

LCAP Federal Addendum System

Instructions, Strategy, and Alignment

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 Every Student Succeeds Act (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.

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 LEA must address the Strategy and Alignment prompts provided below. Please 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.

Response from Capistrano Unified:

Capistrano Unified School District's core program funded by State LCFF base funding provides a foundation for the education program including 180 days of instruction, class size ratios, safe and clean facilities, and business and human resource services.

State LCFF supplemental funding provides increased and improved services targeted to students who are

low-income, English learners and foster youth to increase academic achievement and college and career readiness. Supplemental funded services build on base services and focus on creating a multi-tiered system of supports. Services include school counseling, bilingual school liaisons, lower class size ratios in English language development secondary sections, and staff and materials to implement a multi-tiered system of supports and English learner program operations.

Federal funding is used to further build upon State supplemental funding to provide even greater support for under-served students. Title I provides enhanced support for students at 11 District schools with the highest low-income percentages. Title I schools conduct a comprehensive needs assessment by analyzing assessment data and input from staff and parents to determine areas of focus to increase student achievement. Proposed research-based actions and strategies to intervene are developed by the principal and site leadership team and reviewed with School Site Council for further input and approval. Technical assistance with research and evidence-based actions and strategies and best practices is provided to school sites by District curriculum specialists, instructional coaches, and administrators. School plans are annually evaluated, refined and updated, and approved by the school board prior to the start of the next fiscal year. Title I actions and services build upon State base and supplemental services and provide additional time for instruction through after school and summer intervention programs, after school one-on-one tutoring, supplemental digital learning hardware and electronic learning programs, and additional staff to support classroom instruction and intervention programs. Title II supports supplemental professional learning for teachers and school site leaders, teacher induction, and Additional Targeted Support and Improvement (ATSI) schools. Title III is used to supplement English language development and support academic achievement for students who are English learners by providing school site teacher advisers for English language development programs, parent education programs, and additional intervention programs. Title IV funding supports supplements in the areas of well-rounded education, safety and technology through additional college guidance and test preparation programs for low-income students, cultural proficiency, Positive Behavior Intervention and Supports (PBIS) , and Restorative Practices training, and elementary Science, Technology, Engineering, and Math (STEM) labs.

Various stakeholders groups including parent committees, Principals, high school students, and classified and certificated bargaining units provide input and ongoing consultation in the development of the Local Control Accountability Plan (LCAP) each year. District Directors and Principals also engage stakeholders regarding decisions about the use of federal funds. Information on research and evidence-based practices is provided to Title I School Site Councils, Title I Parent Committee, and District English Learner Advisory Committee (DELAC) to advise on the best use of federal funds to further supplement the District's major initiatives. There is a annual cycle of action, reflection, and revision to support continuous improvement.

The District engages in meaningful consultation with non-profit private schools to offer equitable services that address the needs of nonprofit private school students and teachers. District staff schedule two in-person meetings annually to review program requirements and assist with implementation procedures. Staff are also available on an ongoing basis by email and phone to support private school participation in the Title I, II, III, and IV federal programs.

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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.

Response from Capistrano Unified:

The District has several procedures in place to increase communication and collaboration which support the alignment of local, state and federal funds. The Education Services and Student Support Services leadership teams have collaborated to create a clear and focused theory of action which is a multi-tiered system of supports. Staff from school site grade level or department to District departments and divisions work in Professional Learning Communities (PLCs) and use data and assessments to drive change for increased outcomes for students so that all students can be college and career ready. Regular weekly and monthly meetings are scheduled with and between teachers, curriculum specialists, school site administrators, and District leaders to support ongoing communication and collaboration to continue to engage in and refine this work.

