

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

School Year

2025-2026

Date of Board Approval

06/11/2025

LEA Name

Mt. Pleasant Elementary School District
(MPESD)

CDS Code:

43 69617 0000000

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

Mount Pleasant Elementary School District (MPESD) uses federal funds strategically to supplement and enhance local priorities outlined in the Local Control and Accountability Plan (LCAP), with a strong emphasis on improving academic achievement through an equity lens. The district recognizes the critical need to accelerate learning in reading, math, and science, particularly in response to data showing persistent achievement gaps among student subgroups.

For the 2024–25 school year, CAASPP results showed that 30% of students met or exceeded standards in English Language Arts, 20% in Mathematics, and 17% in Science (CAST) among 5th and 8th graders. When disaggregated by subgroup, the data reveal important areas of opportunity to better support historically underserved students. For example, 8% of English Learners and 3% of students with disabilities met grade-level standards in English Language Arts, while 6% of English Learners and 2% of students with disabilities met standards in Math. These insights underscore the importance of strategically using federal funds to expand targeted academic supports and accelerate learning for all students.

To address these gaps, MPESD uses Title I funds to provide supplemental instructional services such as intervention programs, tutoring, and extended learning opportunities. Title II funds support ongoing professional development focused on high-quality, standards-aligned instruction, inclusive practices, and culturally responsive teaching. Title III funds are used specifically to support English Language Development, translation tools such as Pocketalk, and family engagement strategies that address language access. Title IV funds enhance the district's efforts to promote positive school climate, student wellness, and access to well-rounded educational opportunities.

All of these efforts are aligned with MPESD's three LCAP goals: (1) increasing student success across all content areas through differentiated instruction and academic interventions; (2) ensuring access to qualified teachers, standards-based curriculum, and safe learning environments; and (3) creating supportive school climates that promote attendance and engagement.

Educational partners feedback has been essential in shaping the district's strategy. MPESD engaged educational partners through DELAC, ELAC, PTA, School Site Councils, and both classified and certificated staff. Additional input was collected through the Superintendent's community meetings, ThoughtExchange, Panorama surveys, and other feedback tools. DELAC, ELAC, and Curriculum Council members reviewed goals and actions specifically related to English Learners, with a dedicated DELAC meeting held on May 8, 2025, and a DELAC Recommendation board presentation scheduled for June 12, 2025. These groups provided valuable recommendations that were incorporated into the LCAP and Federal Addendum planning.

MPESD implemented ELPAC testing for the 2023-2024 school year. According to the CA Dashboard data, 47% of English Learners are making progress towards English Language Proficiency. 44% progressed at least one ELPI level and 32% of English Learners maintained an ELPI level of 1, 2L, 2H, 3L, or 3H.

Federal funds are also used to provide services for specialized student populations, including foster youth and unhoused students, ensuring equitable access to instruction and support. At Title I school sites, School Site Councils conduct root cause analyses and collaborate on budgeting decisions that align with site needs and LCAP priorities.

In summary, MPESD uses federal funds to expand the impact of the LCAP by providing targeted supports that accelerate learning, improve instruction, support vulnerable student populations, and increase family and community engagement. The coordinated use of federal and state funds is designed to ensure that every student has the opportunity to succeed academically and feel connected to a safe, supportive school environment.

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.

Mount Pleasant Elementary School District (MPESD) takes deliberate steps to align the use of federal funds with state and local funding to ensure coherence across all programs and initiatives supporting teaching and learning, student engagement, and family involvement. Federal funds are braided with local investments to enhance the district's ability to meet the needs of all students particularly English Learners, students with disabilities, socioeconomically disadvantaged students, and other identified subgroups.

MPESD uses a comprehensive educational partners engagement process to guide alignment efforts. The district utilizes platforms such as ThoughtExchange and Panorama to gather feedback from a wide range of educational partners, including teachers, classified staff, middle school students, and parents/guardians. Input is also collected through LCAP Committee meetings (held at least four times per year), Curriculum Council meetings (held at least three times per year), and DELAC meetings (held quarterly). This ongoing engagement helps ensure that funding decisions across federal, state, and local sources reflect the priorities and perspectives of the community.

Alignment efforts are further supported by an annual review cycle. Each February, the district presents its LCAP Mid-Year Monitoring Report to the Board of Trustees, which includes an analysis of the California School Dashboard data released in December. Additional data sources such as the California Healthy Kids Survey and local assessments are also reviewed and incorporated into the draft LCAP by June. These data sources inform both the identification of student needs and the development of aligned, responsive actions.

