

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

LEA Name

Palo Alto Unified School District

CDS Code:

43 69641 4335782

Link to the LCAP:

(optional)

<https://www.pausd.org/financial-services/local-accountability-plan-lcap>

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

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

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

Instructions

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

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

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

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

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

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

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

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.

PAUSD strategy for using federal funds is to increase low income and English learner student performance to the proficiency level. PAUSD has focused Title One monies to the elementary site with a focus on literacy as a preventative measure. PAUSD data reveals that the gap between low income students and their counterparts begins at the elementary level. PAUSD uses federal funds to provide supplemental funding to elementary sites with the highest percentage of low income students. Another strategy that PAUSD employs is to provide college readiness opportunities and resources to low income families at the high school level. PAUSD has dedicated counseling staff at both high schools and summer programs designed to promote college readiness through application support, transition from middle to high school, how to navigate college requirements and turning in all required forms. The PAUSD English learner program has been very successful in closing the performance gap. PAUSD plans to continue the current plan of having strong newcomer supports along with targeted supports to prevent long term learners at the middle school.

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.

The district supplements reading intervention programs by offering after school interventions and supplemental Reading teacher support at Title One sites. All sites are funded for Reading Specialists per enrollment numbers. Sites used Title One funding to increase Reading Specialist time for greater services. The district uses Title One funds to provide after school tutoring for low income students at elementary sites, and tutoring for low income students at the high school level. Title One funds have also been used to have low income students take the ACT during the school day at their respective high schools with access to ACT resource materials and a study class offered on Saturdays. Increased services for English Learners include primary language aides in the mainstream classroom to assist elementary students access core content areas. At the middle school level the primary language tutors attend math and science courses with students to provide translations. English learner coordinators and teachers coach mainstream teachers on English learner strategies and provide co-teaching in classes with larger English Learner populations.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

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:

Under the Title One Comparability Report, PAUSD does not show a disparity among sites. PAUSD has met all highly qualified teacher requirements. All Title One sites have fully credentialed teachers on staff.

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:

PAUSD promotes parent, family, and community engagement in the education of Title One Students:

The district has hires bilingual district family engagement specialists to do outreach to parents of English Learners, aTitle I and Tinsley students. The parent liaisons are placed at all sites and support parents to find community resources, hold parent workshops and gather information about community needs. Translation services at all district held events, paper mailings and home visits are coordinated by district parent liaisons. When requested Parent Liaisons accompany parents to teacher conferences, site meetings, and assist with applications, forms and understanding parent notifications regarding report cards, assessments, and other school related materials

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:

PAUSD focuses Title One monies on four elementary sites with the highest percentage of students on the Free and Reduced lunch program.

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:

PAUSD provides transportation and afterschool tutoring to McKinney-Vento students. A district social worker is assigned to work with all families from the registration process, placement and services such as; translation, transportation and tutoring.

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:

Palo Alto Unified District conducts a High School Freshman Summer Bridge Program, which inspires and motivates students to create college plans, reach their full potential and build skills critical for high school. The program does not run on an intervention model but focuses on leveling the playing field for targeted youth in the community. The program serves Title 1, and Title 3 students. Also, as Palo Alto is part of a desegregation order (VTP) all students under this order are invited to attend. It is a summer school program for rising 9th graders that supports improving their critical thinking skills in reading and writing, Algebra readiness and building college awareness and improving study skills. Students are placed in small groups that will rotate between three classes: English, math and college readiness guidance that runs for 15 days.

RISE UP Exiting Seniors:

Realizing Individual Success in Education for Undergraduate Preparation is a summer school program that supports students who are the first in their family to attend college. Students were identified by the annual update information provided by parents. The course is a 5-day program that focuses on topics such as living on campus, budgeting time and finances, resources available and individual counseling on how to prepare for the transition to college. There will be a parent night in June to gather information about the RISE Up program.