Directors who provide input into the development of the District's LCAP and oversee federal grant programs meet weekly so there is constant communication and articulation. Actions for all students are funded by state base funds. Actions principally targeted to low-income, English learners and foster youth are funded with LCFF Supplemental funding, and actions to further supplement those for low-income students are funded by Title I. Actions to further supplement those for English learners are funded by Title III. Additional professional learning to support Additional Targeted Support and Improvement (ATSI) schools are funded by Title II. Additional actions to further support college guidance for low-income students, cultural proficiency, Positive Behavioral Intervention and Supports (PBIS), Restorative Practices, and STEM labs are funded with Title IV.

The District's LCAP goals are aligned to the eight State Priorities and focus on teaching and learning, communication, and facilities and learning environments. LCFF Base funding is focused on core actions for all students, LCFF Supplemental funding is focused on targeted support for students who are English learners, low-income, and foster youth. Federal funding is used to provide further support to under-served student groups.

APPROVED BY CDE

Instructions, Strategy, and Alignment Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Stacy Yogi

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LCAP Federal Addendum System

Title I, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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).

Response from Capistrano Unified:

The District uses a variety of strategies to implement effective parent and family engagement activities including implementing the District's Parent and Family Engagement board policy and each school site's policy and Parent-School Compact. The implementation of each of these encourages and provides practical ideas on how parents can be involved. The District holds an annual Title I Parent meeting with representatives from each Title I school. The Parent and Family Engagement policy is reviewed and input on ways to involve parents and reduce barriers is taken. Suggestions are shared with principals and implemented. Each Title I school also holds an annual Title I Parent meeting. Principals share information about the school's participation in Title I, programs and activities which promote parent and family engagement, and how to reduce barriers to greater participation by parents. The school's Title I Parent and Family Engagement policy and compact is reviewed for input and revised as needed. The policy and compact are distributed to parents in each school's first day packet. District staff, principals and teachers provide information to parents on a variety of topics such as State standards, assessments (including CAASPP and local assessments) student progress, and interventions and supports at regularly scheduled parent conferences, and a variety of meetings including Student Success Team (SST) and Individual Education Program (IEP). Progress reports/report cards are provided each trimester in elementary and at the semester at secondary. Secondary also provides 6 and 12-week progress reports and daily digital

communication so students and parents can review due dates, missing assignments and grades. The District has contracted with the Parent Institute for Quality Education (PIQE) which is offered in English and Spanish at locations across the District. District staff have shared documents such as the Family Engagement Framework in English and Spanish with school principals. Staff have reviewed the information from the document to enhance activities at the District, schools, and home. District staff and principals share the information with their teachers, support staff, and parents at District English Learner Advisory Committee (DELAC), English Learner Advisory Committee (ELAC), School Site Council (SSC), Title I and other meetings. District staff collaborate with a variety of programs to support parents in more fully participating in the education of their children including local Head Start programs to increase the number of students participating in State preschool programs, as well as local Family Resource Centers (FRC) for counseling and parent education classes. The District ensures that information related to school and parent programs, meetings, and other activities is sent by the District and school sites to parents in multiple ways including in-person, digitally, and hard copies. Schools with 15% or more English learners, translate documents into Spanish and send information in both English and Spanish. Translators are available at meetings. The District has a new FRC which provides parents with information in-person as well as online on a variety of general and special education topics. Parenting workshops are offered in English and Spanish. District staff have open communication with parents and accommodate requests to support parent involvement activities such as paying for fingerprint clearance fees for low-income parents to be able to volunteer and assistance with parent portal registration. District and school staff provide translation and interpretation services to allow parents to understand and more fully participate in their child's education. Each school site has a bilingual school liaison available to translate documents and interpret at a variety of meetings. IEP documents are translated into Spanish and interpreters are available during meetings and parent conferences. District staff have aligned parent engagement with the LCAP stakeholder engagement process. Staff engage a variety of parent stakeholder groups including DELAC, ELAC, Special Education Advisory Committee, the LCAP Parent Advisory Committee, and the Preschool Parent Advisory Committee. Staff meet with these groups annually, some multiple times to gather input, share documents, and solicit feedback.