For the 2024–25 school year, MPESD has identified specific priorities through this collaborative process, many of which are supported by a combination of federal and state funds. These priorities include:

Revising the reclassification criteria to allow the use of i-Ready Reading performance as an alternative to CAASPP ELA scores

Continuing to provide translation and interpretation services to support inclusive communication

Offering parent and student education around the reclassification process

Expanding professional development to address the instructional needs of diverse learners, particularly Latino students, English Learners, students with disabilities, and students from low-income households

Providing reading intervention for students in grades K–3 who are more than one year behind

Scheduling meetings with families of English Learners at risk of becoming Long-Term English Learners

Offering both after-school and extended-year interventions

Delivering in-school support for newcomers and Long-Term English Learners

Hosting parent workshops in topics identified through stakeholder input, such as early literacy, cyber safety, social-emotional wellness, and positive discipline strategies

By intentionally coordinating across funding streams and maintaining a strong system of stakeholder engagement and data analysis, MPESD ensures that federal resources are aligned with local goals and are used to expand, not duplicate, the services already prioritized in the LCAP. This approach enables the district to maximize impact and accelerate progress toward equitable academic outcomes for all students.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Mount Pleasant Elementary School District complies with the requirements of the Williams Settlement through participation in the annual audit conducted by the Santa Clara County Office of Education. As part of this process, the district ensures that parents are notified if their children are being taught by educators who are not appropriately assigned or credentialed for their subject areas.

In accordance with Williams legislation, the district also reports quarterly to the Board of Trustees regarding any complaints related to instructional materials, facilities, and teacher misassignments.

To support teacher effectiveness and retention, the district partners with the New Teacher Project to assist new teachers in clearing their credentials and developing high-quality instructional practices. In addition, the district allocates targeted funding to recruit, develop, and retain experienced and highly qualified teachers.

To further support students with the greatest academic needs, MPESD prioritizes their enrollment in the ASES After School Program, providing extended learning opportunities in a supportive environment that aligns with their academic goals.

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"> • 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. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</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"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

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

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

DELAC parents reviewed LCAP goals and actions on May 8, 2025 to address the needs of English Learners. DELAC parents presented and shared their involvement with the LCAP and their recommendations to the board on June 11, 2025.

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

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

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans

3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Mount Pleasant Elementary School has been identified for Additional Targeted Support and Improvement (ATSI) under the Every Student Succeeds Act (ESSA) due to the academic performance of its Students with Disabilities subgroup. This designation indicates that, based on state assessment data, the performance of this subgroup is comparable to the lowest-performing schools in the state and requires focused support. In response to this designation, Mount Pleasant Elementary is implementing a set of evidence-based interventions specifically designed to address the needs of Students with Disabilities. The school has developed an improvement plan

aligned to the district's Local Control and Accountability Plan (LCAP) goals, with a strong focus on inclusive instructional practices, differentiated support, and professional development for staff.

Key strategies include:

Enhanced collaboration between general education and special education teachers to support access to grade-level content;

Targeted reading and math intervention services during and after school;

Ongoing professional development on differentiated instruction and inclusive classroom strategies;

Increased monitoring of academic progress and use of data to inform instruction;

Expanded family engagement efforts to support student learning at home.

The school is receiving technical assistance and is working closely with the Santa Clara County Office of Education's Multilingual Department and instructional coach to strengthen supports for Students with Disabilities. This collaboration is helping to ensure that strategies are culturally and linguistically responsive, particularly for students who are dually identified as English Learners and students with disabilities. Progress is monitored regularly, and updates are shared with educational partners through School Site Council meetings, staff meetings, and parent engagement events.

The ATSI identification is viewed as an opportunity to strengthen supports for Students with Disabilities and ensure equitable access to high-quality instruction, services, and resources.

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:

Although the district does not operate Targeted Assistance Schools, it has schools identified for Additional Targeted Support and Improvement (ATSI) for three school sites. These schools receive additional support and technical assistance to address the needs of underperforming subgroups, as outlined in their improvement plans.

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:

Mount Pleasant Elementary School District (MPESD) is committed to ensuring that homeless children and youths have full and equal access to educational opportunities, in alignment with the McKinney-Vento Homeless Assistance Act. The district coordinates a comprehensive system of supports to promote the enrollment, attendance, and academic success of students experiencing homelessness. These services are provided in collaboration with school sites, the district's Homeless Liaison known as Family Case Managers and community school coordinators using both Title I reserved funds and McKinney-Vento allocations.

