

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

School Year

2024-25

Date of Board Approval

LEA Name

Gateway Unified School District

CDS Code:

45-75267-0000000

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 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.

Federal funds provided to Gateway Unified School District are used to supplement and enhance actions and services determined to accomplish the goals established for the LCAP. The district strategy for using federal funds is to increase student performance to the proficiency level for low income and English learner students.

Title I Funds

The concentration of district Title I funds are received by TK-5 elementary and TK-8 schools with a focus on literacy as a preventative measure. Students reading at proficiency levels by the end of third grade is the primary goal. High student mobility within the county requires funding also be used for tiered interventions in the middle grades to support literacy and math skill development for at-risk students. Some Title I funds are used to address the proficiency needs of students in the district Alt. Ed. programs and the high schools. Title I funding provides Professional Development for improved instructional strategies and practices, including understanding and implementing a multi-tiered system of support. Site instructional coaches are funded from Title I funds to provide on-site support to new teachers, and teachers implementing improved instructional practices.

Title II Funds

The district uses Title II funds to provide the high school with an instructional coach to help support teachers with improving student literacy proficiency, and funds are used to partially support the district with a mathematics instructional coach. Additional funds are available for high school teachers to receive Professional Development.

Title IV Funds

The district plans to use Title IV funds to support the Title I and Title II goals if funding does not cover all actions. Some Title IV funds have currently been designated to provide training for the implementation of restorative practices, safe school training, trauma informed practices and positive discipline teams at all of the district schools. Title IV funds are also used to provide instructional materials for STEAM and K-12 career pathways along with instructional support for core academics and intervention.

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.

LCAP actions are determined by needs assessments and data analysis targeting factors for at-risk students and low performance. Stakeholders review data and develop action plans to address those needs. Stakeholder groups include parents, students, community members, staff members, and employee groups. Formal input is consolidated through the Administrative Leadership Team, Professional Learning Communities, English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Committees, School Site Councils and the District Advisory Committee. Monitoring metrics are found throughout the LCAP attached to each of the six goal areas. Through the process of data analysis, needs are re-identified, modified, or added, with qualifying funding assigned to carry out the actions determined to improve outcomes. Federal funding is placed alongside state funding to enhance various actions. Each site School Plan for Student Achievement includes the major goals of the LCAP and addresses site actions to accomplish those goals, including federal and state funding sources supporting the actions.

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.

Our district has seven Title I schools/programs, all are school-wide programs. The comprehensive high school is now designated as a Title I school, receiving some Title I funding. Funds for the Title I schools are determined by the number of Eligible Low Income Students as identified through the Consolidated Application and Reporting System (CARS). The Community Day School has the highest percentage of Low Income Students at 94%, the lowest of the identified TK-8 Title I schools has 78% Low Income Students. The comprehensive high school receives less funding with a Low Income Student percentage of 66%. Additional funding sources are used to support Low Income Students at-risk at the high 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:

The Gateway Unified School District is committed to ensuring equity for all students regardless of race or socioeconomic status. Currently, all Gateway teachers are fully qualified to teach in their assigned positions as outlined by California CTC teaching criteria. In regards to inexperienced teachers, Gateway fully funds teachers needing to participate in the Tehama beginning teachers program, Tehama Teacher Induction Program (T-TIP). Gateway has found it necessary to hire Interns in the past for Special Education classes. Interns are fully supported by the district for the university courses they attend, followed by the T-TIP program after their internship finishes. Gateway employs the equivalence of 3.5 FTE Instructional Coaches that work with ineffective and inexperienced teachers, as well as providing professional development to all Gateway teaching staff.

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.

Gateway Unified School District values the support and partnership of parents, family and the community. The district's strategic plan and the LCAP dedicate resources to Goal 3: Gateway Unified School District will engage with the community to meet the District's Mission and Vision. As part of the implementation to include the community engagement, school sites will provide parents with a calendar of meetings and events for parental opportunities to participate. The calendar will include several opportunities for stakeholder involvement. Each calendar will include a minimum of 1 meeting or event targeting participation in programs for parents of unduplicated pupils and 1 meeting or event targeting participation for parents of individuals with exceptional needs--most meetings and events will be all-inclusive for all groups. District departments & school sites will establish a baseline of the number of parent/community member participants that attend regularly scheduled meetings and events. [These meetings include but are not limited to: parent/teacher conference week meetings, Back-to-School Night, Open House, Title I Parent Committee Meetings, District Advisory Council Meetings (DAC), DELAC/ELAC Meetings, School Board Meetings, Annual LCAP Meetings and IEP Meetings.] Each school site will have a community involvement team to monitor and evaluate the effectiveness of efforts to increase parent/community involvement. Annual district and site surveys will be distributed to collect input from parent/community members.