Junior RISE UP Rising Seniors:

Junior Realizing Individual Success in Education for Undergraduate Preparation is a summer school program that supports students who are the first in their family to attend college. Students were identified by the annual update information provided by parents. The course is a 5-day program that focuses on preparing students for the fall college application season. Students will begin work on the personal narrative, explore college choices and create an e-portfolio of documents needed to complete the Common and UC application.

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:

PAUSD provides professional growth and improvement by hiring instructional coaches in targeted areas for continued growth. Current instructional coaches target literacy and English Learners. The coaches provide one to one support for teachers, as well as working with the Director of Professional Learning to provide teacher workshops and family engagement workshops. Teachers on Special Assignment are experienced teachers who serve as professional coaches and as a resource for all elementary teachers in PAUSD. The TOSA role is to provide individualized on-going professional development in order to support student learning in the district. The following activities are included below:
Co-Teaching: TOSAs partner teach, share strategies, and demonstrate lessons.
Collaborate: TOSAs coach, provide feedback, and share ideas and resources.
Co-Plan: TOSAs work with individual teachers and teams to plan lessons, units, or projects.

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:

Teachers On Special Assignment support uses current data platforms to determine which sites need additional support in literacy and math. The allocation of support is then used in conjunction with Response to Intervention plans from the site to provide coordinated support.

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:

Literacy assessments are required. All PK-5 classrooms are implementing the workshop model following the Lucy Calkins Reading and Writing Workshop from Teacher's College at Columbia University. Teachers have committed to providing whole group and one-to-one strategy lessons that are rigorous and target the needs of each student. In addition to mini lessons, students engage in interactive read alouds, modeled writing, shared reading and writing, guided reading and writing, independent reading and writing, and word work.

PK-5 teachers are asked to administer the Fountas & Pinnell Benchmark Assessment System (BAS) three times throughout the year (BOY, MOY, EOY) for oral reading and reading comprehension. There is also a required Informational Writing assessment in the Fall and Spring to monitor progress and determine individual writing goals for each student.

Collaboration and teacher professional learning is always readily available from site's TOSA member.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

PAUSD will provide ELPAC trainings, Special Education and EL Workshops and Sheltered Instruction Observation Protocol yearly to staff. All certificated staff new to the district are part of a two year professional development sequence that targets Title I, Title III and Tinsely (desegregation program) students. English Learner Coaches support general education teachers on how to adjust delivery instruction to include EL strategies within all core subjects.

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:

PAUSD provides:
Translation Services: Instructional aides provide academic and social support in primary language for immigrant students
Aides work within the students to translate lessons, tests, quizzes and assignments to ensure students are receiving and being assessed for content and not English language ability

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

PAUSD provides:

Primary Language Access:

- Primary language instructional aides are assigned to all CEDLT 1 and 2 students for approximately one semester in the general education at the elementary level.
- After school tutoring in the primary language is also offered to secondary students.
- Primary language instructional aides are assigned to all CEDLT 1 and 2 students for approximately one semester in math and science courses at the secondary level.

Course Access:

Elementary English Learner Instructional Coaches are placed at each site, dependent on English Learner student count. Title III funds increase coach time. The coaches:

- Model and observe lessons
- Provide feedback to teachers
- Demonstrate on how to use ELD strategies
- Incorporate ELD strategies within the lesson
- Identify curriculum
- Model and observe lessons
- Provide feedback to teachers

Provide supplemental instruction directly with Long Term Learners on improving writing skills, after the school day.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

PAUSD has a comprehensive English Learner plan preK-12. Dedicated staff is at every site. PAUSD ensures that English Learners achieve English proficiency by providing elementary English Learner Specialists and secondary English Learner Coordinators that monitor all English Learners and recently exited English Learners for two-four years. Long term learners and recently exited English learners will have access to interventions through monitoring. Monitoring includes working with site leaders to assist in interventions for long term English Learners, which include an Academic Language Development class at the middle school level. Primary Language tutors and aides are also available to students who are struggling in literacy and English proficiency.