Services provided include:

Transportation assistance, such as bus tickets and district-arranged transportation, to ensure that homeless students can attend their school of origin or school of residence without barriers.

School supplies, uniforms, and essential hygiene items (e.g., toiletries) are provided to promote dignity, readiness to learn, and consistent attendance.

Access to laundry services, including washers, dryers, and supplies, so that students have clean clothing for school. Priority enrollment in the MPAS After School Program (ASES-funded), offering academic support, enrichment, and a safe, structured environment beyond school hours.

Support from many PreK teacher and PreK instructional aide, ensuring that preschool-aged homeless children have early access to high-quality learning and developmental experiences.

The district also provides support in the enrollment process, ensuring that lack of documentation or fixed housing does not prevent immediate school entry. Site staff and the district Homeless Liaison collaborate to identify eligible students, connect families to services, and monitor student well-being and academic progress. These efforts are designed to

reduce barriers, foster school stability, and create a supportive learning environment for some of the district's most vulnerable students.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

For Pre-K, teacher collects student portfolios and meets with Kindergarten teachers. The district office coordinates all registrations for early childhood education programs. The preschool teacher puts together a portfolio for each of the participating students. These portfolios are given to the receiving school principal and shared with the teachers that will be receiving the students. For 5th grade classes to visit middle school and 5th grade students meet and greet the 6th grade students. For 8th grade students, 8th grade students visits nearby high schools and learn about their programs. There has been a "shadow day" for 8th grade students to be with high school student for the day and experience high school life.

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

In the spring of every year, the middle schools conduct information meetings and field trips with the feeder high schools. Three times a year, the district shares student information with the feeder high schools to ensure that students are placed in the right classrooms, this year we had follow-up meetings with the high school district staff and high school teachers to evaluate our transition efforts, and we are planning to continue these meetings in the following years.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MPESD employs a coordinated approach to ensure that federal funds support both the identification and enrichment of gifted and talented students and the development of robust, digitally rich library programs across all campuses. To assist schools in identifying and serving gifted and talented students (ESSA 1112(b)(13)(A)), the district: Implements universal screening in grades 2–8 using multiple measures (e.g., achievement tests, teacher observations, and performance tasks) to identify students with high potential across academic, creative, and leadership domains. Provides professional development for classroom teachers and site coordinators on culturally responsive identification practices and differentiated instruction strategies to meet the needs of gifted learners. Supports after school and in-class enrichment opportunities—such as project-based learning modules coordinated with site budgets to ensure no student is excluded due to financial constraints.

To assist schools in developing effective school library programs and fostering digital literacy (ESSA 1112(b)(13)(B)), the district:

Allocates part of its federal resources to bolster each school library with up-to-date hardware (laptops, tablets, and interactive white boards) and high-quality digital subscriptions (e-books, research databases, and coding platforms). Partners with the County Office of Education's Library Network to provide ongoing training for library techs and teachers in information literacy instruction, instructional technology integration, and equitable access strategies.

Encourages libraries to serve as digital learning hubs by establishing maker spaces, hosting coding clubs, and scheduling small-group technology-skills workshops during and after school.

Monitors library program effectiveness through regular collection of usage data (circulation, database logins, and workshop attendance) and student digital-literacy assessments to guide continuous improvement and ensure alignment with the LCAP's literacy and college-and-career readiness goals.

Through these targeted investments, MPESD leverages federal funds to extend enrichment opportunities for high-potential learners and transform school libraries into dynamic centers of digital learning and academic support for all students.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Formal Agreements ESSA SECTION 1423(2)

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

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Comparable Education Program ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Successful Transitions ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Social, Health, and Other Services

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Parent and Family Involvement

ESSA SECTION 1423(8)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Individualized Education Program Awareness

ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

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

Mount Pleasant Elementary School District (MPESD) has established a comprehensive system of professional growth and improvement designed to support teachers, principals, and other school leaders throughout their careers. The district prioritizes high-quality, evidence-based professional learning that is aligned to state standards and district goals, with a focus on improving instruction and student outcomes.