Gateway Unified School District has three schools identified for Comprehensive Support and Improvement: MLHS, Gateway Educational Options, and Community Day School. The student group Students with Disabilities meets the criteria that identifies most of these schools for CSI. The administration, with their intervention leadership team, will invite parents of Students with Disabilities to an informational meeting explaining CSI and the reason for being identified. The informational meeting will conclude with scheduling a collaborative meeting with parents who want to be part of a

school/parent planning session to address strategies for improvement. All parents of this student group will be asked to complete and submit an online needs survey with topics and questions to help identify areas for improvement. All pertinent information from this initial meeting will be distributed to all parents of this student group for the purposes of clarifying information and communicating to parents unable to attend the meeting, as well as reminding them to complete and submit the survey. Ongoing parent communiques will be sent out with updates and opportunities for feedback on the school/parent planning sessions. Once the plan is completed all parents will be invited to another meeting for opportunities to ask questions and express ideas before the plan is finalized and implemented. The administration and intervention team will share with parents all efforts the school is making toward improvement in this area while waiting for a strategic plan to be developed.

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 parent and family engagement policy was developed jointly with parents and family members of participating children. Families were notified by the school sites, inviting them to ongoing meetings throughout the school year. These meetings were held after regularly scheduled school site council meetings. As a result of the meetings, school sites gathered content information to be addressed in the engagement policy. In addition to these meetings, surveys were distributed and collected from parents and families, and students. The information and data was analyzed and shared at a district committee level, with the result being the development of the LEA parent and family engagement policy. The policy is part of an informational packet that is distributed each year with each student upon enrollment. It is also accessible online. Finally, the district hosted a community night and two strategic planning days to gather input.

Office staff, regular education teachers, and special education teachers are asked to inform the school office manager of any special accommodations for communicating with families that have accessibility needs or other special needs to make corresponding with the school easier. At the start of the year and with any new enrollment, the office staff will ask parents/guardians if there are special accommodations or other special needs for communication. Information is sent out with the enrollment packet that provides information for parents needing this request. During Back-to-School Night and parent/teacher conferences, teachers explain how parents can use various means to communicate with them, the school and the district. Parents are also asked how best to communicate with them, and if there are any special considerations or needs that they may have regarding communication.

Site and district parent meetings are scheduled throughout the year to help parents understand the educational challenges and requirements facing students. These meetings offer materials and training to support parents taking an active role in their child's education. Parents and staff of local preschoolers are invited to these meetings. The content of these meetings are shared and addressed at site ELAC and DELAC meetings (English Learner Advisory Committees). Translators and translation is always available.

The school district does not have any identified migratory children. If a student is identified for migrant education, the district EL Coordinator is responsible for contacting the families of migratory children and providing district information to support their child(ren) as well as establishing the best method for communication between the family and school.

In addition, each site has developed a site team to monitor the implementation for effective parent and family engagement. This team includes administration, certificated and classified staff, community members and Parent Club members. Appropriate age students will be included on the team at the middle schools and high schools. Monthly meetings will be held to organize upcoming engagement opportunities and reflect on the effectiveness of the previous month's activities.

The district and site administration follow the guidance of the CDE Family Engagement Framework to: train staff, with the assistance of parents, in how to reach out to and work with parents as equal partners in their children's education. The district uses the Basic Implementation rubric and provides information, support, and professional development for staff on parent/family involvement, including

- -the value of parent/family involvement;
- -outreach, communication, and partnering with parents/families;
- -implementing parent/family programs;
- -building ties between the home and the school; and
- -utilizing parent input to design and deliver staff training on parent involvement.

The CDE Family Engagement Framework acts as the main resource for training staff. A site team consisting of the site counselor, site administration and parent members of the School Site Council and Parent Club provide professional development to the entire staff. This training takes place on the first all-staff work day that students are not attending school (normally, this is the day before students arrive back from summer break). Highlighted information and strategies from the Framework are presented by various members of the team. Staff are provided with opportunities to collaborate, ask questions, review the parent activities calendar and share resource strategies. The team also provides short training sessions and resource opportunities for the school staff throughout the school-year.