CSI and ATSI plans are integrated into the School Plan for Student Achievement (SPSA). The SPSA is revised each spring in collaboration with each school's leadership team and School Site Council (SSC), comprised of parent and staff representatives, as well as students at the high school level. The SSC is also the advisory committee that approves the SPSA. In addition to the SSC, other parent groups such as the Parent Teacher Student Association (PTSA) and English Learner Advisory Committee (ELAC) are engaged for plan components such as a needs assessment and development of actions and expenditures.

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

Response from Capistrano Unified:

The strategy the District will use to implement effective parent and family engagement is to outreach to all parents and guardians to engage in meaningful consultation regarding programs. The District will also jointly develop and distribute a written parent and family engagement policy regarding expectations and objectives for meaningful parent and family involvement. The District will reserve at least one percent of the Title I allocation to assist Title I schools in carrying out parent engagement activities. All Title I schools will have a school parent and family engagement policy, convene an annual meeting, offer a flexible number of meetings, involve parents in the planning, review and improvement of the policy and schoolwide program

plan and activities. All Title I schools will also jointly develop with parents a school-parent compact outlining the shared responsibility for improving student academic achievement. The District and Title I schools will also provide assistance to parents in understanding State standards and assessments and their child's progress. The District and Title I schools will also provide materials and training to help parents with their children to improve achievement. The District will provide training and technical assistance to principals, teachers and specialized instructional support staff on the value and contribution of parents, how to reach out and communicate with, and coordinate parents programs. The District will also coordinate and integrate parent involvement programs and activities with other federal, state and local programs to support parents in more fully participating in the education of their children. The District will ensure that information related to school and parent programs, meetings and activities are sent to parents in English and Spanish. The District will also provide reasonable support for parental involvement activities as parents may request.

Input is gathered from parents at annual Title I parent engagement and Community Advisory Committee (parents of students with disabilities) meetings where parents discuss ways to increase parent involvement and how the District can help to support overcoming any barriers to participation. District staff also work with the San Diego County Office of Education Migrant program staff to support service plan agreements and access to resources to increase parent involvement of parents who are migrant workers. That input and information is shared with the LCAP development team so goals and services can be aligned to support the outcome of increased parent involvement.

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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.

Response from Capistrano Unified:

SWP: Describe SWP here, if SWP does not exist type "N/A"

All of the Title I schools have gone through the process to operate schoolwide programs. All schools have completed an initial comprehensive needs assessment inherent in the requirement for a schoolwide program. A comprehensive needs assessment is done annually as State test data, CA School Dashboard data, and school staff and parent survey and other data is received. Data is analyzed to determine areas of focus to increase student achievement. Proposed research-based actions and strategies to intervene are developed by the principal and site leadership team and reviewed with School Site Council for further input and approval. Technical assistance with research based actions and strategies and best practices is provided to school sites by District curriculum specialists, instructional coaches, and administrators. School plans specifying actions and strategies tied to expenditures are annually evaluated, refined and updated, and approved by the school board prior to the start of the next fiscal year. Title I actions and services provide additional time for instruction through after school and summer intervention programs, after school one-on-one tutoring, supplemental digital learning hardware and electronic learning programs, and additional staff and professional learning to support classroom instruction and intervention programs.

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

N/A

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

N/A

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Address the ESSA provision:

SWP: Describe SWP here, if SWP does not exist type "N/A"

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

Save All and Continue

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.

Response from Capistrano Unified:

N/A

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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.).

Response from Capistrano Unified:

The District currently serves approximately 3,000 homeless children and youth.

1. Enrollment - The District provides services to support homeless children and youths with enrollment by having the Title I Homeless set-aside fund a Homeless Liaison who provides training to school staff including attendance clerks, registrars, counselors, academic advisors, bilingual school liaisons, and teachers about the McKinney-Vento homeless student rights to maintaining enrollment at the school of origin and eliminating enrollment barriers such as a lack of documents. The Homeless Liaison also

facilitates enrollment by collaborating with homeless liaisons and child welfare staff from other districts when students move outside of the attendance boundaries to eliminate barriers such as interdistrict transfer paperwork.