All new teachers who need to clear their credentials receive two years of induction support through the Santa Cruz/Silicon Valley New Teacher Project. This support includes individualized coaching, goal setting, and reflection, all grounded in the California Standards for the Teaching Profession (CSTPs) for teachers and the California Professional Standards for Educational Leaders (CPSELs) for administrators. These standards serve as a framework for evaluating growth and guiding professional conversations.

MPESD offers professional learning opportunities that extend beyond induction. Teachers and administrators participate in district-sponsored training focused on high-priority areas such as mathematics instruction and school climate. For example, the district partners with the Silicon Valley Mathematics Initiative to provide content-based coaching and support. Additionally, teachers at August Boeger Middle School receive Restorative Justice training through a collaboration with San Jose State University. Peer coaching is also provided across school sites to support reflective practice and continuous improvement.

Teachers are supported through induction, site-based professional learning, peer collaboration, and targeted training aligned with instructional goals. Principals and school leaders engage in professional learning aligned to the CPSELs and receive coaching in leadership practices, equity, and data-informed decision-making. Other school leaders, such as instructional coaches and coordinators, participate in leadership development, data coaching, and collaborative planning alongside school and district teams.

Professional growth is promoted through individualized coaching, standards-based self-reflection, and collaborative learning communities. Growth and improvement are measured using a combination of classroom observations, coaching feedback, student performance data, and implementation of strategies learned through professional development.

Teachers and administrators are encouraged to set professional goals that align with both their individual development needs and broader school improvement priorities.

MPESD supports educators across all stages of their careers. New educators receive mentoring and induction support, mid-career educators engage in differentiated professional learning, and veteran educators are encouraged to take on leadership roles through peer coaching, committee work, or mentoring or Administrator Academy. Administrators are supported in pursuing advanced training and participating in professional networks such as ACSA.

The district evaluates its professional growth systems through staff surveys, reflection tools, coaching logs, and implementation data. Feedback from teachers, coaches, and administrators is reviewed regularly and used to refine the content and structure of professional learning to ensure it meets the evolving needs of educators and students. These efforts ensure that MPESD's professional learning system remains responsive, coherent, and focused on continuous improvement.

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:

Mount Pleasant Elementary School District (MPESD) follows an equity-based approach to determine the allocation of Title II, Part A funds among the schools it serves. The district prioritizes funding decisions based on multiple factors, including school performance indicators, identified needs, and the percentage of socioeconomically disadvantaged students as defined under Section 1124(c).

The district's process for determining Title II, Part A funding begins with a review of data from the California School Dashboard, local assessments, school site plans, and stakeholder input. Schools identified for federal school improvement designations—such as Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI)—are prioritized in funding allocations to ensure resources are aligned to their identified areas of need. These schools are supported with evidence-based professional development and coaching designed to build instructional capacity and address subgroup performance gaps.

MPESD also considers the percentage of students identified as low-income under Section 1124(c) when allocating Title II funds. Schools with the highest concentrations of socioeconomically disadvantaged students receive additional support to address instructional challenges, strengthen educator effectiveness, and enhance school leadership.

In the case of CSI and TSI/ATSI schools, the district works closely with site leadership to identify professional learning strategies that are directly aligned with their school improvement plans. These may include job-embedded coaching, mentoring, peer collaboration, and training in areas such as Universal Design for Learning (UDL), Differentiated Instruction, restorative practices, and culturally responsive teaching. These schools are given funding priority over other sites not identified for federal school improvement, ensuring that Title II investments directly address areas where students and staff need the most support.

This targeted approach allows MPESD to use Title II, Part A funds strategically to reduce disparities in teacher quality and support sustained improvement in the schools serving the district's most vulnerable populations.

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.

Mount Pleasant Elementary School District (MPESD) uses a coordinated, data-informed, and collaborative approach to continuously improve activities supported under Title II, Part A. These activities are aligned with the district's broader goals as outlined in the Local Control and Accountability Plan (LCAP), the District's Strategic Plan, school site plans, and other related initiatives such as English Learner programs and school improvement plans for CSI and ATSI schools. MPESD coordinates Title II-funded activities with other strategies and funding sources to maximize impact and coherence. For example, professional development supported by Title II is designed to reinforce district priorities around inclusive instruction, culturally responsive teaching, restorative practices, and Universal Design for Learning. These efforts are also aligned with other federal and state programs, such as Title I school improvement activities and Title III English Learner support, ensuring consistent messaging, implementation, and capacity building across the system. The district uses multiple sources of data to guide, evaluate, and refine Title II activities. These include student achievement data (from CAASPP, i-Ready, ELPAC), school climate data (Panorama surveys, California Healthy Kids Survey), attendance and discipline records, professional development participation records, and classroom observation data. These data are reviewed regularly typically on a quarterly basis by district leaders and school site teams—and are used to assess the effectiveness of professional learning activities and identify new areas for support.

