

LLESd LCAP Federal Addendum 2019-20 (Update June 10, 2021)

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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).

Instructions, Strategy, and Alignment

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.

Federal funds will be used:

1. To support students who are below standard in mathematics and English Language Arts on the Smarter Balanced Assessment. Students who need extra support and/or tutoring to increase their academic scores receive extra support through the after-school homework center at La Entrada. Details of the support are in Goal 1 of the 19-20 LCAP.
2. To support students who struggle with attendance and a connection to school as evidenced by attendance data. The students will be scheduled into an elective course with a focus on school success. Details of the support are in Goal 1 of the 19-20 LCAP.
3. To support the designated English language Development and instruction. Details of the support are in Goal 1 of the 19-20 LCAP.

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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.

All federal funds support programs that are available for all students and programs that are specific for certain subgroups. For example, the general fund supports integrated and designated ELD in every classroom and the federal funds are used to supplement the services provided at each site.

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Title I, Part A

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".

1. Parent and Family Engagement

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

N/A

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

LLESD has a Parent Involvement Board Policy (BP6020), a Title 1 Board Policy (BP6171), and Title 1 Administrative Regulations (AR6171). Las Lomas Elementary School, with support from the District, will develop a Title I plan that includes an annual meeting to inform parents of their school's participation and the requirements of Title 1 and a Parent/School Compact. LLESD offers Math, Literacy and Technology Nights, where parents and students engage in activities that strengthen their understanding of the topics taught in the classrooms as well as the pedagogical approach that teachers use in LLESD. These parent education nights support parents in understanding such topics as the challenging State academic standards, State and local academic assessments and how to support and monitor their child's progress and support the improved achievement of their child. In addition, both schools in LLESD work together to offer a Parent Education series on topics such as internet safety, raising adolescents, and social-emotional support for students. Through Project Cornerstone, La Entrada offers a series of parenting classes focused on character development. Although we are not required by state and federal guidelines to translate our parent communications, the District makes every effort to do so when possible. The district translates the SARCS into Spanish and translates parent letters regarding state test results in Spanish and Korean (the two largest languages in the District). The district also provides translators for parent conferences, Student Study Team, Section 504, and IEP meetings as necessary. Parents at each school site are given opportunities on LCAP through the Schools Site Council and PTA. Achievement scores, Ca School Dashboard, and other metrics are shared with the parents through the school site council, the PTA, the Foundation, and DELAC. Key parent leaders representing each of these groups make up the District Coordinating Council which is used as the Parent Advisory Committee (PAC) for the LCAP.

The LEA parent and family engagement policy is distributed to parents and family members of participating children through the annual notifications packets accessed during online registration each fall. Parent participation (80%) is high in the District, parent value and utility, reaching out to and communicating with, and working with parents as equal partners are part of the fabric of the District. The parents are leaders with the District and each site. Parents implement and coordinate all after-school programs, lunchtime activities, social events, fundraising events, student celebrations, community services projects, and all things food related including running the lunch program at each site. All teachers are expected to involve parents in the classroom and the school. All new teachers and staff are trained on the expectations of parents involvement and communication. They participated in "Collaborative Communications" and "Facilitated Problem-Solving" professional development with Barbara Porro, "Talk it Out " author and consultant.

The LEA provides opportunities for the informed participation of parents and family members with disabilities by providing reasonable accommodations (sign-language interpreters, etc.) to parents and family members. The LEA makes special accommodations or communicating with families that have accessibility needs or other special needs which make corresponding with the school difficult. The District will provide opportunities for the informed participation of parents and family members of migratory children by meeting with parents and family members before students are away from school for an extended period of time and once the students return to school after an extended absence to help parents help their child(ren) overcome educational disruption when/if we have migratory students.

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2. Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

-Describe, in general, the nature of the programs to be conducted by the LEA's schools 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.

--SWP: As outlined in the LCAP, students at risk of not meeting academic standards (SBAC) will receive extra support through the after-school homework center. In addition, they will receive support through an elective focused on academic success. The extra support and electives are monitored and taught by La Entrada teachers who have an understanding of the regular education program. All teachers participate in content-specific professional development. In addition, teachers who support at-risk students are members of the district's Achievement Gap Group, where they engage in professional readings, attend professional development offered by the district and county office, and work with researchers from the Stanford Graduate School of Education on increasing reflective and courageous practices that support at-risk students.