2. Attendance - The District provides services to support homeless children and youths with regular school attendance by having the Homeless Liaison collaborate with staff from Food and Nutrition Services and Transportation to ensure that homeless students are offered free lunch (and breakfast where available) and transportation on school bus routes if needed. If school bus routes are not available and transportation to and from school is needed, the homeless liaison offers bus passes on city transit routes or mileage reimbursement to support regular attendance.

3. Success - The District provides services to support homeless children and youths with school success by having the Homeless Liaison and school site academic advisors work together to identify students in need of academic tutoring. Students who are not meeting the standards and/or have D's and F's in core academic subjects are referred for one-on-one tutoring services. In addition, school staff and the Homeless Liaison identify homeless students in need of school clothing, shoes, backpacks, and/or school supplies and these items are provided through Title I Homeless funding or donations. The Homeless Liaison also partners with community-based agencies such as local shelters, food banks, and homeless prevention agencies to provide information and referral services to families in need.

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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.

Response from Capistrano Unified:

Title I funding is used to provide additional supplies and materials for infants and toddlers of high school students attending a Title I alternative high school. This program provides a high-quality early childhood education to increase school readiness and allows the teen parents to have regular attendance at the alternative high school. The District's Early Childhood Education department oversees the program's goals, learning activities, curriculum, instruction, environment, student progress and parent communication.

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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.

Response from Capistrano Unified:

The Title I middle school provides a summer orientation program for all incoming 6th grade students. Eighth grade students participating in the Advancement Via Individual Determination (AVID) program attend high school tours in the spring. AVID classes also participate in a lot of college and career education, particularly which colleges are best fits for which careers. All high schools have a link crew orientation for incoming ninth graders shortly before school starts. High schools also do a showcase for incoming freshmen and their

families. The Title I middle school also recently entered into a joint agreement with the University of California at Irvine (UCI). One component of that agreement is that 35 first generation college bound students go to the UCI campus each week to work with undergraduate math students. There is a parent education component to the program as well.

The Title I alternative high school works with Saddleback College (the local community college) to support student transition in several ways:

- a monthly Lunch & Learn field trip is offered where interested students visit a specific department, get a tour, meet the professors, and learn about the programs within the department.
- quarterly, graduating students visit Saddleback to complete the matriculation process
- quarterly, a FAFSA night is held at the school with Saddleback College personnel.
- a Saddleback College course is offered on-site at the high school.

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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.

Response from Capistrano Unified:

(A) The District does not use Title I funds to identify or serve gifted and talented students.

(B) Some Title I elementary schools use Title I funding to provide additional time beyond the base allocation provided by the District to all schools for the library media technician to implement library services that improve academic achievement for students. Services include:

- reading aloud to students during class visits
- opening the library during recess time for students to do homework and read
- helping students find books aligned to their independent reading level
- reading individually with students
- ordering high interest library books geared toward struggling readers
- adding digital literacy time with the added library Chromebooks accessed by students during recess and lunch
- keeping the library organized and clean to encourage student use
- grant writing for new books
- community outreach and partnerships with local community college to bring in readers
- organized reading incentive programs
- processed donated books and linked with Accelerated Reader program

Other Uses: Optional Reservations

The District utilizes an optional reservation for Title I funded professional learning to hire two Title I instructional coaches who provide support to teachers and administrators at nine elementary Title I schools. Instructional coaches are trained in a variety of areas such as State standards, great first instruction, MTSS, foundational skills, writing; cognitive coaching, Professional Learning Community (PLC) protocols, English

language development, digital literacy, and DIBELS/IDEL and provide professional learning through demonstration lessons, co-teaching, training, and coaching.

APPROVED BY CDE

Title I, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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Stacy Yogi

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LCAP Federal Addendum System

Title I, Part A, Educator Equity

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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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.