In addition, MPESD actively engages in ongoing consultation with a range of educational partners to ensure Title II, Part A activities remain responsive and effective. Teachers, principals, and school leaders are consulted during Curriculum Council meetings, LCAP advisory sessions, professional learning planning meetings, and through school site councils. Paraprofessionals provide input through staff feedback sessions and are represented in collaborative planning discussions. Specialized instructional support personnel, such as TOSAs, behavior specialists, and counselors, contribute data and professional feedback and coaching sessions.

For schools with charter programs, the district maintains communication with charter leaders to ensure alignment with professional development offerings and equitable access to Title II-funded activities. Parents and community partners provide additional input through DELAC/ELAC meetings, parent surveys, Coffee with the Superintendent events, and through community forums. The district also consults with external experts and partner organizations—such as the Santa Cruz/Silicon Valley New Teacher Project and San Jose State University's Restorative Justice Initiative—to ensure the use of research-based strategies and current best practices.

These consultation activities occur regularly, with formal meetings held throughout the year—including quarterly advisory and planning meetings and ongoing informal feedback loops. This consistent and intentional engagement ensures that Title II, Part A activities are continuously reviewed and refined to meet the evolving needs of students and educators.

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:

Mount Pleasant Elementary School District (MPESD) is committed to providing high-quality, sustained professional development for teachers, principals, school leaders, administrators, and community-based personnel to improve instructional practices and outcomes for English learners (ELs). Part of Title III funds are used specifically to offer professional development that is supplemental to the district's general education and Title I-funded professional learning and is directly aligned to the unique linguistic and academic needs of English learners.

Professional development activities supported under Title III are designed to improve both the instruction and assessment of English learners. These trainings focus on building educator capacity to implement designated and integrated English Language Development (ELD), formative and summative assessment strategies for language acquisition, and culturally and linguistically responsive teaching practices.

The district provides ongoing support to enhance the understanding and implementation of ELD curricula and effective instructional strategies. This includes training on English Language Development Standards, the ELPAC assessment system, and strategies for scaffolding instruction to support language acquisition within core content areas. Teachers are also supported in understanding the reclassification criteria and how to monitor progress toward English proficiency. Title III-funded professional development is intended to increase students' English language proficiency by equipping teachers with research-based strategies that support oral language, reading comprehension, academic vocabulary, and writing development. Trainings also include support for analyzing student data to identify learning gaps and plan targeted instruction for English Learners at various proficiency levels.

MPESD offers ongoing coaching, professional learnings, follow-up sessions, and collaborative planning time to allow teachers to reflect, implement, and refine their practice over time. Reading Intervention teachers and ELD specialist provide site-level support and model best practices to help sustain learning and support continuous improvement. All Title III-funded activities are supplemental and do not replace professional development provided through state or local funds. Instead, they are designed to deepen and extend the district's core instructional training by providing targeted support for English learners, including students who are dually identified as English Learners and students with disabilities.

MPESD ensures that all educators are equipped to meet the needs of English learners and support their academic and linguistic success across all grade levels and content areas.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district provides enhanced instructional opportunities for immigrant children and youth through extended year services, specifically a four-week summer program designed to support language development, cultural integration, and academic engagement. This program is supplemental to services funded through other sources and is tailored to meet the unique needs of immigrant students.

All eligible immigrant students are invited to participate. The program focuses on high-interest, project-based learning units that foster language acquisition, promote collaboration, and build confidence in using English in academic and social settings. Instruction is designed to create a safe, supportive environment where students can strengthen foundational skills while engaging with content that reflects their identities and lived experiences.

Additionally, the program includes opportunities for students to become more familiar with their community through local field trips, guest speakers, and culturally responsive activities that support both academic learning and social-emotional development. These efforts are aimed at easing the transition into the U.S. school system and supporting the overall success and well-being of immigrant students.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district ensures that all English learners receive both Designated and Integrated English Language Development (ELD) instruction. Designated ELD is provided in leveled groups based on students' English language proficiency to allow for targeted instruction aligned with the ELD standards. Integrated ELD is delivered within core content instruction, with teachers using scaffolds and evidence-based strategies to make grade-level academic content accessible to all English learners.

