

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

School Year

2025-26

Date of Board Approval

November 18, 2025

LEA Name

Caruthers Unified School District

CDS Code:

10-75598

Link to the LCAP:

(optional)

<https://www.caruthers.k12.ca.us/state-federal-programs/local-control-accountability-plan>

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.

Caruthers Unified School District (CUSD) develops an annual plan, through our LCAP, to describe how District funds will be used from the California Local Control Funding Formula (LCFF). The plan is reviewed and revised annually. A broad range of community groups are engaged in the development of the Caruthers Unified School District's LCAP, including parents, students, local bargaining units, classified and certificated staff, a Parent Advisory Committee, the District English Learner Advisory Committee, our Governing Board, and the community. CUSD gathers suggestions and comments from educational partners at both the District and site levels, with much of the focus at the school sites eliciting ideas from School Site Councils and English Learner Advisory Committees. Local and state assessment data are utilized to determine areas of need and drive District initiatives for underperforming student groups. Those same data are used to identify evidence-based initiatives that will supplement the school activities that are funded by state and local resources. In identifying the strategies to supplement district-wide initiatives, the specific focus is on those students who are struggling academically. In tandem with feedback from educational partners, the District reviews evidence-based learning strategies to create an action plan for increased services that principally support English Learners, Low-Income students, Foster and Homeless youth, and other traditionally underserved student populations.

The CUSD Local Control Accountability Plan contains three goals:

- (1) Promote academic achievement for all students, including low-income, English learners, and foster youth students.
- (2) Maintain a safe and healthy school environment while providing opportunities that develop positive character.
- (3) Guide and prepare all students, including low-income, English learners, and foster youth students, for post-secondary opportunities.

The District has focused its use of federal funds to address learning gaps between high-risk student populations and our more successful student groups. The needs of underperforming student groups are the primary drivers of actions and services funded by federal grant monies. A strong need to focus on the areas of mathematics, literacy, and English language development are evident in the analysis of both site and District data. Federal funds work in conjunction with state funds to enhance the core program and to provide appropriate intervention and support programs.

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.

As a result of the District's engagement with our community and examination of student data, the LCAP goals listed above were created. Each goal has actions and services that focus on improving academic and social-emotional outcomes for all students. The LCAP actions and services are also repeated as actions in the schools' SPSAs, as appropriate, to ensure ongoing implementation, monitoring, and evaluation of those actions and services.

Our School Site Councils are charged with identifying supplemental actions and services through a comprehensive needs assessment and data analysis. This needs assessment is utilized to determine instructional program needs, intervention program needs, and professional development that will extend, enhance, or enrich the activities funded by state and local funds, with a focus on key instructional practices and strategies. These activities may be provided as school-specific services, or through centralized services, and are included as part of each school's SPSA.

The federally-funded activities are aligned with the District's LCAP through this process that first identifies the LCAP actions implemented in schools, followed by the development of Title I, Title II, Title III, and Title IV activities that support those goals and actions.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Caruthers Unified School District serves students from TK through Adult School. CUSD is continuing efforts to identify and address teacher equity through ensuring that all low-income and minority students are taught by highly-qualified teachers through the following initiatives: new teacher mentorship programs, grade level or department teams, and balanced classroom rosters in the elementary and secondary levels to ensure that effective teachers are placed in the most appropriate classrooms, grade levels, or subject-matter courses.

Caruthers Unified has three schools, two TK-8 grade, and one 9-12. The second TK-8 grade school, Monroe Elementary, became part of the District in 2024-25 due to lapsation. The District draws guidance from the CDE LCAP Addendum Criteria and Guidance to determine whether any disparities exist between the rates at which low-income and minority students are taught by ineffective, inexperienced, and out-of-field teachers* compared to other students.

Adapting the Equity Analysis Data Tool, the District first identifies the percentages of low income and minority students at each elementary school site. Since there is only single school for grades 9-12, no comparisons are possible. Because the most recent state data was collected from the 2023-24 school year, prior to lapsation, comparisons between the two elementary schools were not valid.