Response from Capistrano Unified:

The District downloaded the following 2017-2018 reports from Dataquest: Enrollment Data, Low-Income Students, Minority Students, Teacher Workforce, and Inexperienced Teacher. The District also reviewed local data including the names and school locations of ineffective teachers and out-of-field teachers. Staff involved in the analysis of the Dataquest and local data represented Human Resources, Technology and Information Systems, Assessment and State and Federal Programs. There were no disparities found which resulted in low-income or minority students being taught at higher rates by ineffective/misassigned, inexperienced, or out-of-field teachers.

Staff listed all school sites in order from highest to lowest percentage of minority students on one sheet and low-income percentage on another sheet. The percentage of inexperienced (first or second year staff) teachers was added to each sheet. Local data revealed that six schools had one teacher each who met the criteria for ineffective/misassigned and/or out-of-field. That data was added to each sheet. Staff analyzed the data to look for patterns across the whole span of each of the distributions. Staff found that there was no pattern showing that as low income percentages rise that the percentage of inexperienced teachers rises

and there was no pattern of this for minority student percentages as well, therefore, there was no positive correlation between an increase in low income percentage and an increase in the percentage of inexperienced teachers and there was no positive correlation between an increase in minority student percentage and an increase in the percentage of inexperienced teachers. Staff also found that there was no pattern showing that as low income and minority percentages rise that the number of ineffective/misassigned and/or out-of-field teachers increase and there was no positive correlation between an increase in low income and minority percentages and an increase in ineffective/misassigned and/or out-of-field teachers.

There were no disparities and no equity gaps were found, therefore, no additional stakeholder engagement or actions were needed.

*Direct funded charter schools (Capistrano Connections Academy, Community Roots Academy, Journey, Opportunities for Learning, and Oxford Preparatory Academy) were excluded from the District's analysis since they hire and place their own staff.

APPROVED BY CDE

Title I, Part A, Educator Equity Contact

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Contact Name

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LCAP Federal Addendum System

Title II, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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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.

Response from Capistrano Unified:

New teachers are provided two years of intensive support from the District's Teacher Induction Program. Mentor teachers are identified and assigned to each candidate to help them in identifying their system of support and professional learning relevant to their job placement. Throughout the two-year program, teachers engage in continuous learning cycles of inquiry in order to demonstrate growth and proficiency toward the CA Standards for the Teaching Profession. These cycles of inquiry are supported by District provided professional learning opportunities and resources. Throughout their careers, all teachers participate in District provided professional learning relevant to their job placement. Annually, teachers participate in two full days of learning as they work to further strengthen their Professional Learning Community (PLC). Additionally, the District holds a Summer Professional Learning Academy (PLA) just prior to the new school year. The PLA offers a multitude of professional learning topics as well as support for better understanding newly adopted materials. Throughout the school year, professional learning opportunities are accessible to all teachers via an online learning platform. These opportunities may be available in-person, online, or in a hybrid format. Opportunities for advancement are supported by the District's annual Professional Growth (PG) Fair where local colleges and universities participate. All