Title III funds are used to support supplemental programs and services beyond those provided through core funding sources. Planned Title III-funded activities include:

Targeted Family Engagement: One-on-one meetings with parents of English learners who are not making adequate annual progress and are at risk of becoming Long-Term English Learners (LTELs). These meetings are held twice a year—once in the fall to share data and develop an individualized support plan, and again in the winter to assess progress and make adjustments.

Professional Development: Training for teachers focused on research-based instructional strategies and effective implementation of the adopted English Language Arts curriculum. These trainings aim to enhance access to rigorous, standards-aligned instruction for English learners.

K–3 Reading Intervention: Intensive reading intervention support delivered by a trained intervention teachers to identified English learners in early grades. This additional instruction targets foundational literacy development and is designed to accelerate language and reading proficiency.

All programs and activities are informed by the district's annual needs assessment and are designed to supplement, not supplant, core services—ensuring that English learners have equitable opportunities to attain English proficiency and meet challenging state academic standards.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Goal One of the district's LCAP specifically focuses on the progress and academic achievement of English Learners (ELs). The district monitors EL progress annually using the English Language Proficiency Assessments for California (ELPAC) to assess students' advancement toward English proficiency. Results are reviewed in conjunction with SBAC performance data in English Language Arts and Math to evaluate how ELs are progressing toward meeting the State's challenging academic standards.

Accountability is maintained through regular data analysis of multiple measures, including ELPAC growth, SBAC scores, reclassification rates, and trends in the number of Long-Term English Learners (LTELs). These data points inform districtwide decisions as well as site-level planning.

Each school site aligns its School Plan for Student Achievement (SPSA) with district LCAP goals, ensuring that EL-specific strategies and actions are integrated and monitored at the site level.

In addition to core-funded programs, the district implements Title III-funded supplemental activities to accelerate English proficiency and academic success. These include parent meetings for students at risk of becoming LTELs, targeted professional development for teachers on ELD strategies, and intensive early literacy intervention for ELs in grades K–3 (as detailed in the Title III Programs and Activities section).

These efforts reflect a coordinated and data-informed approach to ensure English learners are supported in achieving both language acquisition and academic success.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Based on the results of the most recent needs assessment, the district will use Title IV, Part A funds to support well-rounded education, safe and healthy students, and the effective use of technology, as outlined below:

Partnerships:

At least 20% of funds will be dedicated to promoting student well-being, which supports social-emotional learning (SEL), positive behavioral interventions, and environmental awareness. Additionally, the district will invest in drug-free and bullying prevention programs that promote a safe, inclusive, and supportive learning environment.

A portion of Title IV funds will be allocated to support professional development and integration of technology in classroom instruction, aimed at enhancing digital literacy and student engagement. Expenditures will comply with the 15% cap on infrastructure purchases and prioritize instructional technology use and educator training.

Program objectives include increasing student engagement in STEM, improving SEL outcomes, and supporting positive behavior, attendance, and academic performance. The district will monitor program effectiveness through participation rates, student and parent feedback, behavior and attendance data, and overall alignment with LCAP goals. Findings will inform future planning and continuous improvement of Title IV-funded activities.

Title IV, Part A Needs Assessment

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

Well-rounded Education Opportunities (ESSA Section 4107)

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

To assess the need for well-rounded education opportunities, the district examined multiple data points and indicators, including: Student Course Access Data: Review of course offerings across grade levels to determine availability and student access to enrichment opportunities in areas such as science, visual and performing arts, STEM, and physical education.

Student Participation Rates: Data on student enrollment in enrichment and elective programs to assess equity of access, particularly for unduplicated student groups and students with disabilities. Survey Feedback: Input collected from students, families, and staff through annual school climate and LCAP surveys, identifying interest in expanded opportunities in science, the arts, and hands-on learning experiences. Local Assessment Data: Trends in student performance in core academic areas, including science and literacy, to identify where additional supports or enrichment may enhance student achievement and engagement. Attendance and Behavior Data: Analysis of chronic absenteeism, behavior referrals, and suspension rates to explore the potential of well-rounded programs like Science Camp to support student motivation, engagement, and school connectedness.

This data informed the decision to prioritize STEM enrichment and other hands-on learning experiences that align with student interest, state standards, and social-emotional development goals.