School administrators evaluate teachers regularly and review credentials annually to ensure that all low-income and minority students are assigned to classrooms with effective teachers. A mentorship program for all new teachers is provided so that low-income and minority students who are in a new teacher's classroom have the highest level of

instruction. CUSD participates in the New Teacher Induction Program for all staff who qualify. Observation of exemplary peers is available for any teacher or staff member seeking to observe best practices and is encouraged by administration and mentor teachers. Instructional staff participate throughout the year in professional development opportunities through our District, through the Fresno County Superintendent of Schools' Office, and through other contracted providers.

The District shares the information with our community, and data are regularly reviewed and evaluated at School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee, Governing Board meetings, and at LCAP community engagement opportunities on campuses throughout the year.

The District has not discovered any disparities of ineffective, mis-assigned, or inexperienced teachers* that need to be addressed. To ensure this remains the case, we will continue our LCAP action to "The District will recruit, hire, and retain qualified credentialed teachers, appropriately assigned for their credentials." Because no equity gaps were found, there was no need to involve educational partners in identifying strategies to address gaps.

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

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.

Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

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

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

No schools were identified for CSI.

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's Parent Involvement policy is distributed to all parents and guardians at the beginning of each school year. The annual review and approval of the parent involvement policy is part of our Board Policies 6020 and 6171, and the associated ARs. Parent advisory groups, including the DELAC and DAC are consulted for suggestions and recommendations.

Each school site consults its SSC and ELAC in the annual review and development of the site level Parent Involvement policies, including a Parent/School Compact, which is approved by the SSC and the CUSD Governing Board.

The District provides several resources to assist parents in understanding the challenging state academic standards, state and local academic assessments, the Title I requirements, and how to monitor their child's progress and work with educators to improve the achievement of their children.

Soon after the District receives the CAASPP results, each parent/guardian is notified of the availability of their child's assessment results. The notification to parents includes an explanation of what the results mean, and how the student compares to state expectations. Parents may contact District or school staff through email or phone if they have questions regarding the results or the assessment. At Back-to-School nights, teachers share general information on how parents may access information on their student's achievement. Suggestions for parents to help at home are reviewed and Parent workshops are held during the year that focus on how they can support their children at home in improving in specific areas.

The standards, assessments, and academic programs are also an integral part of each school's Title I Informational meeting, and every SSC meeting. These provide additional opportunities for staff to explain how the standards and assessments contribute to students' success and demonstrate progress towards meeting the academic standards.

Caruthers Unified seeks to provide multiple and a broad range of opportunities for parents and families to engage in their child's education and school and district governance. Caruthers USD believes that an informed community will better support the goals, outcomes, actions, and services designed to promote students' success. In our District, parental and family engagement means the participation of parents and families in regular, two-way, and meaningful communication involving student learning and social-emotional support, school activities, and school governance. With the assistance of the Family Liaisons, schools communicate with families frequently, in English and in Spanish. The Liaisons also help the District to provide services and support to the families of Foster Youth and homeless students, including participation in school events, workshops, and committees. CUSD administrators and teachers regularly communicate with parents and support families connecting with the Aries system, which allows parents to view their child's grades and attendance. The District again made a strong effort to encourage participation, and saw almost double as many parents responded to surveys in 2025. The percentage of parents who responded that they feel welcome at their children's schools rose from 80% to 91%. The percentage of parents who feel their children are safe at school also increased from 87.5% to 92%.

The District-level committees play a critical role in developing the Local Control and Accountability Plan (LCAP), which outlines the District's goals and actions to meet the needs of its students, with emphasis on low-income students, English learners, Foster Youth, and struggling students. Presentations to parents and families include a review of the purpose of the LCAP, a description of the Local Control Funding Formula (LCFF), budget updates released by the state, an explanation of the state's priorities for student progress, the District's data in relation to the state's accountability instruments, and the resulting District goals and actions. Input from families is collected regarding proposed LCAP actions and expenditures and described as part of the plan's Community Engagement section. Additionally, families are annually surveyed to rate the District's efforts to engage them in school and District activities, planning, and governance. Those survey results are publicly reported to the Governing Board and community in June of each year.

