

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

**School Year**

2024

**Date of Board Approval**

June 20, 2024

**LEA Name**

Sequoia Union Elementary School District

**CDS Code:**

54 72116 0134973

**Link to the LCAP:**

*(optional)*

**For which ESSA programs apply to your LEA?**

Choose From:

**TITLE I, PART A**

Improving Basic Programs Operated by State and Local Educational Agencies

**TITLE II, PART A**

Supporting Effective Instruction

**TITLE III, PART A**

Language Instruction for English Learners and Immigrant Students

**TITLE IV, PART A**

Student Support and Academic Enrichment Grants

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

*In the following pages, ONLY complete the sections for the corresponding programs.*

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;** however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

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

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

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

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Goal #1: All students will increase achievement in Mathematics, English Language Arts and Science through targeted and comprehensive academic support. (State Priorities 2, 4 & 7).

Goal #2: Sequoia Union Elementary School District will partner with parents to provide an educational experience that enriches and engages students providing them with the tools and experience they need to reach their full potential as independent lifelong learners. (State Priorities 3, 5, & 6).

Goal #3: Sequoia Union Elementary School District will maintain a physically safe and supportive environment where students and teachers have the material, technological and health related resources necessary for successful teaching and learning. (State Priorities 1, & 6).

Goal #4 Sequoia Union Elementary School District will partner with parents, students and community members to improve communication and school climate, creating a positive learning environment where educational partners treat each other with respect and work together toward common goals in a cycle of continuous improvement. (State Priorities 3, 6, & 8).

## 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.

The District will work to ensure that all federal funds are used in a manner that supports the growth of all students including Unduplicated Pupils. Use of federal, state and local funds are reviewed by staff, School Site Council members, Parents, and School Board Members each year through the LCAP Engaging Educational Partners process. Federal and State funds will be used as required as to ensure that Unduplicated Pupils - English Learners, Socioeconomically Disadvantaged, and Homeless/Foster Youth are receiving an appropriate education that supports both their academic and social growth. Programs include, but are not limited to the following:

1. Web-based Supplemental Intervention Programs for the whole school
2. Classified Staff performing small group and one on one support
4. Focused supports for students performing below grade level through our pull-out intervention program
5. Focused support for English Language Learners through small group work with our ELD Coordinator

## 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**

<b>ESSA SECTION</b>	<b>STATE PRIORITY ALIGNMENT</b>
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**

<b>ESSA SECTION</b>	<b>STATE PRIORITY ALIGNMENT</b>
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.

Sequoia Union Elementary School District utilize the designation of students who qualify for Free and Reduced Price Lunch through the National School Lunch Program as the criteria for students being a part of the Title I services.

## ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

### TITLE I, PART A

#### Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

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

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

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Sequoia Union Elementary School District provides two Learning Directors who serves as mentors/coaches to support new teachers as they progress through their required induction programs. In addition, the LEA provides time for professional development, professional learning communities, and team collaboration each Wednesday afternoon. Students are on a minimum day schedule each Wednesday in order to allow a two and a half hour block of dedicated time for teacher growth and improvement. Examples of typical Wednesday professional development activities for the 2024-2025 school year will include: a monthly session with the Tulare County Office of Education Title III ELD Consortium consultant to assist teachers in developing, implementing and refining their instructional skills in both Designated and Integrated ELD; and sessions provided by our Learning Director to assist teachers with the development of curriculum maps and pacing guides. In addition, teachers are offered opportunities to attend off-site trainings and conferences allowing them the chance to network with educational professionals from different schools and learn skills specific to their concentration, grade level, or area of need. Teachers who attend off-site conferences are encouraged to share their newly acquired knowledge and skills by providing a presentation or training for their colleagues back on campus.

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

## Parent and Family Engagement

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

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

Sequoia Union Elementary School District has a history and culture of high levels of engagement with parents and community members. Our active Parent's Guild, consisting of our Parent Teacher Club and Sports Boosters works with the district to hold events and activities throughout the year that are both engaging and educational. This groups raises upwards of \$40,000 each year to provide an experiential learning program for students allowing them to explore and apply academic concepts outside of a campus environment.

In addition to working hand in hand with the Parents Guild, the district administration is readily available to parents and community members in person, by phone and by email. Regular meetings of the School Board, Site Council and other advisory groups are posted and open to the public for participation and comment. Special focus sessions allowing for LCAP feedback from different educational partners are held throughout the year. An annual survey is sent out to educational partners eliciting feedback on school programs and culture each spring. The results of these surveys are presented to the public at School Board, School Site Council and staff meetings.

