

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.

The Local Control Funding Formula (LCFF) provides Local Education Agencies (LEAs) flexibility to design programs and provide services to meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The Livermore Valley Joint Unified School District has as its mission that "Each student will graduate with the skills needed to contribute and thrive in a changing world." The Local Control and Accountability Plan (LCAP) planning process supports continuous cycles of action, reflection, and improvement. The LCAP goals have been chosen to ensure that our students receive the necessary support regardless of language proficiency, socioeconomic status, or housing insecurity. The ESSA in California presents an opportunity for school districts to innovate with their federally-funded programs and align them with priority goals they are realizing under the State's Local Control Funding Formula (LCFF). The funds will be allocated to identified school sites to support qualifying students through additional instructional support, with appropriate high-quality personnel, research-based programs, and proven instructional materials as outlined in the School Plans for Student Achievement (SPSAs). District-wide funding will be used to support the Livermore Valley Joint Unified School District's Framework for Success which is a multi-tiered system of supports focused on supporting the academic, behavioral, and social-emotional needs of all of our students. Certificated, classified, and administrative staff will receive ongoing professional development and support. In addition, our nearly 2,000 English learners, immigrant, and migrant students will continue to receive both integrated and designated English learner instruction. Altogether, this strategy will provide the additional support needed to fulfill our mission and vision as a district.

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 Livermore Valley Joint Unified School District (LVJUSD) will support its strategy through the use of the following high quality efforts:

- * Summer school for students in Pre-school through 12th grade, including 1) High School credit recovery for qualifying high school students, 2) Extended migrant summer school hours, 3) Targeted Special Education summer school beginning in pre-school

- * Instructional coaches in the areas of math, Multi-tiered Systems of Supports (MTSS), and technology. These Instructional Coaches will provide assistance to students and teachers creating models of success for students while supporting teachers' ongoing professional development with the Framework for Success (MTSS model).

- * Professional development will be provided to all certificated, classified and administrative staff. Staff will continue to have numerous opportunities to receive high-quality, research-based professional development. All professional development offerings will be focused around the theme of "Effective Tier 1 Instruction" and coordinated throughout the year. In addition, professional development will be differentiated for all staff according to their own strengths and needs.

- * The Livermore Valley Joint Unified School District (LVJUSD) Framework for Success provides multi-tiered systems of support for all school sites focused on three main areas: academic, behavioral, and social-emotional. This Framework helps to identify and organize effective interventions that will support continuous improvement in those areas for all of our students.

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.

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.

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.

3116(b)(3)	3, 6 (as applicable)

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

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

1112(b)(4)	N/A

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

The Livermore Valley Joint Unified School District uses the Alternate Income Form as the poverty criteria to select school attendance areas in the Consolidated Application.

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. , unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision

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.

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.

Our District has formed multiple groups of Educational Partners including School Site Council, English Learner Advisory Committee, LCAP Advisory Committee, and Parent Club Information Council, to name a few, to connect with parents and families to ensure ongoing communication.

Technology platforms such as Blackboard, ThoughtExchange, Schoology, and PowerSchool also offer additional modes of communication. Our District Office has dedicated staff to ensure communication is distributed in both English and Spanish where appropriate. Sites with a higher percentage of English Learners also have additional bilingual office staff to assist with written and verbal communication.

Our Community Engagement Department's primary charge is to actively engage and communicate with parents. A bilingual Communications Specialist position has been added.

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

Each of the three school sites identified to receive Title I funding conduct a yearly Title I Parent Involvement meeting to ensure that parents and guardians are knowledgeable of their rights and the obligations of the school. School Site Councils are actively engaged in the development of the School Plans for Student Achievement and their budgetsS2T0 3c

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.).

Homeless Supports:

Support groups for caregivers
THIS ESSA PROVISION

Homeless Supports enro

College and Career Counselors, First Generation Counselor, Migrant Education Counselor

- Support transportation for underrepresented student groups to Tri-Valley College Fair
- Other college visits - Migrant Education college visits
- Middle College
- Coordination between Tri-Valley Regional Occupational Program (TVROP)
- Coordinate TVROP services on high school campuses
- Career Technical Education (CTE) Pathways
- Maintain increased counselor staffing at middle and high schools to increase the support for unduplicated students in order to increase the completion rates of students taking A-G requirements at each high school.

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.

Annual assessments are conducted to identify Gifted and Talented Education (GATE) students. Programs specifically designed for enrichment and advancement are provided. Additional funds are also allocated to further develop libraries and digital platforms.