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: Gateway Unified focuses Title I monies on school sites with the highest percentage of students on the Free and Reduced lunch program. This includes a K-5 elementary school, two K-8 schools, an alternative education program, a continuation high school and community day schools. All of these schools and programs have between 78% - 85% students on Free & Reduced program. The comprehensive high school also receives funds with a percentage of 66% students on Free and Reduced lunch. Each school or program has a schoolwide Title I program. Tiered intervention plans have been developed with all students receiving tier 1 interventions and tier 2 and 3 additional interventions given to the highest at-risk students.

TAS: "N/A"

Neglected or delinquent: Students in community day schools have individual student plans that include academic and behavioral goals. The student starts at a Level 1 upon entry to the program, with appropriate goals for academics and behavior. As the student achieves these goals he/she moves through a tiered level system, each with higher goals. The student is exited out of the CDS program upon completion of all levels

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:

GUSD budgets adequate funds for homeless students for supplies and programs. These include purchasing backpacks, supplies, clothing and transportation if necessary. Homeless children and youths have priority to the district after-school program free of any registration fees. Title I funds and local community donation money is budgeted according to the year to year changes and needs of our homeless children and youths population.

The district's yearly enrollment packet provides information on homeless services and the definitions of homeless children and youth. Criteria for identification and explanations for services are included in the information. Office staff at each site are trained to point out the information to all parents enrolling students in the district. The office staff is trained annually about updates and procedures by the district homeless children and youth liaison.

Parents and guardians of students identified as homeless are contacted by school site staff and asked to call the district liaison. Student information is provided to the district liaison in order to contact parents and guardians that have not contacted the liaison in a timely manner.

Each site has a school counselor and parent liaison who is provided with student information identifying children qualifying for homeless services. The counselor and/or liaison also contacts the parents and guardians to provide support in conjunction with our District Homeless Liaison.

Each site's intervention team receives monthly data reports with individual student data for each at-risk group (which includes the at-risk group: homeless children and youth). The data report provides academic information pertinent for the month, along with discipline and attendance reports. The intervention team addresses concerns and communicates information and suggested strategies pertinent to any teacher, the homeless liaison, the counselor (who is part of the intervention team), the Special Education Dept. and the district nurse.

The district liaison is in communication with the parents/guardians of homeless children and youth throughout the school year.

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.

GUSD works closely with the preschool programs to ensure the best possible transitions for students moving out of the preschool programs and into the GUSD (transitional) kindergarten programs. GUSD runs a weeklong Kindercamp during the summer that focuses on school readiness for at-risk students transitioning into kindergarten. Fifth graders at our TK-5 school have the opportunity to visit and learn about the school they will be attending for sixth grade in the following year.

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:

High School counselors provide interactive high school orientation lessons to our 8th grade students. At the start of the school year incoming 9th graders visit the comprehensive high school prior to the first day of school. Returning 11th and 12th graders work with incoming 9th graders in small groups showing the campus and answering questions. Students in grades 5th through 12th participate in school field trips visiting local college campus, and high school students visit some colleges/universities out of the immediate area.

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:

Gateway Unified School District Title I funds complement LCAP actions by providing funds to support Site Intervention Teams. These teams are provided release time or compensated for work beyond contractual duties to help identify students that are at-risk of struggling academically, and identifying gifted and talented students that need greater challenges. The at-risk students are provided extra support in language arts and/or math. Gifted students are provided greater challenges through classroom instruction, enrichment classes and after-school programs for Makerspace, STEM, Math Club and Robotics. Title I funding also provides classroom teachers the opportunities to attend professional development focused on teaching the gifted and talented. Teachers have access to Title I funding to purchase supplemental instructional materials for gifted students.

District Title I funds are also used in conjunction with LCAP supplemental/concentration funds to support library personnel and programs at sites. Site library/media centers are at the core of the district's goal to maintain and create high quality contemporary learning environments that enhance student learning and accommodate student capacity.

Using the library/media space to create 21st century learning environments provides a central area at each campus to promote digital literacy skills and improve academic achievement. LCAP supplemental/concentration funds provides a foundation for effective school library programs. Title I funding supports additional instructional materials, digital learning opportunities, staff training and student engagement strategies that expand the foundation and create exceptional programs.

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

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.