employees of the District are invited. Examples of available opportunities for advancement include masters programs, doctoral programs, and additional credential programs. New principals are supported by mentor principals. All principals participate in ongoing professional learning through the Capistrano Unified Management Association (CUMA). CUMA annually provides intensive professional learning opportunities just prior to the beginning of the school year as well as an additional one-day learning event. New school leaders are provided the opportunity to participate in the District's job-embedded Administrative Services Clear Credential Induction Program during their first two years as a school leader. Administrative coaches, with previous experience similar to each candidate, are identified and assigned to the new school leader enrolled in the program. Throughout the two-year program, each candidate receives individualized guidance from their coach as he/she works to show mastery of all CA Professional Standards for Education Leaders (CPSEL). District professional learning opportunities are in place and accessed as needed to support the candidate in these efforts. Similar to principals, other school leaders participate in all CUMA professional learning opportunities including the summer academy and the CUMA learning events. All District-provided professional learning is available to not only support current roles but also support advancement opportunities. The District has developed an online professional learning management platform that collects data for all District-wide professional learning activities. An electronic survey is sent to participants immediately upon completion of the class. The survey is based on the established professional learning quality standards. This data is reviewed by each sponsoring department, and used to make decisions regarding future learning opportunities. All learning opportunities are linked to improved student outcomes. The professional learning guiding principles and practices model the District defined Great First Instruction that is expected in every classroom. The Great First Instruction model is based on the Sheltered Instruction Observation Protocol (SIOP), which is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. All approved professional learning opportunities must include a plan for follow-up support and sustainability of practices. Additional learning opportunities are provided to ensure practices are acquired, implemented, reflected upon, and improved. The District is moving toward hybrid professional learning with in-person learning followed up by ongoing online interaction and support. The professional learning guiding principles and practices include peer to peer interaction, and are based on the professional learning community model. The District goals and priorities, aligned to the LCAP goals and State priorities drive the decisions and resource allocation dedicated to professional learning. The professional learning system is designed to close the achievement gap, and reinforce District and school priorities. The CA School Dashboard data and the results from the management platform are examined. The District utilizes the Plan, Do, Study, Act continuous improvement process at all levels.

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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).

Response from Capistrano Unified:

The District determines funding among the schools it serves based on the LCAP plan and priorities. Data is examined and proposals are submitted to close the achievement gap and support a Multi-Tiered System of Support.

Stakeholders are provided multiple opportunities to provide input and feedback aligned to Title II spending. Stakeholder survey data is collected and utilized by the LCAP Planning Committee, LCAP Parent Advisory Committee, PLC Implementation Committee, Private Schools, Collective Bargaining Teams, PK-12 Principals and District Instructional Leadership Team.

As State assessment and CA School Dashboard data is released each year, staff analyze the data to determine strengths and areas of need. Each spring, a budget development process occurs where Title II actions and strategies are revised to target high needs schools to continually improve student outcomes.

The District coordinates Title II, Part A activities with other strategies, programs, and activities by providing on-going professional development for major District initiatives to enhance implementation fidelity to increase academic achievement. Major District initiatives include the adoption of science curriculum aligned to Next Generation science standards, professional learning communities, early literacy screening, transition to full-day kindergarten, math screening, and science and technology labs. Teachers also receive training in curriculum and instruction related topics such as Universal Design for Learning (UDL) and differentiation. In addition, teachers are provided training for the subject matter competency test. Title II funding helps provide on-going professional development for teachers and principals in these areas.

Schools in CSI and ATSI and schools above 38% of students eligible for free or reduced price meals receive extra professional development support through more intense support on District initiatives. School Leadership Teams are provided with direct instruction and consultation to support the examination of school-wide data and key indicators. Teacher substitutes or additional assignment hours are provided so the School Leadership Teams can analyze subject matter data by grade level and content area. Staff meet each semester with Principals to develop and monitor the professional development plan in support of progress towards school goals.

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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.

Response from Capistrano Unified:

The LEA examines California School Dashboard, Stakeholder Surveys, and Truenorthlogic Professional Learning Data to evaluate Title II spending. Districtwide data is evaluated yearly. Sponsoring departments have the ability to examine professional learning data in real time, immediately following an event.

Stakeholders are provided multiple opportunities to provide input and feedback aligned to Title II spending. Stakeholder survey data is collected and utilized by the LCAP Planning Committee, LCAP Parent Advisory Committee, PLC Implementation Committee, Private Schools, Collective Bargaining Teams, PK-12 Principals and District Instructional Leadership Team. Program proposals for all improvements related to LCAP and student achievement goals are examined collectively.

