

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

**School Year**

2023-2024

**Date of Board Approval**

06/14/23

**LEA Name**

Mt. Pleasant Elementary School District  
(MPESD)

**CDS Code:**

43 69617 0000000

**Link to the LCAP:**

*(optional)*

**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

**TITLE IV, PART A**

Student Support and Academic  
Enrichment Grants

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

*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.

**This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.**

**The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.**

**Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.**

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.

Academic achievement through an equity lens is one of the primary objectives for using federal funds. We understand the importance of acceleration of student learning than ever before in all areas especially in reading and math.

MPESD implemented CAASPP assessment for 2022-2023 school year.

SBAC test results for reading at standard met or standard exceeded for ELA was 30% and 22% for Mathematics.

Subgroups "At or Above Grade Level" in ELA:

English Learners - 12%

Socioeconomically Disadvantaged - 25%

Students with disabilities - 6%

African American students- 28%

Hispanic - 24%

Asian - 60%

Homeless Youth - 28%

Subgroups "At or Above Grade Level" in Mathematics:

English Learners - 10%

Socioeconomically Disadvantaged - 18%

Students with disabilities- 5%

African American students - 13%

Hispanic - 17%

Asian - 51%

Homeless Youth - 31%

Increasing academic achievement through an equity lens is consistent with the input received from parents, students and staff, and will

impact all of our subgroups, specifically English learners, Homeless and Low Socio-economic Status, including our Students with Disabilities.

Mount Pleasant Elementary School District worked closely with stakeholders including the LCAP/Budget Committees composed of DELAC/ELAC parents, PTA, School Site Council, Certificated, and Classified Employees. Additional feedback was obtained during the Superintendent's meeting (coffee with the Superintendent); parents and community members attended the meetings.

In addition to having DELAC and ELAC parents on the LCAP Committee, goals related to English Language Learners were reviewed during the DELAC and ELAC meetings. The Budget and LCAP Committees worked carefully to evaluate the progress that had been made on each of the LCAP goals. The LCAP goals, metrics at each of the ELAC/DELAC meetings; the May 9, 2024 meeting was dedicated to reviewing the goals and actions of the LCAP to address the needs of English Learners. DELAC parents presented to the board in June 12, 2024; parents shared their involvement with the LCAP and their recommendations.

The LCAP/Budget committee as well as the district curriculum committee assessed the progress or degree of implementation by analyzing student data and reviewing each action item associated with each goal. The committee provided comment feedback and recommendations for possible next steps.

The current three-year LCAP is composed of three goals that address all of the eight state priority areas and are aligned with the District's Strategic Plan, the District Plan for English Learners, and all Single Plans for Student Achievement.

Goal 1 - Pupil Outcomes: Increase student success for all student subgroups in English Language Arts/Literacy, Math, and Science by providing high quality instruction that promotes college and career readiness with academic interventions and differentiated instruction to decrease the achievement gap. ( State Priorities: 4, 7, and 8)

Goal 2 - Provide resources to ensure that students are instructed by certificated, qualified teachers, ensure that students have access to standards-based adopted curriculum, and students have clean and safe physical learning environments to learn. ( State Priorities: 1, 2, and 3)

Goal 3 - Create a safe and supportive learning environment at all school sites where students attend and are connected to their schools. ( State Priorities: 3, 5, and 6)

According to the CA DataQuest, in the 2022-2023 school year, 43% of total enrollment in the District were identified as English Learners, and 11.5% were reclassified as fluent English speakers.

MPESD implemented ELPAC testing for 2022-2023 school year.

According to the CA Dashboard data, 45.4% of English Learners are making progress towards English Language Proficiency. 35.5% progressed at least one ELPI level and 34% of English Learners maintained an ELPI level of 1, 2L, 2H, 3L, or 3H.

The rationale for utilizing federal funds to supplement LCAP goals provides for alignment of programming. The use of Title I, II, III, and IV funds enable additional support for goals and student success. In particular, federal funds are used to provide supplemental support for professional development, supplemental materials and technology aligned to college and career readiness and literacy, support for positive school climate, specific support for English Learners, support for tutoring, family engagement and education, and student transition to include specialized support for unhoused and foster students. The goal of the coordinated programming aligned to LCAP goals is to guide students toward academic readiness, college and career readiness, positive school attendance, student engagement, and middle school graduation rate. In addition, the goal of the coordinated programming is to engage parents and community partners strategically and to support the specialized needs of students.