Gateway's Title II funding allocation is fully interwoven in the strategic goals of the district, represented in the LCAP. Supplemental/concentration, Title I and Title II funds are all primary funding sources for professional growth. Strategic goals have to first be identified and actions determined before spending is permitted. Gateway fully funds teachers needing to participate in the Tehama beginning teachers program, Tehama Teacher Induction Program (T-TIP). Gateway has found it necessary to hire Interns in the past for Special Education classes. Interns are fully supported by the district for the university courses they attend, followed by the T-TIP program after their internship finishes. Gateway employs the equivalence of 3.5 FTE Instructional Coaches that work with ineffective and inexperienced teachers, as well as providing professional development to all Gateway teaching staff. Gateway is a PLC district and provides initial professional development on the PLC process to all new administrators and to all new teachers. New administrators and teachers are sent to a 3-day PLC workshop outside of the district following their probationary period. Principals and teachers are encouraged to attend local professional development and given a stipend for workshops beyond contractual time provided they get pre-approval. Principals are encouraged to seek professional growth for teachers and themselves based on a needs assessment and plan of action for implementation.

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:

Federal Addendum Title II

Title II funds support a full-time instructional coach to serve the secondary programs within the district. These include the comprehensive high school, the continuation high school, the community day school, the independent study program and grades six through eight core teachers. There are approximately thirty secondary teachers in the district providing direct instruction in literacy for students in grades 6-12. The instructional coach's primary focus is on the improvement of

student literacy. The instructional coach provides professional development to the entire secondary program staff, leads teacher PLC groups, researches best practices and instructional strategies, works with new and struggling teachers, and provides data analysis to staff. The continuation high school, the community day school and the independent student program have the least number of students but the highest percentage of students qualifying for Title I. The comprehensive high school (Central Valley) receives some Title I funds, with a percentage of children [counted under Section 1124(c)] lowest among all schools at 66%. Still, the school has the second-highest actual number of students counted under Section 1124(c) with 387 students this past year.

Gateway Unified School District

School	Student Enrollment	Percentage of children counted under Section 1124(c)
Community Day School	18	94%
Buckeye School TK-8	451	85%
Grand Oaks Elem. TK-5	315	83%
GEO Independent Study	77	83%
Mountain Lakes HS	60	91%
Shasta School TK-8	614	78%
Central Valley HS	583	66%

Instructional coaches in the district focus primarily on literacy and math, supporting teachers in understanding data and using research-based instructional practices. Two of the positions are funded with Title I funds and one FTE is funded using Title II funds. Low performance on math and literacy assessments indicates a need for professional development and coaching. Additional Title II funds are used for the professional development needs of high school teachers and high school administration professionals. MLHS, Community Day School, and Gateway Educational Options have been identified for Comprehensive Support and Improvement, (CSI). Shasta Lake School, Buckeye School of the Arts, Grand Oaks, and Central Valley High School have been identified for Additional Targeted Support and Improvement (ATSI). The school leadership teams, which include the Title II Coach and Title I/II Coach, and Title 1 Reading interventionist developed an action plan for improvement. Instructional Coaches will provide coaching and professional development to staff and individual teachers. This support will be in addition to interventions provided with the use of Title I funds and extra certificated sections for interventions provided with LCAP funds.

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.

Gateway Unified School District is a Professional Learning Community (PLC) school district. Contractual time has been established on every minimum day Monday for sites and district PLCs to analyze data to improve instructional strategies and tiered intervention strategies. NWEA assessments in Reading and Mathematics are given in the fall, winter and spring for grades K-10, and fall and winter for grade 11. The NWEA assessment is a growth model. The fall assessments are analyzed by grade level teachers in K-5 and by content area in grades 6-11. Teachers develop Tier I intervention strategies for student grouping based on the results of the assessments. Some students are assigned to Tier II & III interventions. Student growth is measured at the winter assessment and modifications to plans and strategies are made. The spring assessment is analyzed to see if all students made a year's growth, and if at-risk students are at grade level or making more than a year's growth if not at grade level. Each site has an intervention team that monitors growth data, makes recommendations to teachers, and determines if current plans and goals are making the desired impact. The intervention teams consist of instructional coaches, special education staff, site administration, a school psychologist, a counselor, and support staff.