Smarter Balanced Assessment data (All Students and student groups) and teacher feedback data is analyzed to evaluate the effectiveness of Title II expenditures. Content of professional learning and the professional learning design is revised based on the outcomes of this analysis. Most recently, data analysis

was used to reduce the number of teacher release days, increase online and after school options for support, as well as modify content of PLC professional development.

Smarter Balanced Assessment and CA Healthy Kids Survey data is analyzed yearly. Teacher survey data is analyzed after every professional learning opportunity as well as annually as a summary by department.

Staff consult with various stakeholder groups to update and improve Title II-funded activities. Title I Principals are consulted during bi-monthly meetings and parent groups such as the LCAP Parent Advisory Committee assist with the identification of needs so staff can then respond with training. On-going monthly meetings occur with the Teachers' Union Bargaining Representatives to evaluate teacher professional learning support and to provide recommendations to improve teacher support. Monthly meetings with the Classified Union in collaboration with the Student Support Services department are utilized to examine employee survey data and to coordinate training content and delivery methods for paraprofessionals and other specialized support groups. Regular collaboration occurs with community groups to identify STEAM curriculum and training.

Title II funds are used to support professional learning through memberships and programs which target schools with higher percentages of socio-economically disadvantaged students. Title II funding also supports the Human Resource Services on-boarding plan to effectively train and support new teachers and administrators.

APPROVED BY CDE

Title II, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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LCAP Federal Addendum System

Title III, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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.

Response from Capistrano Unified:

School site teacher advisors meet quarterly with District leadership to address both instruction and compliance related to services for English learners. Topics include integrated and designated English language development instruction, content area instruction, ELPAC and alternate assessments, and reclassification and ELAC guidance. Information is also provided on serving English learners with IEP's. School site instructional leadership and teachers work with District Instructional Administrators to focus on best practices, differentiation, and content standards. School site teacher advisors participate to ensure differentiation to meet the linguistic needs of English learners. Administrators also receive training during principal professional learning community meetings.

English learner program staff meet with teachers by grade level and/or entire staff during collaboration meetings to provide support with implementation of ELD standards and use of adopted curriculum. Personnel from each school site including teachers and administrators receive annual training on standardized ELPAC administration procedures and materials. This staff signs the affidavit and administer the assessment at their sites.

District Administrators, Curriculum Specialists, Instructional Coaches, and site teacher leaders participate in specific trainings including but not limited to foundational literacy skills, Professional Learning Communities, CA Reading and Literature Project, and Accountability Leadership Institute to support teachers with enhancing instruction to support English learners.

English learner program staff support individual school site needs such as disaggregating data for English learner instruction, clustering students for instruction, and use of effective instructional strategies.

Quarterly meetings provide an opportunity for on-going reflection, discussion, and collaboration.

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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.

Response from Capistrano Unified:

Supplemental language and literacy activities are provided to immigrant students through an online electronic learning program called Imagine Learning. The program provides primary language support in a variety of languages that supports students with acquiring English language skills. Students use the software during school hours and at home, if they have access to the internet. The District also contracts with a tutoring provider to provide one-on-one individual academic tutoring in core subjects and supplemental English language development. Parents of immigrant children and youth attend a parent meeting to learn about the tutoring services prior to services starting. Supplemental curricular materials such as In the USA (elementary) and Inside the USA (secondary) are also used in school individually or flexible groups.

The Director and Coordinator working with the immigrant program regularly consult with teachers at quarterly advisory meetings and emails, specialized support personnel such as Bilingual school liaisons through bi-monthly meetings, and parents at quarterly DELAC meetings.

When Title III, Part A Immigrant funding is not available, students are supported with actions and strategies funded by Title III, LEP and LCFF Supplemental funding. Some program activities can still be sustained with non-consumable materials.

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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.

Response from Capistrano Unified:

Staff ensure Designated ELD is provided daily for students at their language level. District uses State approved instructional materials for ELA/ELD, with comprehensive Designated ELD aligned to the ELA curriculum. Students in middle and high schools are clustered in content classes by language proficiency to ensure Integrated ELD is delivered within their content courses. Professional learning to support English learners in content areas is provided for curriculum leaders and teachers to support Districtwide growth in this area.