Parents are also encouraged to participate in school decision-making through the School Site Council (SSC), the English Learner Advisory Committee (ELAC), the District English Learner Advisory Committee (DELAC) and the Parent Advisory Committee (PAC). The SSC and the ELAC help development and monitor the Parent Involvement policies at each school site and are essential to the development and approval of the School Plan for Student Achievement (SPSA). The District's Parent and Family Engagement policy is developed and agreed-upon by community groups that include the SSC, ELAC, DELAC, schools' staffs, and Governing Board. It is distributed online and in hard copies via Student Handbooks that are distributed at orientation and Back-to-School Nights. The SPSAs approved by the SSCs and the CUSD Governing Board are aligned with the LCAP and use Title I-funded actions to supplement LCFF-funded actions

and services. Each school community also collaborates on its parent and family engagement policy to improve student outcomes.

Through the following programs, the District targets the engaged and continuous participation of families of low-income and minority students, and those of students with exceptional needs: Open House, Back-to-School Night, and other school events; outreach programs focused on empowering parents with information to support their educational development; and parent/family workshops, trainings, and meetings. To support family engagement, District communications to families (Student/Parent handbooks, referral forms, Counseling/Registration Guide, etc.) are translated into Spanish. An electronic marquee is in place to provide information to the community about events at all schools. Information is updated daily.

Grade reports are sent home every six weeks. Counselors also mail home grade reports if a student is on the progress reports list with his or her counselor. Progress reports are not official grades, but a mid-term update that can help families and students monitor their progress. Parents of students who are failing, or in danger of failing classes are notified of all progress report meetings. A letter from the school administrator is sent home with the state assessment results in August of each year. The letter outlines the information given about the results and any implications that can be drawn. Support is provided to parents and families on topics such as the state's challenging academic standards, state and local assessments, and how to monitor their child's work to improve their academic achievement through a variety of means, including: Parent-Teacher Conferences, progress reports, Student Study Team meetings, PIQE, SSC meetings, ELAC and DELAC meetings, and Family Literacy Nights. CUSD educates teachers, support staff, administrators, and other staff, with the assistance of parents, on the value of family participation and contributions of parents and how to reach and communicate with parents as equal partners, including the parents of low-income students, English learners, minority students, and students with disabilities.

Phone calls, the District website, texts, emails, and the marquees are all used to communicate and provide information to parents. The expanded use of the ParentSquare application has greatly increased the range and speed of communication with families. Communications are translated into languages that are spoken at home by 15% or more of our students, including at all school-sponsored events and parent meetings. Accommodations are made for families that have accessibility needs that include transportation to and from school, and/or home visits. These measures ensure that all families have opportunities to be fully informed and participate to the extent they wish.

The Spring, 2025, Family Engagement survey instrument showed a rating of 4.0 (on a scale of 1 to 5) for a "High Implementation" rating on family engagement responses. CUSD continues to explore new ways to increase family involvement through surveys, committees, and face-to-face conversations. Parent and family feedback is vital to the success of the District, and the District seeks parents' and teachers' opinions on what professional development we can offer to enhance the skills of our staff to engage and involve parents and families.

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.

All Title I schools within CUSD operate School Wide Programs (SWP). All schools develop a SPSA in collaboration with the school staff, school community, students, and district staff. Plans are annually evaluated and the schools needs assessed by the School Site Council (SSC). Based on the needs assessment, plans are revised as necessary to better address the needs of eligible students. In the SPSA development process, the SSC and broader school community examines the following:

Evidence-based methods and instructional strategies that strengthen the academic program. For example, the District uses a team model that uses data to assess the needs of learners, then incorporates the strategy identified through research with the greatest evidence of success in addressing that need. Evidence-based strategies from other researchers, or those that have been locally successful, may also be identified.

The District's professional development efforts are fundamentally focused on increasing the quality of learning time.

Research (Hattie, 2003) shows that collective teacher efficacy is one of the most, if not the most, significant factors in improving student achievement. The actions outlined in each school's SPSA will build teacher efficacy and continue academic gains on state and local assessments and close inequities of educational outcomes between at-risk pupils and the districtwide student population.

The District collaborates with each school to provide summer school intervention, an expanded learning program, enrichment, and original credit classes, for students in grades TK-12. The iReady program being implemented at all K-12 grade levels also allows capable students to accelerate their learning if they are successful in ELA and/or math. Odyssey Ware is offered to students as a credit recovery program to any student in need of additional credits to graduate or complete A-G requirements for University of California or California State University admission. Additional teachers have been hired to reduce class sizes in 4th – 8th grades, and in some high school subject matter classes, such as math, to maximize the learning experiences of low-income, minority, English learner, and special needs students. Each school has also invested in the technology that allows students to access appropriate enriched and accelerated curriculum online.

