

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

School Year

Date of Board Approval

LEA Name

Cascade Union Elementary School District

CDS Code:

45699140000000

Link to the LCAP:

(optional)

CUESD.COM

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.

CUESD uses federal funds to supplement programs for all district students, especially low performing students. Funds are utilized for staffing, technology, professional development, intervention, & transportation. Funds are also used for Behavior Intervention Aides and a Behavior Intervention Specialist (MFT)), Trauma training, and rewards.

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.

We use the federal funds to supplement our programs and local funds. All expenses are accounted for and clearly identified within the LCAP. Stakeholder engagement is ensured through reporting of local data, conducting surveys, site council meetings, sharing of student achievement results, and parent engagement events. Our Title I funds are used to support interventions, Title II used for professional development and class size reduction, Title III supports our English Learner Coordinator and Title IV for professional development to support a well-rounded education.

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.

The LEA parent & family engagement policy was developed jointly with & agreed on with the School Site Council. The Family Engagement Policy is distributed to parents & family participating children through the student/parent handbook each year in the beginning of the year school packed information & again a parent conference time. New students & their families receive the policy in the new registration paperwork.

The LEA provides assistance to parents of children served by the school or LEA, in understanding the challenging State academic standards through parent/teacher conferences, parent friendly flyers on the standards, one-on-one conferences, Back to School night orientation, teacher newsletters, standards-based report cards, & curriculum adoption parent reviews.

Teachers, support staff, principals, & other school leaders are provided multiple opportunities for professional development to reach out to parents as equal partners. Teachers are provided professional development in the following areas that increase parents as equal partners: Capturing Kids Hearts, Social Emotional Learning, Trauma Informed Practices, Restorative Practices, Positive Behavior Interventions and Supports, family engagement resources and schoolwide expectations for reaching out to families, home visits, positive phone calls home, attending all family/school events, creating a friendly, and bully free environment in the classroom. Because we are a small, rural community, our schools are the hubs of the neighborhoods. We regularly communicate with our parents and encourage them to be equal partners in their children's education by offering a warm, welcoming school environment. Parents are invited to attend any school event, volunteer for events, and visit classrooms. Parents are regularly communicated through weekly newsletters, all-calls, text, Facebook, school events & one-on-one conferences.

The LEA will coordinate and integrate parent involvement programs & activities with other Federal, State, and local programs, including our public preschool program, through the parent booster club, Site Council, & the LCAP committee. The Principal regularly attends the Parent Booster Club and other parent events to provide updates to programs & receive feedback for suggestions for improving the overall program. Teachers continually reach out to parents to encourage and support parents to engage fully in participating in their children's education. This is done through weekly updates, phone calls, home-visits, information nights, interactive family nights, & individual conferences. We also provide a school parent/home connection newsletter that provides suggestions on how to support their students academically & socially.

Multiple means of communication are used to engage parents (weekly newsletters, monthly home-connection newsletters to support learning, emails, texts, parent conferences, events, Facebook, face-to-face, individual phone calls, and robo calls). Additionally, home visits are used to reach our most vulnerable families. A Parent Liaison also meets with parents of our English Learners, Foster Youth, Homeless Youth and other at-risk student groups. The Liaison assists families with accessing local resources and asks how the school can provide support for their students to be successful. Staff are encouraged to reach out to parents when students are struggling.

Translation services are provided for all documents that are sent home to parents with limited English proficiency. A translator/parent liaison also support EL parents and students with special needs. Our Special Education director reaches out to parents with special needs and meets with parents on a regular basis to ensure their students receive support. Migrant students are provided support from their teacher and the parent liaison to help the children overcome educational disruption and provide for transition back into school.

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 CDE's 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:

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: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • 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) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective:

	• Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record
Out-of-field teacher	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: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])
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.

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:

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.

SWP: The School Site Councils meet regularly to analyze student data and adjusts goals, actions, services and metrics. The SSC annually reviews and evaluates the Schoolwide plan. Based on the local and state data, the SSC recommends professional development opportunities for areas of need and actions/services within the SPSA and the LCAP. Stakeholder feedback is also solicited through LCAP meetings and staff, parent and student surveys.