In addition, site administration and instructional coaches work as a PLC to analyze CAASPP data (grades 3-8 & 11) and BPST data (grades K-2) to determine if planned action steps of improvement are reaching the targeted goals. The data is shared with the teaching staff at a site PLC during the fall with discussion on modifying or changing action steps if needed. Professional development needs are discussed with possible changes to the site's professional development plan. Throughout the school year, primary teachers give the BPST assessments and 3rd grade and above teachers give the CAASPP Interim Assessments in Language Arts and Math to all students in grades 3-8 and 11th grade. The BPST and CAASPP Interim assessment results are discussed in PLCs with an instructional coach and/or administrator present in the PLC. Analysis of the assessments helps determine strategies for targeting skills students have not mastered.

Each year the instructional coaches send out start-of-year and end-of-the-year surveys to teachers asking how they can be most useful to teacher and student needs.

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:

N/A The LEA does not receive Title III funds.

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 The LEA does not receive Title III funds.

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:

N/A The LEA does not receive Title III funds.

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:

N/A The LEA does not receive Title III funds.

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:

The district will assemble a planning team each year to review Title IV Activities and Programs. The planning team will seek representatives from educational partners: a district school psychologist, a district school counselor, Informational Technology Director, Special Education Director, Instructional Services Director, Business Director, Classified Union Representation (paraprofessional), Maintenance & Operation Director (Safety), an elementary administrator, a high school administrator, a representative from Shasta Community College, and parent and community representatives from the District Advisory Council. The planning team will continue to evaluate the most recent data collected from student, staff & parent/community surveys. These surveys gather perceptual data on school climate, school safety & health, use of technology and the academic goals of the district. The planning team will continue to do an analysis of the district needs assessment that has been developed through the LCAP process, based on the most recent CAASPP data. The planning team will indicate any recommended changes to the needs assessment or any desire for additional data to revise the following needs assessment.

- 1.1 Increase the number of students that demonstrate proficiency in core subjects, and continue to provide every student with sufficient access to standards-aligned materials.
- 1.2 Increase the number of student graduates college and career-ready. (College/Career Indicator--the district will see increases in the top two bands, Prepared and Approaching Prepared, with a decrease in the bottom band, Not Prepared.) Continue to offer a broad course of study as outlined in Ed.Code Section 51220.
- 1.4 Teachers and administration will participate in collaborative decision-making, aligning best instructional practices, and building collegial support through the Professional Learning Community (PLC) process..
- 1.5 Improve the academic proficiency of English Learner pupils.
- 1.6 Improve the academic proficiency of Students with Disabilities, (identified as a consistently Low-performing Student Group), & students receiving interventions.
- 2.1 . Increase attendance rates and decrease the number of student discipline referrals, suspensions, and expulsions. Decrease Chronic Absenteeism rates. Recognize and address student, teacher, parent and community concerns for safety, and school connectedness.
- 3.1 Increase the participation & input of stakeholders in the decision-making process for the school district. Increase parental participation in district/school site programs for unduplicated pupils. Increase parental participation in district & school site programs for individuals with exceptional needs
- 4.1 Cultivate a team of exceptional educators and support staff.

5.1 The physical learning environment is a key component to student achievement. Continue to ensure that all facilities are maintained to meet the educational and safety needs of all students.

5.2 Ensure the district maintains a highly secure technology infrastructure.

.

Title IV funds have been considered in the overall plan and goals of the district.

The planning team has allocated approximately 20% of the funds for safe and healthy students. These funds will support campus safety and positive behavior and emotional health support for our students. This will in turn support building a positive school culture. The effectiveness of this focus area will be determined by comparative analysis of baseline discipline data and on-going student discipline data: site discipline referrals, individual teacher referrals, suspension rates, instructional materials for school culture, social-emotional classroom learning and effects on discipline data. School climate perceptual surveys from students, staff, and parents will be used as well.

The planning team has recommended the LEA use 40% of the funding to support instructional practices and intervention at the TK-8 level. A review of the academic metrics (NWEA) will be used to provide data for analysis of this action.

The planning team has allocated approximately 28% of the funds for the district's focus on promoting STEM & Robotics at the middle school and high school levels along with supporting Art and Drama. Review of School climate perceptual surveys from students, staff and parents will be used to gauge connectedness to school and overall positive school climate.

The district has developed a partnership between Central Valley High School and Shasta Community College offering concurrent classes. Approximately 8% will be used for support materials and tutoring opportunities to help students succeed with concurrent enrollment.

The remaining available funds will be used to support training for restorative practices, trauma-informed strategies in the Classroom, and safe and healthy student activities to build a positive school culture.

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.