District administrators schedule classroom walkthroughs with site administrators to observe the ELD instruction. In elementary, Principals and Assistant Principals collect the classroom schedules with the Designated ELD time-frame. In secondary, the course rosters are evidence of clustering of students by English language proficiency level in content area courses. EL Teacher site representatives use ELPAC and Smarter Balanced Assessment data for EL course placement.

Supplemental Title III funded activities include AVID Excel in middle school to assist long-term English learners by accelerating language acquisition, developing literacy, and placing students on the path to high school AVID and college-preparatory coursework. Title III will also fund Parent Institute for Quality Education (PIQE) parent education program to support parents with knowledge and skills to collaborate with school staff to support children with academic achievement and college preparedness.

APPROVED BY CDE**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.

Response from Capistrano Unified:

Chromebooks will be purchased for secondary classrooms to enhance ELD instruction. Use of Chromebooks will support digital literacy skills needed to meet academic standards.

Imagine Learning software will be purchased for newcomer students to participate in additional language and literacy skill practice after school hours.

A two-week Summer AVID Excel bridge program will be implemented to teach students academic vocabulary building, writing applications and oral language development.

Inside the USA and In the USA supplemental materials will be purchased for newcomer students to teach basic language and literacy skills.

APPROVED BY CDE

Title III, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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LCAP Federal Addendum System

Title IV, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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.

Response from Capistrano Unified:

A leadership team comprised of teachers, coordinators, directors, executive directors, assistant superintendents and associated superintendents from Education Services, Student Support Services, Technology and Information Systems, and Human Resources met to review Student Support and Academic

Enrichment grant non-regulatory guidance regarding goals, examples of allowable uses of funds, and program requirements. Staff also met with school principals, certificated bargaining unit leadership, parents of American Indian students, and non-profit private school officials to provide meaningful consultation regarding the SSAE program.

Staff conducted a needs assessment to determine areas for improvement. Student group data from the CA School Dashboard indicators (College and Career, Suspension Rate, Graduation Rate, English Language Arts, Mathematics, and Chronic Absenteeism) was reviewed to identify strengths and gaps.

Through the needs assessment, it was found that equity to access to well-rounded educational opportunities including college and career supports was needed to better support students from low-income households. Activities such as college entrance test preparation, attendance at college fairs and college tours, and college and career counseling services were identified as actions to provide increased support to students. It was also found that although student access and participation in Advanced Placement (AP) courses was increasing, there was a need for high school teacher training for teachers teaching AP courses. AP teacher training was identified as an action for SSAE funding. The allocation for well-rounded education activities is \$73,046.

Through the needs assessment, it was found that additional supports for non-punitive measures was needed to increase a positive school climate and reduce suspension and chronic absenteeism rates. Activities such as additional teacher and counselor training on Positive Behavior Intervention Supports (PBIS), cultural proficiency, and Restorative Practices were identified actions. The allocation for safe and healthy students activities is \$141,417.

Through the needs assessment, it was found that equity to access to elementary science and technology labs was needed. Activities such as teacher training on the implementation of a science and technology lab and supplies and materials to increase students' digital literacy skills were identified. The allocation for effective use of technology activities is \$103,835. No more than \$15,575 (15%) will be used for devices, equipment, software applications, platforms, digital instructional resources and/or other one-time instructional technology purchases.

The program objectives and intended outcomes are:

- increase percent of students who are socio-economically disadvantaged who are enrolled in public post-secondary institutions
- decrease bully logs/reports
- decrease suspension rate
- have Innovation/STEM labs on each elementary school campus

District staff will conduct an annual evaluation on the effectiveness of the actions and services and make adjustments as needed to increase outcomes for students.

APPROVED BY CDE

Title IV, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via

email.

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