For Title I based schools, budgeting decisions are made collectively by the School Site Council. In addition to root cause analysis and needs assessment are implemented at these schools to address the needs of all students. MPESD Local Control Accountability Plan represents the Mount Pleasant Elementary School district.

## 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.

MPESD aligns the use of federal funds with state and local funds to support with teaching and learning, student engagement, parent engagement.

Thought Exchange Platform is launched each year to receive comments and feedback from all educational partners: teachers, staff, middle school students and parents/guardians. Educational Partners' comments and feedback are also collected at the MPESD LCAP Committee meetings that are held at least 4 times a year, Curriculum Council Meeting, and DELAC meeting.

Each year the LCAP Mid-Year Monitoring Report is presented to the board by February where the results of the CA School Dashboard release in December are shared. The analysis of student needs as defined through local surveys such as CA Healthy Kids Survey is also included in the Draft of LCAP by May.

MPESD was able to identify and define the following priorities for the 2024-25:

- Continue to provide translations to the parents/guardians and other educational partners
- Continue to Educate Parents/Guardians of the Reclassification Process
- Educate the students at school of the Reclassification Process
- Provide additional professional development to support teachers with the implementation of the curriculum to support the needs of our diverse student population, especially our Latino subgroup, low socioeconomic, English Learners, and Special Education students
- Provide reading intervention to students that are more than a year behind in reading to students in grades K-3rd grade.
- Schedule parent meetings with parents to review the progress of English Learners that are not making adequate growth and are at risk of becoming Long-Term English Learners

- Provide after-school interventions and extended year interventions.
- Provide during school interventions for newcomers and long term English Learners.
- Provide workshops that parents have identified, such as early literacy, cyber safety, and social-emotional as well as discipline.

## 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.

MPESD uses Title I, part A for school wide programs with the schools with the highest needs or the most significant percentage of students that qualify for free and reduced-price meals as defined by poverty criteria in the Consolidated Application. The distribution of funds is aligned to this indicator as per student enrollment.



## 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) – *Not Applicable to Charters and Single School Districts.*

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.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
  - a. Number of low-income students
  - b. Number of minority students
2. Does the LEA have an educator equity gap –
  - a. If yes, must create a plan which must include root cause analysis of the disparity
  - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

The district participates in the annual personnel audit conducted by Santa Clara County to comply with the Williams Settlement. The district notifies parents if their students are being instructed by teachers who are not appropriately qualified to teach the subject. On a quarterly basis, the school board is informed of any complaints under the Williams Settlement; this includes teachers' misassignments. Besides working with New Teacher Project to help new teachers clear their credentials and become better teachers, the district is allocating funding to maintain and retain quality, and experienced teachers. Students with the most academic needs receive priority to attend the ASES After School Program.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: <ul style="list-style-type: none"><li>• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or</li></ul>

	<ul style="list-style-type: none"> <li>• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)</li> <li>• An individual who holds no credential, permit, or authorization to teach in California.</li> </ul> <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> <li>• <b>Provisional Internship Permits,</b></li> <li>• <b>Short-Term Staff Permits</b></li> <li>• <b>Variable Term Waivers</b></li> </ul> <p><b>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</b></p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> <li>• General Education Limited Assignment Permit (GELAP)</li> <li>• Special Education Limited Assignment Permit (SELAP)</li> <li>• <b>Short-Term Waivers</b></li> <li>• <b>Emergency English Learner or Bilingual Authorization Permits</b></li> </ul> <p><b>Local Assignment Options</b> (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

## Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

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

DELAC parents reviewed LCAP goals and actions on May 9, 2024 to address the needs of English Learners. DELAC parents presented and shared their involvement with the LCAP and their recommendations to the board on June 12, 2024.

To meet this requirement, LEAs must provide a description of the following:

**ESSA Section 1112(b)(3):** how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

**ESSA Section 1112(b)(7):** the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The district has a written parent involvement policy; the policy is distributed to parents annually at the beginning of each school year. Schools receiving Title I funds will review and share the Parent Compact (School Parental Involvement Policy) at their welcome back meetings and again at the first parent-teacher conference meeting. The School Parent Involvement Policy will be assessed in the spring using a parent survey; the results will be reviewed with parents and staff to make any necessary changes to the parent Compact or make adjustments to the activities used to increase parent and family engagement.