--TAS: N/A

--Neglected or delinquent: N/A

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-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.

--N/A

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3. Homeless Children and Youth Services

-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.).

--NA - Las Lomas Elementary School District does not routinely receive foster or homeless youth as students. However, if we were to have foster or homeless youth enrolled, a support plan would be developed and coordinated by the Director of Student Services. We have historically had no or few homeless and foster students. If we have a homeless student/family and consultation indicates no additional services are required and no cost has occurred, the money is shifted to the Title I school to support the program.

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4. Student Transitions

-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.

--LLESD schedules parent orientation meetings, student orientation meetings, and transition IEPs to facilitate effective transitions for students moving from Preschool to Kindergarten, Kindergarten to 1st grade, 3rd to 4th grade, 5th to 6th grade, and 8th grade to High School.

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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:

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

--LLESD schedules parent orientation meetings, student orientation meetings, and transition IEPs to facilitate effective transitions for students moving from Preschool to Kindergarten, Kindergarten to 1st grade, 3rd to 4th grade, 5th to 6th grade, and 8th grade to High School.

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5. Additional Information Regarding Use of Funds Under this Part

-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:

1. assist schools in identifying and serving gifted and talented students; and
2. assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

--NA - In order to meet the needs of our gifted and talented students, LLESD offers multiple math pathways and a variety of electives in technology, visual and performing arts, world languages, and leadership. The school library is updated regularly and supports curricular initiatives, technology elective teachers, and classroom teachers to develop digital literacy skills. This is funded through the general fund.

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Title I, Part A, Educator Equity

Educator Equity

-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.

--NA - Educator equity is not an issue in LLESD, but if it were to become an issue, the site and District administration would plan and budget for additional professional development and coaching for ineffective, inexperienced, or out-of-field teachers.

The district does not employ any ineffective, inexperienced, or out-of-field teachers. No students, including the low-income and minority students, are taught by ineffective, inexperienced, or out-of-field teachers. This is based on data gathered through the evaluation process outlined in ed code and the bargaining agreement, CALPADS reports, and staff and parent interviews. The District has no Provisional Internship Permits (PIPs), no Short-Term Staff Permits (STSPs), or no reason to use Declaration of Need for Fully Qualified Educators.

No low-income or minority students are taught at higher rates than other students by ineffective/misassigned teachers because the District does not employ any ineffective/misassigned teachers. No low-income or minority students are taught at higher rates than other students by out-of-field teachers because the District does not employ any ineffective/misassigned teachers. No low-income or minority students are taught at higher rates than other students by inexperienced teachers because the District hires experienced teachers.

Although stakeholders participate in many ways, they do not help the District in its process for identifying strategies for addressing discovered equity gaps because there are no educator equity gaps.

No action is necessary to address disparities because no disparities were discovered during the data analysis process.

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Title II, Part A

1. Professional Growth and Improvement

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.

All teachers set professional goals each year around the district initiatives outlined in the LLESD Strategic Plan (2012-2020), and through that process, each teacher has an individual professional development plan. Each district's initiative is planned to be implemented in a 4-5 year period, and the professional development offerings change each year of the plan depending on the needs of the participants. Throughout the year, teachers are supported in a variety of ways. The District supports conference attendance, local and contracted coaching, release time for planning, professional reading materials, and online courses and/or webinars.

New Teachers are supported through the San Mateo County Office through contracted BTSA services. The district encourages National Board Certification and supports the teachers through the process by covering the cost of the registration and coursework to prepare for becoming certified.

The systems (the assistant superintendent and two principals) promote professional growth and ensure improvement by setting and monitoring yearly goals with and for each teacher that include goals for professional growth and improvement. All goals are connected to the District/School initiatives. Monitoring the progress and improvement is monitored through classroom visits, professional goals "check-ins", ongoing coaching through the year, and the evaluation process outlined in the local bargaining agreement. Individual growth is measured through the use of implementation rubrics. System-wide growth is indirectly measured by reviewing the State Achievement results, especially the results of our low-income students.