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

The district will implement a variety of activities designed to enhance student learning and engagement across content areas, with a focus on equitable access and enrichment. These activities include instruction and environmental education. STEM Enrichment Activities: Integration of project-based STEM units in classrooms and during extended learning opportunities, helping students develop problem-solving, critical thinking, and collaboration skills. Visual and Performing Arts Integration: Expansion of access to music, art, and drama instruction across elementary and middle school grade spans, allowing students to explore creative expression and build confidence. Culturally Relevant Projects: Opportunities for students to engage in ethnic studies and research-based learning that reflects their identities and broadens their understanding of history, culture, and community. Academic Competitions and Clubs: Support for participation in academic clubs (e.g., robotics, coding, science fairs) to promote curiosity, creativity, and teamwork outside of traditional classroom instruction. These activities are supplemental to the core curriculum and aligned with the district's goals to improve student achievement, engagement, and social-emotional well-being. These implementation are currently pending due to budget constraints.

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 will use a combination of qualitative and quantitative data to evaluate the effectiveness of strategies and activities funded under Title IV, Part A. This evaluation process will inform ongoing improvement and future program planning. Key indicators and data points include: Student Participation Rates: Monitoring attendance and engagement in Title IV-funded activities (e.g., Science Camp, anti-bullying programs) to ensure equitable access, particularly for unduplicated student groups. Student, Family, and Staff Surveys: Gathering feedback on program relevance, engagement, and impact on learning, social-emotional well-being, and overall school experience. Academic Outcomes: Reviewing local assessment data, especially in science, ELA, and math, to evaluate whether students participating in enrichment activities demonstrate improved performance. Behavioral and Attendance Data: Analyzing suspension rates, office referrals, and chronic absenteeism to determine if activities contribute to improved school climate and student well-being. Social-Emotional Indicators: Collecting data from SEL screeners or related tools to measure growth in student confidence, collaboration, and connectedness. Results will be reviewed annually by district and school leadership teams to assess progress toward program goals and to guide adjustments or expansion of Title IV-funded initiatives based on student need and impact.

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.

To assess the need for improving student safety, well-being, and school climate, the district reviews multiple data sources, including:

Chronic Absenteeism Rates: Monitored districtwide and by student group to identify patterns that may indicate disengagement, mental health concerns, or other barriers to student well-being.

Discipline and Suspension Data: Analysis of office referrals, suspensions, and behavior incidents to identify schools or student groups in need of additional support or intervention.

California Healthy Kids Survey (CHKS): Student responses are used to gauge perceptions of school safety, bullying, mental health awareness, connectedness, and access to support systems.

School Climate Surveys: Feedback from students, families, and staff helps assess the effectiveness of current programs and identify areas for improvement in school culture, safety, and emotional support.

Counselor Referrals and Service Logs: Used to evaluate the demand for and access to mental health, counseling, and social-emotional support services.

Incident Reports and Mandated Reporting Logs: Reviewed to monitor trends and assess the effectiveness of prevention efforts related to bullying, drug use, and violence. These data points inform the district's prioritization of programs such as SEL integration, anti-bullying efforts, drug-free initiatives, and expanded mental health support under Title IV, Part A.

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

To promote safe, supportive, and inclusive learning environments, the district plans to implement a range of activities using Title IV, Part A funds. These activities are designed to support students' physical, emotional, and social well-being:

Social-Emotional Learning (SEL) Integration: Incorporating SEL practices and curricula across classrooms to help students build self-awareness, emotional regulation, responsible decision-making, and positive relationships.

Positive Behavior Interventions and Supports (PBIS): Expanding school wide PBIS frameworks to reinforce positive behaviors and reduce behavior-related incidents.

Anti-Bullying and Drug-Free Education: Providing targeted programs and assemblies that promote respectful behavior, awareness of bullying prevention strategies, and substance abuse prevention.

Mental Health Awareness and Referrals: Increasing student access to mental health services through school-based counselors, referrals, and partnerships with community mental health agencies.

Staff Training: Professional development for teachers, administrators, and classified staff on trauma-informed practices, de-escalation strategies, and supporting students with mental health needs. These activities address the whole child and aim to improve attendance, reduce suspensions, and increase student engagement through a safe and supportive school environment.

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 will evaluate the effectiveness of Title IV, Part A-funded activities related to student safety and health using a combination of qualitative and quantitative data. These evaluation measures will help determine whether the implemented strategies are meeting student needs and inform future program planning. Key indicators include:

Chronic Absenteeism Data: Trends in student attendance will be monitored to assess whether interventions and SEL supports are improving student engagement and school connectedness.

