

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

LEA name:

Solana Beach School District

CDS code:

37 68387 0000000

Link to the LCAP:

(optional)

<https://www.sbsd.k12.ca.us/Page/4841>

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 II, PART A

Supporting Effective Instruction

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.)*

ESSA Programs Solana Beach School District is applying for:

Title I, Part A
Title II, 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 strategy reflected in the LCAP.

The Solana Beach School District (SBSD) continually seeks to meet the needs of all learners as reflected in the SBSBD LCAP, goal 1 for 2019-20. SBSBD’s strategy for using federal funds is to increase the ‘Socioeconomically Disadvantaged’ student group performance to meet or exceed standards. SBSBD has focused Title I monies to our sites with ‘Socioeconomically Disadvantaged’ students to support literacy as a preventative measure. Highly-qualified, credentialed reading specialist teachers support additional targeted literacy instruction, and supplemental materials to support targeted instruction.

Research supports that when students receive targeted instruction in the area(s) where they are not meeting the standard, progress can be made. In addition, federal funds are used to support evidence-based professional learning of staff to support students.

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.

As a “Community Funded District”, federal funds will be used to supplement the core instructional program for the ‘Socioeconomically Disadvantaged’ student group. Research shows, a highly trained effective teacher can have a positive impact on student achievement, more than any other aspect of schooling. As such, the federal dollars will be utilized to support personnel who are highly trained to directly support the student group identified above. The teachers will provide additional targeted instruction and progress monitoring and adjust instruction to meet the needs of the student. In addition, federal funds will be utilized to invest in quality professional learning around evidence-based practices to support student learning.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. [(N/A if your LEA is a charter school or COE, or your district's educator equity data does not demonstrate disparities)]

THIS ESSA PROVISION IS ADDRESSED BELOW:

SBSD does not demonstrate disparities in our educator equity data. 100% of our teachers are appropriately assigned and fully credentialed (per SARC and Audit Reports). In addition, the Title I Comparability Report does not show a disparity amongst SBSD school sites. The average number of years of service for teaching experience at the school sites with students who are low-income and/or minority students is a little over 15 years, with the least senior individuals having at least 5 years of service. Teachers are evaluated per the District's Collective Bargaining Agreement, and data shows no teachers with these students have received an unsatisfactory evaluation. As a result, all students, including low-income and minority students are taught by effective, experienced teachers.

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:

SBSD promotes parent, family, and community engagement for all students, including Title I students and their families. SBSD has utilized the strategic planning process for district and school sites for 25

years. The process has been designed to ensure alignment between district and school site plans. Parents from every school site, with representation from School Site Councils (SSC), English Learner Advisory Committee (ELAC), and District English Learner Advisory Committee (DELAC) represent pupils and unduplicated pupils. Data is shared and analyzed during the strategic planning process to help determine next steps in programs and actions as it aligns to needs and goals. In addition to the District and Site Strategic Planning meetings, parents have an opportunity to participate in the LCAP Parent Advisory Group, the LCAP Input Survey, and the LCAP Community Forum. This past year was a year of transition, and the District will be revamping its strategic planning process next school year to continue to refine and strengthen the overall process. Nonetheless, communication and two-way engagement is critical to the success of our students. As a result, SBSD has taken action steps to ensure strong parent/family engagement.

The District has two Community Liaison staff members who assist in bridging connections between parents and the school site. The staff assists with communication, sharing and gathering information about community needs, surveying parents, and coordinating opportunities for parent education. When requested, the Community Liaisons accompany parents to parent/teacher conferences, site meetings, and assist with applications and forms related to school.

In addition, parent/teacher conferences occur at minimum twice a year, and are opportunities for communication of student progress, as well as site and classroom weekly communications. Other opportunities to understand the academic standards and expectations occur at the Back-to-School night. Surveying parents is an additional venue offered by each school site to gather input from parents. Whenever possible, communications are provided in the home language of the family.