The systems support principals, teachers, and other school leaders from the beginning and throughout their careers by supporting the teachers with peer coaches, curriculum coaching, and specialized new teacher training. Each principal and other administrators receive coaching support throughout their career in LLESD. The district offers incentive pay for 90 units above a Bachelor's. The increase is paid at each unit interval instead of the traditional 15 unit interval. This promotes ongoing professional growth throughout a teacher's career in LLESD. The district encourages National Board Certification and supports the teachers through the process by covering the cost of the registration and coursework to prepare for becoming certified as well as a stipend of \$10,000.00 for five years.

The LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems based on the student achievement results and program implementation. LLESD will use The Superintendent's Quality Professional Learning Standards (QPLS) to guide the review of the professional growth opportunities offered in the future.

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2. Prioritizing Funding

-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).

--The LEA has one K-3 school and one 4-8 school and in essence, is a single school District on two campuses. Should either school (K-3 or 4-8) become CSI or TSI, the Title II, Part A funding will be allocated to the targeted school. In the meantime, the District uses the funding to support New Teachers therefor each year the funding allocation per school changes based on the number of new teachers at each campus.

Recruiting, hiring, and retaining teachers is not an issue in LLESD. Small class sizes (average 22) is not a concern in LLESD. Students are not identified as gifted and talented yet the district offers a variety of math pathways, multiple electives in technology, visual and performing arts, and world language. The District has a board-approved Technology Plan that outlines technology coaching and professional development in technology integration. The

District provides professional development in instructional strategies to specialists, classroom teachers, and paraprofessionals who support special education students. The District uses Illuminate as a data management module to collect and store local reading, writing, and math assessments. The District provides training to administration, counselors, case managers, and teachers on recording and reporting local assessment data. The District provides in-service training to help educators understand when and how to refer students affected by trauma and mental illness. The District Wellness Committee and the Director of Student Services facilitate the planning and training for the sites. The District uses the tools in the Student Information System, PowerSchool (PS), to track and monitor safety, peer interaction, and chronic absenteeism. The majority of this work is carried out by the office support staff, counseling interns, guidance counselors, and administrators. Professional development in STEM education is integrated with professional development on the Next Generation Science Standards. The District collaborates with local high school districts to offer coordinated electives in technology, performing arts, and world language. If prioritizing funding were to become an issue, the site and District administration would plan and budget for the items outlined above.

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3. Data and Ongoing Consultation to Support Continuous Improvement

-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.

--The District reaches out to a diverse representation of stakeholders from across the LEA through the Coordinating Council (PAC), DELAC (ELPAC), School Site Councils, PTA, and Education Foundation. These groups review and contribute to the LCAP development and the professional development plans are outlined in the LCAP. The district has established curricular committees, sanctioned collaboration time, and grade level and department meetings that are frequently used to monitor curriculum initiatives and collaborate around and evaluate the professional development that supports each initiative.

The LLEA uses professional development exit evaluations, teacher attendance, and coaching feedback to evaluate Title II, Part A activities after each activity. The LEA meaningfully consults with these stakeholders on a monthly and/or quarterly basis depending on the group of stakeholders. The number of meetings is determined by the planned work to be done in the school year. Some years some groups of stakeholders meet more than others with quarterly being the minimum.

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Title III, Part A

There was a loss of Title III Immigrant funding in 2019, 2020, and 2021 because although LLESD met the minimum of 21 eligible immigrant students, the District did not experience a two percent or greater growth in the enrollment of eligible immigrant students in 2018 as compared to the average of the eligible immigrant enrollments of 2017 and 2016. Due to the reduction in funding, Title III programs are maintained and funded from the general fund.

1. Title III Professional Development

-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.

--The LLESD professional development plan is designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners. The District provided professional development on the ELD frameworks to all teachers, integrated and designated ELD in Reading and Writing Workshop, and integrated ELD in science. The district ELD Committee is working in collaboration with the SMCOE and local Districts to update the District EL Master Plan to outline specific instruction and professional development that support English language development.

The EL and key literacy support teachers will participate in intensive professional development on the implementation of Imagine Learning ELD curriculum. The District will roll out a "Trainer of Trainers" Model for all teachers supporting English Learners. The training will be supported by the Technology Teacher on Special Assignment and the Literacy Teachers on Special Assignment, and the English Learner Facilitators. Teachers are also provided professional development on understanding ELPAC data, and its use in formulating instruction. Teachers have also received professional development in understanding the ELA/ELD framework. Teachers are also instructed by site leadership on the completion of regular progress monitoring of EL students using a local rubric scoring tool in the Illuminate data management system. Teachers and parents collaborate to design personalized learning plans for English Learners, specifying the instructional strategies and resources (including instructional technology tools) that will be provided in order to support each child's progress.