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

N/A

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

N/A

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

N/A

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

N/A

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

N/A

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

N/A

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through pu7N11Afpibilit945sewond whole y-1(ts-1(ssen o, enroltion m()1[(paren)- p2 gs 0 g [(Pogher)-1()1(eild or youth,)]) TJ 1 0

N/A

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.

Livermore Valley Joint Unified School District is the lead agency for and participates in the Consortium that provides the Tri-Valley Teacher Induction Program (TVTIP). This program supports teachers transitioning from college preparation to their professional career, as well as out-of-state trained teachers possessing a preliminary credential. In 2004, the State approved TVTIP as the pathway for teachers to obtain a Professional Clear Credential through high quality coaching. During the 2021-22 school year, the program was redefined and reauthorized with the Livermore Valley Joint Unified School District serving as the lead agency. TVTIP is committed to accelerating a new teacher's development in order to positively impact student learning.

TVTIP collaborates with the New Teacher Center and local universities. The structure is such that there is a Director of the Consortium, district directors, teacher leader coaches, and administrators who guide the program. TVTIP provides support to eligible teachers as they begin their careers. The goal of the program is to provide opportunities to teachers to become highly qualified and effective educators. Current research findings indicate that the knowledge of teaching practices, student learning outcomes, standards-based subject matter content and ultimately, the ability to reflect on one's own practice are the strongest predictors of student success and teacher centered services that support the efficacy and retention of highly qualified teachers.

One vehicle in place to support the development of teacher leaders is the Instructional Coach model. The Instructional Coach supports a content-specific area such as math, MTSS, or technology and works with teachers to develop deep, instructionally rich approaches in teachers that will yield high student outcomes.

Our new administrators participate in the Association of California School Administrators (ACSA)/L.E.A.D. Clear Administrative Credential Program. This program provides candidates an individualized induction experience based on the context of their leadership role, including one-on-one coaching by an experienced administrator. Candidates participate in an ongoing formative assessment, professional development seminars, and job-alike professional learning communities designed to grow the knowledge rich approaches in teachers that woipate in ate in ate in ate in ate in ate in ate

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.

Systemic data collection and progress monitoring will be used to target support and training, particularly at sites with higher percentages of traditionally underserved students. Consultants and trainers with expertise in ELD strategies, Early Literacy instruction, Equity of access and opportunity-based strategies, culturally and linguistically responsive teaching, and other high yield strategies, such as AVID, Leader in Me, Silicon Valley Mathematics Initiative (SVMI), etc. will be retained to support diverse learners.

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.

Ongoing professional learning opportunities will be provided for administrators, teachers, and classified staff members on the English Language Development (ELD) standards, framework, and high-yield, researched-based instructional strategies, such as Specially Designed Academic Instruction in English (SDAIE) and Guided Language Acquisition Design (GLAD) for English Learners. Administrators have been provided with specific tools to monitor and support ELD instruction in the classroom.

Collaborative Professional Learning Communities, which focus on data and instruction of our ELs, will meet regularly to engage in the Cycle of Inquiry to provide intentional, targeted instruction and support. The Coordinator of ELD Programs will work closely with site leaders and teachers to ensure high quality instruction and support.

ESSA SECTIONS 3115(e)(1) and 3116

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

Students identified as immigrants will be provided with intensive instruction in English at their identified language proficiency level. At the elementary level, smaller class sizes and increased paraeducator support are provided. At the high school level, new courses are being added to provide enriching ELD instruction in classes with fewer students, while simultaneously earning University of California (UC)/California State University (CSU) A-G course credit.

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.

District-adopted curriculum standards
Curriculum and Instruction aligned to standards
Assessment & reporting
District & Site level Supplemental Support Services
Evaluation of teachers annually

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:

- (C) 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
- (D) meeting the challenging State academic standards.

Initial English Language Proficiency Assessment of California (ELPAC) notification & testing process
Dual Immersion (DI) Program
Annual summative ELPAC testing & reporting process

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.

~~Instructional Materials - Anti-smoking, anti-vaping activity books for 4th & 5th grades~~
Title IV funds are used to provide all students with access to a well-rounded education, improving school conditions for student learning, and improving use of technology in order to improve the academic achievement and digital literacy of all students.

We used Title IV funds to support the following programs:

- Project Lead the Way
- Instructional Materials - Anti-smoking, anti-vaping activity books for 4th & 5th grades
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