**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.

N/A

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:**

Three schools will receive Title I funds, the following programs will take place:

- Local School Plan aligned with the identified needs of the students they served, incorporating evidence-based practices to address the needs of the staff and families to improve student academic achievement.
- Parent and Family Engagement at the school sites
- Provide services to the homeless students
- Reading interventions during the school day
- Professional Learning for teachers
- Provide PreSchool services and resources
- Tutoring during school hours for English Learners, free and reduced lunch students, and other subgroups
- Provide digital learning for students

**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:**

The district provides the following services:

- Transportation, bus tickets, and sometimes other types of transportation to ensure that students can get to and from school and have access to the programs and resources that the school is offering.
- Assistance with school supplies, uniforms, and other essential needs such as toiletries
- Laundry services - washer and dryer and supplies for students to have clean school clothes
- Homeless students receive priority to participate in the ASES After School Program, known as MPAS After School
- One PreK instructor and one PreK instructional aide

**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.

For Pre-K, teacher collects student portfolios and meets with Kindergarten teachers. For 5th grade classes to visit middle school and 5th grade students meet and greet the 6th grade students. For 8th grade students, 8th grade students visits nearby high schools and learn about their programs. There has been a "shadow day" for 8th grade students to be with high school student for the day and experience high school life.

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.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The district office coordinates all registrations for early childhood education programs. The preschool teacher puts together a portfolio for each of the participating students. These portfolios are given to the receiving school principal and shared with the teachers that will be receiving the students. In the spring of every year, the middle schools conduct information meetings and field trips with the feeder high schools. Three times a year, the district shares student information with the feeder high schools to ensure that students are placed in the right classrooms, this year we had follow-up meetings with the high school district staff and high school teachers to evaluate our transition efforts, and we are planning to continue these meetings in the following years.

**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:**

Although the district is planning to use local grants for the following activities, the district may use Title I funds to continue or augment the following:

- Site Parent Engagement Activities, use of technology to the community, early literacy workshops, and English Language classes to our families.
- Based on the Needs Assessment from the school sites and district, the Title 1 funds will provide intervention tutoring services by the certificated staff and provide parent support from Administrative Secretary.

## **TITLE I, PART D**

### **Description of Program** ESSA SECTION 1423(1)

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The district does not receive Title I, Part D funding.

### **Formal Agreements** ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) 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.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The district does not receive Title I, Part D funding.

### **Comparable Education Program** 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.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The district does not receive Title I, Part D funding.

### **Successful Transitions** 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.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The district does not receive Title I, Part D funding.

### **Educational Needs** 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.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The district does not receive Title I, Part D funding.

**Social, Health, and Other Services**

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.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The district does not receive Title I, Part D funding.

**Postsecondary and Workforce Partnerships**

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 participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The district does not receive Title I, Part D funding.

**Parent and Family Involvement**

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The district does not receive Title I, Part D funding.

**Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The district does not receive Title I, Part D funding.

**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The district does not receive Title I, Part D funding.

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The district does not receive Title I, Part D funding.

**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The district does not receive Title I, Part D funding.



## **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:**

##### **Address these questions:**

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

The district provides induction support for all teachers and principals that need to clear their credentials. The district provides two years of mentoring and coaching support to help teachers clear their credential through the Santa Cruz/Silicon Valley New Teacher Project. Teachers use the CA standards for the teaching profession and principals use the CA standards for school leaders to evaluate their growth.

The district will also provide professional learning and coaching to the teachers and administrators from the Silicon Valley Mathematics Initiative and Restorative Justice training from San Jose State University for August Boeger teachers.

### **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).

##### **Address these questions:**

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The district's unduplicated counts under the Local Control Accountability plan is 86%, and it provides districtwide services to support the improvement activities under Section 1111(d). Title II funds are used to assist the district's commitment to providing mentoring and coaching support for every new teacher or principals that need to clear their credential; this is one of the LCAP actions in goal one which aims to improve student achievement. LCAP goals are reviewed annually, the district has an LCAP committee composed of parents, administrators, classified, and certificated staff.