Several events are held throughout the school year to welcome families, recognize academic achievement and celebrate the performing arts. These events allow parents and community members to engage with the school, show what their students are learning, and provide an opportunity for them to participate in the educational program.

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 School Site Council which serves as the LEA Parent Advisory Committee (PAC) and the English Learner Advisory Council (ELAC) reviews, updates and approves the Parent Involvement Policy each year. Parents meet with teachers one-on-one each October and more frequently by parent or teacher request. Teachers communicate with parents about their child's progress via class websites, email and other electronic means such as ClassDoJo or the Remind app. The LEA maintains an up to date website and communicates with parents via email, text and phone "blasts" using the Instant Messenger application. Parents of students in grades 6-8 have access to the student information system's parent portal to monitor their students' grades and assignments. Sequoia Union employs an EL Coordinator who serves as translator for parent conferences and Instant Messenger communications. In addition, the EL Coordinator fosters relationships with Spanish-speaking families providing support through home visits and working to connect families with needed services within the community. Back to School Night and Open House are held each fall and spring giving parents an opportunity

to come to campus, meet with teachers and other parents and discuss student expectations and view progress made toward educational goals.

## **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.

The LEA conducts Targeted Support Programs that generally take the form of push in and pull out interventions conducted by paraprofessionals, special education teachers, intervention specialists, and the EL Coordinator.

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:**

Students eligible for Title I Targeted Support programs are identified via local benchmarks, currently Renaissance STAR, and state level achievement tests such as CAASPP and ELPAC. In addition, students with 504 and Individualized Education Plans are identified with the help of teachers, parents, the school psychologist and speech therapist. Once identified, these students receive services from a robust roster of paraprofessionals on our campus. These aids provide both push in and pull out services to assist students with basic skills and provide assistance in grasping new concepts. In addition to services provided by paraprofessionals the 2024-2025 LCAP provides for additional assistance for English Language Learners. The English Language Development Coordinator conducts intensive small group work with students identified in CALPADS as English Learners. The EL Coordinator maintains relationships with Spanish speaking families, helps manage yearly initial and summative ELPAC testing as well as the process of redesignating students. Through all of these job duties the EL Coordinator is able to monitor and identify based on information from families, ELPAC test scores and feedback from teachers which students are in need of additional support, and how students are progressing in their English acquisition.

## **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:**

In general, any records accompanying the enrollment of a foster child are reviewed to determine how best to meet the needs of the student. Foster parents are consulted for additional background and open lines of communication are established to ensure foster parents are informed of actions that will be taken to support the student both academically and socially. This effort is accomplished through a team that includes the Foster Youth Liaison, Mental Health Wellness Triage Grant Social Worker, School Psychologist, classroom teacher and superintendent/principal.

## **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.

At Sequoia Union, we strongly advocate for all our students. We work with students and parents as they transition from grade to grade.

We discuss the changes in expectations with parents for their children as they transition into upper grade academic levels.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The LEA cooperates with our feeder high school in Exeter to make sure students entering high school from Sequoia Union are properly placed and prepared for what is expected of them in high school. Each year our eighth grade teachers complete a set of forms for each outgoing eighth grade student containing test score information and suggestions from current teachers about high school placement. This cooperation ensures that students will be placed in the proper set of courses upon entry into high school. In addition, each spring Sequoia Union participates in Exeter High School's eighth grade visitation day where students are bussed to the high school campus to receive tours and information about academics and extracurricular activities that will be available to them in the fall.

**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:**

The LEA uses a battery of tests and teacher observations to meet the varying needs of all students. We use Renaissance STAR, the state interim tests, and CAASPP performance to help determine where each student is academically. We conduct Professional Development and Professional Learning Community Meetings to further promote our teaching staff's ability to meet the diverse needs/capabilities of our student population. We participate in many county sponsored academic programs and activities such as Reading Revolution and National History Day to give our gifted and talented students a chance to exercise their advanced skill set. Our Library Media Services Coordinator works in concert with our Student Success Center to support teachers in the classroom, provide focused individual and small group support and expand students' access to written and digital materials that can broaden their interests and increase academic engagement and achievement. We have also incorporated Internet based programing that provides independent, challenging programs for each student, meeting them where they are in their academic journey.

