing allocations to improve language proficiency and academic progress for ELs and underperforming students. High needs schools are provided more intensive support from district leadership which includes:

-training and guidance on the most effective use of resource allocations,

-coaching for teachers and administrators on best practices and evidence based strategies to support ELs,

-training and support for administrators on data driven master schedule development,

-review and study of current research with teachers and administrators on program models, curriculum delivery, instructional strategies, parent involvement, trauma informed practices, and improving social-emotional learning.

High needs schools also offer a double block of English language development instruction for EL students who are new to US Schools or who are not making reasonable academic or language proficiency progress.

All sites are required to engage their stakeholders and their EL parent community to gather input and feedback on the development of the Single Plan for Student Achievement (SPSA). As one component of the site planning process, the School Site Council (SSC) annually reviews progress on SPSA goals as well as reviews multiple performance measures. Based on goal progress and multiple measures of student performance including student achievement data and language proficiency data, school leaders in collaboration with their SSC, evaluate the effectiveness of current programs, supports and services and make changes to their site plan as needed with the goal of improving outcomes for all students. District leadership provides ongoing training and support to site administrators on developing a data-driven and compliant SPSA as well as best practices for running an effective and compliant SSC. District leadership monitors SPSAs to ensure alignment with the district LCAP and evaluate district provided supplemental allocations to confirm they are being utilized with fidelity.

As mentioned above, the district and all schools utilize a monitoring process to evaluate EL and Redesignated Fluent English Proficient (RFEP) student progress periodically throughout the year. SDUHSD monitors student progress for ELs to ensure they are on track for meeting all reclassification criteria within 5 years of enrollment in US schools. Progress is monitored using the district EL Monitoring System which includes student data on; grades, graduation status (HS only), and multiyear assessment scores (CAASPP, LAS Links, CELDT/ELPAC). SDUHSD also monitors student progress for all RFEP students for at least four years after reclassification. Progress is monitored using the district RFEP Monitoring System which includes student data on; grades, attendance, graduation status (HS only), and assessment scores (CAASPP, local assessments and informal class assessments). SDUHSD site EL Leads are trained each year by district leadership on how to implement the EL/RFEP Monitoring System. EL Leads are responsible for meeting with all EL students at least twice per year to review progress and make course recommendations based on each student's language proficiency level. Students who demonstrate regression or failing scores in one or more areas are identified as at risk and are more closely monitored through an intervention plan developed by site EL Lead, student and parents. EL Leads are available as a resource for teachers to answer questions, recommend strategies and develop interventions as needed.

TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

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

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Based on stakeholder feedback through the LCAP planning and development process, parents and students identified opportunities for enrichment and program equity as an area of need at SDUHSD's comprehensive high schools. To address this need, SDUHSD revised the bell schedule at both comprehensive high schools to allow students additional opportunities to complete more coursework. One of our comprehensive high schools, in collaboration with their stakeholders, developed and implemented an International Baccalaureate (IB) program to expand enrichment opportunities for students at LCCHS. Title IV funds are utilized to support staff trainings for effective implementation and progress monitoring of the IB program. Additionally, Title IV funds support professional development and training for IB teachers, counselors and administration on effective use of instructional technology to differentiate lessons and implement the principles of Universal Design for Learning. Additional trainings are provided to IB teachers to support the development of well-rounded students by focusing on the IB Learner Profile: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-takers, Balanced and Reflective.

In addition SDUHSD will begin to form a collaborative vertical partnership with local colleges to include, but not limited to, California State San Marcos and/or University of California San Diego, where students will gain insight and exposure to college and career opportunities.

The district will monitor program progress and the effectiveness of the use of Title IV funds by reviewing and analyzing multiple measures at LCCHS which include; IB enrollment, CA School Dashboard CCI results, graduation data, perception data through stakeholder surveys, and teacher feedback through professional development surveys and interviews.