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:

SBSD focuses Title I monies at three elementary sites with the highest percentage of students on the free and reduced-price school lunch program.

Additional targeted intervention supports and progress monitoring of the impacted students occur. Communication through parent/teacher conferences, as well as site and classroom communication support two-way communication.

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:

SBSD coordinates and provides transportation to McKinney-Vento students. A district school counselor or staff member is assigned to work with all families to support with the registration process, and site placement and services (e.g. translation – if applicable, transportation, and additional support services to assist with both academic and overall wellness).

Student Transitions

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable as SBSD is a K-6 district.

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:

Not applicable

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:

SBSD is part of the North Coastal Consortium Teacher Induction Program, and provides in-house mentors to support teachers through induction. The program assists new teachers clearing their preliminary credentials and welcomes them to our district and site teams. The program provides effective training, vetting, and retention of high-quality teachers. In addition to induction, the District provides ongoing professional learning grounded in evidence-based practices and the state standards and frameworks to further the application of deeper thinking and learning. As outlined in Goal 1 of the 2019-20 LCAP, Solana Beach School District provides professional learning for teachers, administrators, and support staff on the California Standards/Framework, technology integration, and instructional strategies to specifically address the needs of:

- English learners
- Students with disability
- Struggling learners
- Advanced learners

Districtwide professional learning is offered to all staff members in August, two weeks prior to the start of school, and is threaded through the entire school year. Monitoring the implementation of the professional learning, and impact on student outcomes occur through evidence gathered during learning walks, survey feedback, analysis of student data, and the evaluation process used for administrators, teachers, and support staff.

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:

Currently, SBSBD does not have schools identified needing Comprehensive Support and Improvement (CSI) activities or Targeted Support and Improvement (TSI) activities. Should this occur, SBSBD would prioritize funds to sites that have been identified needing CSI or TSI, as supported through the analysis of data and the LCAP stakeholder engagement process. Professional learning would be determined based on student outcomes and needs in relationship to progress made towards meeting state standards. Analysis of state and local assessments such as CAASPP, MAP, and district

benchmarks are some of the indicators that would be utilized to monitor progress, in collaboration with the site principal(s), teachers, appropriate support staff, and parents.

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:

Solana Beach School District utilizes state and local assessment data to monitor progress of student learning. State assessment data includes CAASPP/CAA (grades 3-6), ELPAC (grades K-6, if applicable), CAST/CAA CAST (grade 5), and the California School Dashboard data. In addition, SBSB utilizes local assessment data such as MAP tests and District Benchmark Assessments which are administered throughout the school year to support the progress monitoring of student learning. Analysis of the data occurs at the school and district levels and are shared at site meetings, through the strategic planning/LCAP process, DELAC, ELAC, and parent/community venues such as School Site Council/PTA/PTO meetings. As part of this collection of data, professional learning for teachers, support staff, and administrators is driven based off of the identified needs for students. Disaggregated data is analyzed to guide the responsible allocation of resources to ensure safe, productive learning environments for the best overall educator effectiveness.

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:

SBSD does not receive Title IV, Part A funds at this time, but we are applying on this year's CONAPP. If we receive funds, allocations will be focused to support safe and healthy students. As outlined in our LCAP, goal 2, overall student wellness is a priority, with a strong focus on the social-emotional wellbeing of students, which includes mental health supports for students struggling with appropriate behaviors. To support early intervention, a Social-Emotional Learning (SEL) Universal Screener will be administered to all students at least twice a year to identify students who may be at potential risk. To support early intervention, specifically as it relates to behavioral and verbal challenges, additional support services would be provided to identified students. Support provided would be determined through a multi-tiered system of support, comprised of site and district teams. The addition of school counselors to the broader SEL team will support in providing additional services identified. Additionally, to support progress monitoring the well-being of students, climate surveys administered to students, parents, and staff will continue, along with student focus groups.