Discipline and Suspension Rates: Data on office referrals, suspensions, and incidents will be reviewed to evaluate the impact of positive behavior supports, anti-bullying programs, and SEL strategies.

California Healthy Kids Survey (CHKS): Student responses related to school safety, emotional well-being, connectedness, and experiences with bullying will be analyzed annually.

Student, Family, and Staff Surveys: Climate surveys will provide valuable feedback on perceptions of school safety, mental health supports, and the effectiveness of schoolwide behavior initiatives.

Participation and Access Data: Monitoring participation rates in activities such as SEL lessons, counseling services, and enrichment programs to ensure equitable access and guide planning.

Referral Logs and Service Utilization: Counselor and mental health service logs will be reviewed to assess the demand for and effectiveness of support services provided.

These data points will be reviewed annually by district and site leadership to determine the effectiveness of Title IV-funded programs and to guide resource allocation and improvement efforts.

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.

To assess needs related to the effective use of technology, the district reviewed a variety of indicators and data points, including: Digital Access and Device Inventory: Evaluation of student and staff access to devices and internet connectivity to ensure equity in digital learning environments. Technology Integration in Instruction: Classroom observations and lesson plan reviews to determine the frequency and quality of technology use for teaching and learning. Teacher and Staff Surveys: Feedback gathered on confidence and skill levels related to using educational technology tools, platforms, and digital instructional strategies. Student Surveys: Input on digital learning experiences, engagement with online tools, and challenges faced with accessing or using technology effectively. Assessment Performance Data: Review of student performance on digital assessments to identify technology-related barriers or support needs. Help Desk/Tech Support Requests: Analysis of technology-related support tickets to identify recurring issues and inform infrastructure or training improvements. These measures help the district prioritize technology investments and professional development to support meaningful, equitable integration of technology in teaching and learning.

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])

The district will use Title IV, Part A funds to support the effective use of technology in ways that enhance teaching and learning, promote digital literacy, and build staff and student capacity for meaningful technology integration. Planned activities include: Professional Development for Educators: Providing training and coaching to support teachers in integrating technology tools and digital platforms into instruction. Topics may include blended learning strategies, digital citizenship, and the use of adaptive learning technologies to personalize instruction. Digital Literacy and Student Skill-Building: Implementing lessons and resources that teach students how to use digital tools responsibly and effectively, including safe online behavior, research skills, and digital collaboration. Instructional Technology Coaching and Support: Offering targeted support through site-based instructional technology leads or digital learning coaches to assist teachers with integrating technology into daily instruction. Online Learning Platforms and Educational Software: Purchasing licenses for supplemental software that supports differentiated instruction, academic intervention, and language development. Limited Infrastructure Upgrades: A small portion of funds (not to exceed 15%) may be used for upgrading or maintaining essential technology infrastructure—such as hotspots, charging carts, or classroom accessories—that directly support instructional use. These activities are designed to ensure that technology is used not just for access, but to enhance student engagement, improve outcomes, and support teacher effectiveness in a digital learning environment.

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 will evaluate the impact of technology-related activities on teaching and learning using both quantitative and qualitative measures. Evaluation efforts will focus on determining how effectively technology is being integrated to improve instruction and student outcomes. Key indicators and data points include: Teacher Feedback and Surveys: Collected to assess confidence, readiness, and effectiveness in using digital tools and instructional technology in the classroom. Student Feedback: Student surveys and informal feedback will provide insights into engagement, ease of use, and perceived impact of educational technology tools on learning. Professional Development Participation and Outcomes: Attendance data, self-assessments, and post-training evaluations will be used to measure the quality and usefulness of the professional development. Classroom Observations and Lesson Reviews: Site administrators and district administrators will observe how technology is being integrated into instruction and aligned with curriculum standards. Digital Assessment Data: Performance on digital assessments and assignments will be reviewed to determine whether students are gaining academic benefits from technology-supported instruction. Tech Support Logs and Usage Reports: Analysis of help desk requests and usage data from learning platforms (e.g., login frequency, student progress tracking) to identify patterns, troubleshoot barriers, and guide support needs. Evaluation findings will be reviewed annually by district leadership to guide future investments, identify additional training needs, and ensure equitable access to effective technology use.

- 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:

March 17, 2025

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
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