Every school plan is closely aligned with the District's LCAP and includes several avenues of intervention for struggling students. The intervention and support staff at each school extends assistance in content areas and technology to support content acquisition. Also understanding that socio-emotional needs significantly impact learning, interventions are provided to support improved behavior and to address social/emotional needs. The District has invested heavily in student assessment and data collection, and in training staff to use those data most effectively to immediately identify and address students' needs. The District has invested in ELD intervention and supplemental materials and Reading/Literacy/Technology instructional programs to increase reading levels for English Learners. Rosetta Stone and Imagine Learning are supplemental materials that support successful English language acquisition. CUSD has hired multiple bilingual paraprofessionals to provide additional classroom support for equity and access to curriculum materials. We have also implemented assessment protocols, developed in consultation with the SELPA, that will use multiple assessments and reflect best practices for students with exceptional needs.

The District recognizes the importance of its investment in professional development for all its teachers, in order to provide great first instruction, effective interventions, and affective supports to learning. A comprehensive professional development program, including the following, will be provided for personnel who work with eligible children:

- Professional learning support and services to early education teachers, to help at-risk children be better prepared to enter school successfully;
- Contract with EL curriculum and instruction experts to provide professional development for ELD implementation;
- Social-emotional support training at all sites;
- Contract with curriculum and instruction experts to provide professional development in best practices for core content teachers and instructional aides;
- Provide newly hired teachers with district created training/ professional development designed to provide background knowledge, skills, and information in the areas of the California State Standards, technology, special education programs and student engagement.

Activities to engage and inform parents are described in the "Parent and Family Engagement" section above. As noted, a plethora of activities and events are offered to parents/guardians and families in a concerted effort to keep them informed of what their children are doing in school, how they can support their children away from school, and how they can engage in shaping the District's vision for all students.

Educational services outside SWP schools for children living in local institutions for neglected or delinquent children, and for neglected or delinquent children in community day school programs do not apply.

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:

The District does not operate any targeted assistance school (TAS) programs.

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:

Homeless Youth: Caruthers Unified provides services such as tutoring, mentoring, appropriate instruction, access to community resources, and other support services to ensure student success. Additional services are provided by the District Liaison and school counselors and include ensuring transportation to and from school, proper course enrollment to complete graduation requirements, attendance monitoring to support being in school consistently and continuously, and academic progress monitoring. Other uses of homeless youth funds may be for necessary clothing, shoes, hygiene kits, and school supplies, or providing help with school activities such as class projects, field trips, cap/gowns, and PE materials. The District complies with the federal McKinney-Vento Homeless Assistance Act, which addresses the enrollment of homeless children in school. School registration staff receive annual training on enrollment procedures.

Foster Youth: CUSD supports the academic needs of Foster Youth residing in group homes and in foster care with foster family agencies and those in court-specified homes, by providing advocacy, connection to tutoring, mentoring, appropriate instruction and other support services.

For both groups of students, the District provides counseling services to ensure that the academic and social-emotional needs of these youth are met. Counseling services are principally directed to ensuring all students have every opportunity for success at school.

The District's contact for additional information regarding services for foster and homeless youth is the Director of Social & Emotional & Academic Services, thirsch Korn@caruthers.k12.ca.us.

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.

School sites in CUSD hold regular articulation meetings to facilitate smooth transitions from preschool to TK/K. This transition begins with early education and the transition to elementary school. Early education staff communicate students progress, strengths, and/or concerns for each student to the elementary school leadership team and staff. Parents of incoming Kindergarteners and Transitional Kindergarteners are provided an orientation that gives them ideas and resources for helping their child transition to school and support them one in school. The elementary school provides access to facilities, staff, translation services, and communication with school staff to ensure succeed for each transitioning student. Student data drives the placement and supports put into place to welcome each child.

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 transition from elementary school to middle school in CUSD is a seamless process as both elementary schools in the District are TK-8th grade. This transition is much less about location and new teachers, but rather changes in class format and expectations. The schools' K-6 teachers communicate with the middle school team about students' academic status and learning needs. This is accomplished through scheduled meetings as the end of the school year approaches and the teams plan for the next year.