## 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.

Sequoia Union Elementary School District provides two Learning Directors who serves as mentors/coaches to support new teachers as they progress through their required induction programs. In addition, the LEA provides time for professional development, professional learning communities, and team collaboration each Wednesday afternoon. Students are on a minimum day schedule each Wednesday in order to allow a two and a half hour block of dedicated time for teacher growth and improvement. Examples of typical Wednesday professional development activities for the 2024-2025 school year will include: ; a monthly session with the Tulare County Office of Education Title III ELD Consortium consultant to assist teachers in developing, implementing and refining their instructional skills in both Designated and Integrated ELD; and sessions provided by our Learning Director to assist teachers with the development of curriculum maps and pacing guides. In addition, teachers are offered opportunities to attend off-site trainings and conferences allowing them the chance to network with educational professionals from different schools and learn skills specific to their concentration, grade level, or area of need. Teachers who attend off-site conferences are encouraged to share their newly acquired knowledge and skills by providing a presentation or training for their colleagues back on campus.

### 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:

N/A

### Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Address these questions:**

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

The need to implement a model of continuous professional improvement on our campus is recognized in our LCAP. The Learning Director positions provide a much needed administrative support role to our single administrator on campus, giving more time and attention to the responsibility of monitoring the professional growth of our teachers. The Learning Director's possess an Administrative Credential and understand how to use data and observation to evaluate where a teacher is in his or her practice and collaboratively develop goals for each individual's growth. In addition, both self and peer evaluation tools will be used to reflect and identify strengths and room for growth. A program of peer observation and model lesson demonstration is also planned so that educators can learn from their colleagues.

## **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:**

Sequoia Union Elementary School District participates in the Tulare County Office of Education Title III Consortium. Any Title III funds awarded to the LEA go directly to the Consortium which then provides Title III services to the District. The consortium provides professional development that begins with assessing the needs of the site. Assessing needs may include looking at ELPAC Data, examining supports and features in curriculum used at the site, evaluating the structures currently in place to support English Learners, and classroom walkthroughs and observations. Once an assessment as to the needs of our site is made, the consortium can begin to provide professional learning based on those needs. Topics may include understanding ELD standards, understanding and implementing Integrated and Designated ELD, and lesson planning. Once professional learning has been provided, the consortium consultant can then provide classroom coaching and support, and progress monitoring of the development of language proficiency at our site.

### **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:**

Access to the Student Success Center (SSC), English Language Development coordinator and additional technology provided to EL students in the form of wifi and computers/tablets provided by the district for use in the home.

### **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 consortium will work with the LEA to help teachers develop a clear understanding and implementation of Integrated and Designated ELD with the goal of Designated ELD time provided to all English Learners each day. Teachers will work to provide Integrated ELD throughout their daily instruction to give additional support to English Learners working to understand the content. The EL Coordinator will work with the consortium to improve the effectiveness of Designated ELD time receiving coaching in both pedagogy and applied strategies. Consortium consultants will work with the LEA to provide ongoing coaching and support in the LEA's implementation of effective programs and activities.

**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:**

The consortium will assist the district in using CAASPP and ELPAC results to identify instructional goals for English learners. Consultants will assist teachers in creating action steps to take with each English learner and show them how to monitor that learner's progress. In the case of our district, the consortium consultant will also work with intervention staff to assist those personnel in understanding and meeting the unique needs of English Learners in an intervention context. Working together the EL Coordinator, the classroom teacher and the intervention staff will provide a support team to English Learners that will help them to increase their language acquisition and academic achievement.

## 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:**

We are not partnering with any institutions for the purposes of Title IV. We are utilizing the federal transfer-ability option to move funds to Title I Part A for allowable use. We are not using Title IV funds for activities related to supporting well-rounded education under Section 4107, but we are utilizing the federal transfer-ability to move funds to Title I Part A for allowable use. We are not using Title IV funds for activities related to supporting safe and healthy students under Section 4108, but we are utilizing the federal transfer-ability to move funds to Title I Part A for allowable use. We are not using Title IV funds for activities related to supporting the effective use of technology in schools under Section 4109, but we are utilizing the federal transfer-ability to move funds to Title I Part A for allowable use.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Date of LEA's last conducted needs assessment:

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

California Department of Education  
February 2022