Using the MTSS Framework, our SWP is used to provide intervention services and mental health services to support to all students. Using multiple measures of student data and classroom observations, our staff identify students every few weeks and we adjust our groupings for interventions based on the data. Students that need intensive Tier 3 supports receive one-on-one support from instructional aides and/or teachers on their area of need. Students who need extra support receive Tier 2 supports while all student receive Tier 1 academic and social emotional support.

TAS: "N/A"

Neglected or delinquent: "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:

n/a

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:

Title I set aside funds for gas/fuel cards or mileage reimbursement are budgeted. The District has a cooperative working relationship with the local community medical health agency to provide health care and partners with local churches and the community hub. Additionally, the district provides backpacks, school supplies, food, and clothing, if needed, with the set aside. Homeless student assistance is provided through the homeless liaison who attends regular training through the Shasta County Office of Education. The Homeless Liaison assists families with enrollment, attendance and academics in order to ensure success. Each student is also paired up with an adult, on campus, to discuss concerns and to have a positive role model. Positive attendance and academic growth are both recognized and rewarded through monthly and/or quarterly school assemblies.

The Liaison regularly check-ins with homeless youth teachers and parents to ensure the student has the necessary supports and resources to be successful. The Liaison also ensure that the parents are connected with local community resources.

Parents are informed of the importance of regular school attendance and are notified of student truancy through individual meetings, phone calls, letters, SST's, School Attendance Review Team (SART), and when necessary through a referral to the School Attendance Review Board (SARB).

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.

CUESD transitions preschool children in regular education and special education. Transitions are made via teacher and administrative collaboration, in conjunction with parents, or through the IEP process.

At 3 years of age services that are educationally related are offered to students who qualify for an IEP.

CUESD has a Bright Start program that serves birth to five year olds in teaching parents how to read, play, talk, and learn. This program also offers play days once per week so that kids can play together and parents can learn from one another.

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:

n/a

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:

n/a

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 LEA provides on-going professional development opportunities for the staff based on the needs analysis of student data, staff individual goals, and latest state initiatives. Additionally, Title II is spent to reduce our class sizes in order to support our at-risk students. The CA School Dashboard has provided us areas to work on as an LEA. We use both state and federal funds along with grant funds to support new teachers, veteran staff, principals, and school leaders. Recently, these funds have been used to support the social emotional learning and the academic learning of students and staff. Capturing Kids Hearts, PBIS, Fred Jones Classroom Management, Peaceful Playgrounds, mathematics instruction, literacy instruction, intervention instruction are all supported using these funds. Principals build capacity within the staff by providing on-going professional learning opportunities using the Professional Learning Community model and the Improvement Sciences Tools. Additionally, school leaders are sent to professional development based on their goals and needs as well as the most recent initiatives being provided by the county office of education. Our LEA's system of professional development and improvement for teachers is based on the review of the local and state data. Teachers are also asked to develop goals and align their professional development around the identified areas in their goals. Teachers also meet on a regular basis to discuss student data, target student interventions, develop differentiated lessons based on the needs of their students.

There are many support for principals, teachers and other school leaders from the beginning of their careers and throughout their careers. We provide both Tier 1 and Tier 2 support for new administrators as well as individual coaching. Our new teachers receive one-on-one coaching support from another teacher on campus and attend the induction program through the Tehama County Department of Education. Teachers and administrators attend professional learning opportunities based on the areas of individual growth and based on the School Site Council's identified needs.

The LEA measures growth and improvement through local and state data. The CA School Dashboard indicators are also used to show the staff areas of need and strengths. Using the LCAP, SPSA, and continuous improvement tools, the stakeholders provide feedback as to the areas that need attention. The School Site Council and staff meet regularly to identify areas of growth and improvement and make adjustments every few months based on the review of our local data. Teachers and support staff are also provided with a survey at the end of each professional development session so that administration and lead teachers can readjust the next professional development opportunity. Additionally, we target professional development based on the needs of our schools that have been identified for CSI.