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2. Enhanced Instructional Opportunities

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

--N/A

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3. Title III Programs and Activities

-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.

--In addition to ELD instruction, the District knows that including all students in the community is essential to their academic and English achievement. Therefore, immigrant students and English Learners are encouraged and included in all school activities beyond the school day. The District provides transportation to and from major school events before and after school. Increased access through transportation and financial support as necessary increases the interaction of the immigrant students, English Learners and LLESD community of learners. The increased involvement contributes to their academic success and English acquisition.

The students also participate in extended learning before and after school programs at both campuses where language acquisition is a key focus.

Sites are exploring a variety of online tools to support the progress of English Learners, such as Lexia, BrainPop EL, Rosetta Stone and Imagine Learning and Imagine Math. The district Student Study Team notes template also documents the tiers of intervention and progress monitoring for EL's. In addition, teachers and parents collaborate to design personalized learning plans for English Learners based on one to one interviews with the families, specifying the instructional strategies and resources (including instructional technology resources) that will be provided in order to support each child's progress.

The DELAC has guided much of the work in this area and has provided valuable feedback regarding the engagement of parents of EL and immigrant students. The district has historically offered parent meetings for all EL parents at the beginning of the school year. Rather than having EL parent meetings that are sparsely attended, the DELAC recommended having overarching tools available to EL families (such as a glossary of educational terms), and pairing EL families with "buddy" families at the school site that speak the same primary language. These mechanisms would facilitate communication between families, District staff and Site Principals. We will be implementing this plan for the 2019-20 school year.

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4. English Proficiency and Academic Achievement

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

1. 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
2. meeting the challenging State academic standards.

--LLESD ensures that school sites assist English learners in achieving English proficiency and meeting challenging state standards in a variety of ways. Individual sites are held accountable using state (SBAC and ELPAC) results in conjunction with local assessments (Benchmarks in reading, writing and math), letter grades in 6th-8th grade, continued use of our local progress monitoring tool, and continued monitoring of reclassified students quarterly. The English Learner Specialists at each school site provide progress reports to the classroom teachers 3-4 times per year. Each English Learner is Grades 6-8 is monitored on a regular basis through Schoolloop, the District's online grade book, by the EL Specialist, classroom teachers, guidance counselors, administrators, and parents.

Goals are set by the administrative team which includes site and district level administrators. The team sets reasonable expectations for EL growth which take into consideration the diverse student population that includes students new to the county and district, in primary grades and for Long Term English Learners. Outreach will continue with diverse groups, including DELAC, LCAP PAC and ELPAC, and School Site Council. Board updates are also shared to ensure that all stakeholders are apprised of English Learner Progress. The site and District administrators have regularly scheduled meetings with the English Learner Facilitators on each campus to evaluate the EL progress of students in all grade levels and across EL proficiency levels. The purpose of these meetings is to make adjustments to the EL program

throughout the year based on the EL students' needs and progress. The site administrators use the EL progress data and program adjustment with the classroom teachers at their quarterly "focus student" data meetings to guide the conversation and hold the teachers accountable for both English acquisition progress and academic achievement goals for English learners

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Title IV, Part A

Title IV, Part A Activities and Programs

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

1. 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;

--LLESD provides all students with access to a well-rounded education and broad course of study through its extensive elective offerings in advanced mathematics, world language, technology, and visual and performing arts. The LCAP (Goal 4) addresses the efforts to improve the use of technology in order to improve the academic achievement and digital literacy of all students.

The LEA developed its application based on the District Technology Plan which was written in consultation with classroom teachers, technology staff, District and site administration, and parents. The District used Bright Bytes data (LCAP Goal 4) to inform the goals addressed in the District Technology Plan. Increased technology integration in science is a program outcome described in the District Technology Plan. The District Technology Committee and the District Science Adoption Committee (teachers, technology staff, administration) will evaluate the effectiveness of the efforts to integrate technology with Next Generation Science Standards during the instructional materials (NGSS) pilot process.

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