The needs of our district are highlighted by several critical data points, particularly focusing on the performance and preparedness of socioeconomically disadvantaged students. The California Assessment of Student Performance and Progress (CAASPP) results indicate that only 35.71% of students met or exceeded the standards in ELA and 24.98% in math. This underscores a significant achievement gap that necessitates targeted interventions and support. Additionally, the District College Career Indicator reveals that only 33.3% of our students are considered "Prepared" for post-secondary education and careers, with 13.8% "Approaching" readiness and a concerning 52.9% "Not Prepared." These figures point to an urgent need for enhanced academic programs, career guidance, and resources to better prepare our students for future success. By addressing these data points, we aim to implement strategies that will improve academic performance and college and career readiness for all students, particularly those who are socioeconomically disadvantaged.

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

To support a well-rounded education, activities will include expanded Career and Technical Education (CTE) offerings that provide students with practical skills and career readiness. Additionally, a variety of STEAM electives will be available to foster interest and proficiency in science, technology, engineering, arts, and mathematics. The implementation of instructional technology will be enhanced with the support of instructional coaches, ensuring effective integration and maximizing its impact on student learning.

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?

Indicators of successful programs can be assessed through various metrics, including CAASPP scores in Math, Science, and English Language Arts, which provide standardized measures of student performance. Additionally, graduation rates offer insights into overall student success and school effectiveness. Participation in Career and Technical Education (CTE) programs and the completion of early college courses further indicate students' preparedness for post-secondary education and careers, highlighting the breadth of academic opportunities available to students. To assess effectiveness of programs the district looking for an annual increase in proficiency of 5% in math and English. Additionally, the district has set a goal of 2% annual increase in college/career readiness and graduation rate.

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.

Our district's needs are clearly highlighted by several critical data points that reflect both academic performance and broader community concerns. The graduation rate stands at 75.5%. This underscores a significant area for improvement in our support systems and interventions to ensure more students can successfully graduate. Surveys from parents, staff, and students consistently rank safety as a top priority, pointing to the need for enhanced measures to create a secure and supportive school environment. Additionally, the chronic absenteeism rate is at 30.5%. Additionally, the district will suspension rate is "very high" on the CA dashboard at 9.9%. This data highlights the importance of addressing the underlying causes, such as providing better engagement strategies, support services, and resources to ensure consistent school attendance and active participation. By focusing on these key areas, we aim to create a more conducive learning environment that supports both academic success and overall well-being.

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

To address the identified needs, we will implement a comprehensive plan that includes targeted activities to enhance safety, improve behavior, and support academic intervention. This plan involves extensive training for staff on safety protocols and crisis management to ensure a secure school environment. Funding will be used to employ behavior and academic support staff. Additionally, professional development sessions will be conducted to equip staff with effective behavior management strategies and restorative practices. To support academic success, we will invest in specialized training for intervention staff and develop robust academic support programs tailored to the needs of students, particularly those who are socioeconomically disadvantaged and chronically absent.

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?

The district goal is a 2% annual decrease in suspension and chronic absenteeism. The goal for the alternative education site, MLHS, is a 5% annual increase in graduation rate. Parent, staff and student survey data will continue to help evaluate the effectiveness of the program and future 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.

GUSD's 1:1 Technology Program provides each student with their own personal device, such as a laptop or tablet, to enhance learning and ensure equal access to digital resources. This program is designed to integrate technology into everyday learning, allowing students to engage with interactive educational tools, access online resources, and develop essential digital literacy skills. Needs are highlighted by 1 data points that reflect both academic performance and continued efforts to ensure student safety. The California Assessment of Student Performance and Progress (CAASPP) results indicate that only 35.71% of students met or exceeded the standards in ELA and 24.98% in math.

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])

Within the support of effective use of technology, activities will include investing no more than 15 percent on technology infrastructure to ensure robust and reliable connectivity. The remaining resources will be dedicated to programs that enhance math and literacy skills, as well as those that support a well-rounded education through interactive and engaging digital content. Additionally, comprehensive training for teachers will be provided, focusing on best practices for integrating technology into their instruction to maximize student learning and engagement. These activities aim to create a seamless and effective technological environment that supports both teaching and learning across all subjects.

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?

Indicators of successful programs can be assessed through various metrics, including CAASPP scores in Math, Science, and English Language Arts, which provide standardized measures of student performance. Parent, staff and student survey data will continue to help evaluate the effectiveness of the program and future 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:

January 18, 2024



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