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 LEA determines funding based on the schools that have the greatest needs as identified as by the CA School Dashboard results. CSI and TSI schools serving the most at-risk students are flagged for funding before other schools that do not show a need.

Using the LCAP District Committee, the LCAP educational partner meetings, the School Site Council, and staff feedback, areas of need are identified using local and state data. Once the areas of need are identified, our educational partners determine how Title II funds will be sent to serve the students within the LEA.

When we have schools identified as CSI and TSI, the LEA will distribute the funds received from the state for CSI schools directly to the identified school(s). If they are identified as a TSI school, there is no additional funding from the state so we will target our Title II funds to the TSI school(s). Schools not identified for CSI and TSI will still receive funding for professional development but it will be more limited than the TSI school(s).

Our CSI schools are using the funds in the following ways:

Temporary Personnel

Anderson Middle School -Vice Principal

North State Aspire Academy- Vice Principal, Teacher, Counselors

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.

Stakeholder meetings occur in a variety of ways: staff meetings, union meetings, governing board meetings, one-on-one meetings, support staff meetings, parent meetings, LCAP meetings, SSC meetings, parent booster club meetings, school events, parent/teacher conferences, principal/parent meetings, principal/staff goal setting meetings, and leadership team meetings. Most of these meetings occur on a monthly basis.

We coordinate Title II activities through our LCAP and SPSA development along with individual teacher and administrator goals. Together we review and refine the goals, actions, services, and data in the LCAP. Using the data we identify areas that we need to focus on. Our community is a tight knit community and our schools are the hub of each neighborhood. Therefore, there is no shortage of feedback from stakeholders because we work together daily and interact with our community on a daily basis. News travels fast through our small, rural community. We are very fortunate to have such a supportive stakeholder base for our small schools and are appreciate of the community support we receive.

Using local and state data, the stakeholders identify areas of strength and areas in need of work. The staff then identify a few professional development areas that we can focus on for the year. Staff also set individual goals and professional development areas that they need for growth. Continuous improvement tools are used with stakeholders regularly evaluate the progress of the plans at the meetings listed above. The stakeholders identify areas of that need to be refined or eliminated and the cycle continues.

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:

The Cascade Elementary School District recently formed a Title III Consortium (LEA) titled Cascade Elementary School District Title III Consortium. We are the Lead agency and do all the reporting and manage the funds based on the identified needs of the districts in the consortium. Tree of Life Charter School and Happy Valley Elementary School Districts are the other LEAs within our consortium.

Funds are reimbursed to the consortium districts based on their identified needs and a per pupil funding formula. The consortium members meet during the year to collectively make decisions based on our individual student needs.

The exact activities that are available are decided when we meet annually based on our data analysis and individual student needs. We have focused these funds to help provide a Bilingual Liaison at one school site in the Cascade School District and an EL Instructional Aide at the Tree of Life charter school and Happy Valley Elementary School.

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:

n/a

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 California EL Roadmap is being rolled out in our district and this supports the strengths and capacities of our English Learners by sharing the responsibility of all educators in our system. Our district also provides Designated ELD time on a daily basis to increase English Learners' proficiency by providing instruction focused on the ELD Standards.

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:

Our district assists English Learners in achieving English proficiency by providing quality, integrated English Language Development embedded into our curriculum, as well as set aside Designated ELD time with a focus on the ELD standards. The ELD standards are aligned with the Common Core ELA standards. We work to monitor students' progress measured by the data on the English Language Proficiency Assessment of California (ELPAC) as well as through teacher observation and another reading/writing assessment that measures their progress next to their grade level peers.

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:

Using the LCAP development process, all stakeholders provided feedback to the district for use of Title IV funds. A Title IV plan was developed based on the feedback and comprehensive needs analysis.

The funds will be used to enhance our overall program in the following area.

Well-rounded: Provide programming and training to improve instruction and student engagement in science, technology, engineering, arts and mathematics (STEAM), including computer science and increasing access to these subjects for underrepresented student groups.

We have decided to roll our Title IV funds into Title II to decrease class sizes and increase professional development opportunities for our staff based on identified needs.

We will evaluate the effectiveness and adjust accordingly annually.

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 Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
February 2022