### **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:**

#### **Address these questions:**

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
  - a. Teachers
  - b. Principals and other school leaders
  - c. Paraprofessionals (including organizations representing such individuals)
  - d. Specialized instructional support personnel
  - e. Charter school leaders (in a local educational agency that has charter schools)
  - f. Parents
  - g. Community partners
  - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

The district uses multiple data sources to evaluate Title II, part A activities, such as:

- Annual personnel audit conducted by the Santa Clara County Office of education to identify teacher misassignments
- Yearly personnel report describing our teaching staff: number of certificated positions, years of experience, new hires, teachers that left the district, and the reasons why
- Student achievement using local and state assessments
- Staff and parent surveys to identify staff needs for professional development and get the perspective from the staff and parents on school and district climate
- The district also hosts community meetings with the Superintendent.
- Needs Assessment

## **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.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

In addition to providing professional development to implement the adopted curriculum aligned to the CA Common Core Standards, the district offers ongoing professional development to ensure that English Learners have access to the grade-level curriculum. The district provides training specific to the curriculum adoptions to ensure that teachers implement strategies or program components intended to support English learners' needs. The district provides intervention strategies by contracting services to support English Language Learners to close the learning gap and paying teachers with their negotiated hourly rate. Furthermore, the district has provided leadership coaching to the site and district leadership.

### **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.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The district provides extended year services to immigrant children and youth; the district usually provides a four-week program during the summer. All immigrant students are invited to participate. The purpose of the extended school year program is to actively engage students with activities, usually a project-based unit that is on high interest to the students to provide a safe learning environment for students to practice their English skills and become familiar with their community.

### **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.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
  - are focused on English learners and consistent with the purposes of Title III;
  - enhance the core program; and
  - are supplemental to all other funding sources for which the LEA is eligible.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The district requires that all students receive integrated and designated ELD instruction. ELD students are grouped by language proficiency levels for designated ELD. Teachers integrate strategies when teaching grade-level content to provide access to all language level proficiencies to provide access to the grade-level curriculum.

The district is planning to use Title III funds to:

- Have one-on-one meetings with parents of students who are not meeting adequate yearly growth and are at risk of becoming Long-Term English Language Learners. Meetings will be held twice, once in the fall to share information and create a plan, and again in the winter to evaluate the implementation of the plan and make any adjustments.
- Provide training to teachers to help them implement specific strategies and program components of the English Language Arts adoption by providing access to a rigorous curriculum.
- Provide intensive Reading Intervention with an intervention teacher to the students in grades K-3

This is based on the needs assessment.

**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.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Goal One of the district LCAP is specific to monitoring the progress of English Learners. Annually the district will be evaluating the progress of English Learners on the ELPAC to assess English proficiency and State Assessments (SBAC) to help determine how students are progressing in meeting the challenging State academic standards. This goal will also evaluate the reclassification rates and the increase and the decrease of Long-Term English Learners. For specific activities to address the needs of English Learners, please see the previous section (Title III Programs and Activities ESSA SECTIONS 3116(b)(1). Schools will use the LCAP goals to align their School Plan for Student Achievement (SPSA) goals.

## TITLE IV, PART A

### Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

**Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)**

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.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
  - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Based on needs assessment, this fund will support with providing the students with well-rounded education. The district is planning to use the funds to support the 5th grade students to attend Science Camps during the school year. We have a large number of unduplicated students in the district and this will allow all the 5th grade students to attend the Science Camp regardless of their financial status. This addresses the safe and healthy students under Section 4108.

District/school staff will be coordinating with the existing partner, Santa Cruz Outdoor Science Camp, to offer the school staff and parents with information and resources.

The science camp experience will enhance the conditions for student learning.

Such activities may include instruction on:

- Exposure to new scientific concepts and technologies that they may not have encountered in their regular classroom setting
- learn from experienced educators, conduct experiments with specialized equipment, and explore cutting-edge research in their field of interest
- Science camps focus on science, technology, engineering, and mathematics (STEM) education
- students develop essential skills such as critical thinking, problem-solving, data analysis, and logical reasoning
- provide the opportunity to see the interrelationships between plants and animals and learn about the effect they, as people, have on the environment
- understanding of their natural surroundings
- improving with positive behavioral interventions
- provide social-emotional learning (SEL)
- improve attendance and suspension rates

At least 20% will be allocated for the safe and healthy student activities such as drug free and bullying prevention programs to improve positive behavior interventions.

Part of the fund will be allocated for the effective use of technology activities.



## **Title IV, Part A Needs Assessment**

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

### **Well-rounded Education Opportunities (ESSA Section 4107)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for a well-rounded education?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

### **Safe and Healthy Students (ESSA Section 4108)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

### **Effective Use of Technology (ESSA Section 4109)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

Title IV, Part A Program  
Rural Education and Student Support Office  
California Department of Education  
Email: [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov) Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education  
February 2022