The transition from middle school to high school is very important in a small school district. In CUSD, it is particularly important as students from four schools feed into Caruthers High. The articulation begins in the Spring of the year prior to high school enrollment. The first part of the transition is registering for classes at the high school for the following year. High school counselors visit all of the feeder schools to check that all registration information is completed and to answer any questions. Middle school staff then share any student's concerns with the high school department chairs to ensure that any student in need of additional help or attention is on the teachers' radar when the school year begins. In addition, placement tests and curricular reviews are the focus of review by staffs from all schools to support the successful transitions of all students. Another major focus of this collaboration is to meet with students and begin developing a four-year plan to prepare for college and career. Plans may include concurrent enrollment opportunities, career counseling, and the identification of possible career interests. A Summer Bridge Program is offered each summer to incoming freshman as a means of acclimating them to the CHS campus and curriculum. This program provides transportation, breakfast, and lunch to participants.

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 District does not use Title I funds to identify and serve gifted and talented students or to develop a library program to develop digital literacy skills.

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 -- Applies to County Offices of Education.

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 -- Applies to County Offices of Education.

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 -- Applies to County Offices of Education.

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 -- Applies to County Offices of Education.

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 -- Applies to County Offices of Education.

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 -- Applies to County Offices of Education.

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 -- Applies to County Offices of Education.

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 -- Applies to County Offices of Education.

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 -- Applies to County Offices of Education.

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 -- Applies to County Offices of Education.

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 -- Applies to County Offices of Education.

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 -- Applies to County Offices of Education.

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.

Caruthers Unified provides a system of professional growth and advancement opportunities that are integrated with our District and school plans for improving student outcomes and values professional growth, placing great emphasis on continuous improvement. Staff trainings are conducted annually to train teachers, principals, and other school leaders on how to effectively collect and interpret student data. These data are collected each week and reviewed by staff during professional collaboration time each Monday. During this time, teachers discuss curriculum, assessments, instruction, and potential future professional learning activities that may assist them in better serving the students of our District. There is also a continuous cycle of improvement to ensure that data are continually examined and evaluated, and strategies selected to improve student outcomes.

The District understands the extraordinary benefits to our students of a strong professional development program for all staff. Such a strong program is even greater benefit to our at-risk student populations. To that end, we first commit a significant amount of LCFF funds to support professional learning, particularly for new teachers, based on the needs-assessment. These efforts are supplemented by Title I funds at the school sites, based on SPSAs that are aligned to the District's LCAP. At a District level, Title II funds are also used to supplement the basic professional development provided to teachers, administrators, and paraprofessionals. The professional learning system is inherently aligned, as all activities are targeted toward the LCAP goals. Each school's goals, actions, and services are all aligned with the District's, so any action taken to supplement those is immediately aligned with the LCAP. Each school's projected academic, behavior, and attendance outcomes are also aligned with those being measured by the District, including all appropriate outcomes from the California School Dashboard.

Teachers and instructional aides are engaged in relevant and timely learning opportunities, including workshops, demonstration lessons, and coaching, that support the design and delivery of lessons based on state adopted frameworks, standards, and best instructional practices. All lessons will meet the rigor of the California State Standards and subject matter frameworks. Areas may include:

- Math
- ELA
- Science
- Social Science
- English Language Development
- Kagan Structures
- Assessment Training/Conference
- ERWC
- Instructional Strategies
- Social-emotional learning (SEL) skills that support a positive climate for learning and work.

New teachers participate in professional development activities designed to provide background knowledge, skills, and information in the areas of the standards, technology, special education, and student engagement. In the past few years, the district has contracted with curriculum and instruction experts to provide professional development in best practices for core content teachers and instructional aides. Each teacher's contract outlines a four-year professional development plan which consists of

1. An evaluation by administration
2. Peer observation
3. Individual choice
4. Collaboration

to support continued professional growth. Teachers who are interested in extending their impact beyond the classroom may apply to be District academic coaches. Those interested are encouraged to engage in the course work and field work to acquire their administrative credentials and advanced degrees. Many current site and District administrators began as teachers in CUSD.

Every teacher with a preliminary credential participates in a two-year induction program that focuses on excellent first instruction. The District contracts with the Fresno County Superintendent of Schools (FCSS) and absorbs the program costs. Each new teacher develops an Individualized Learning Plan (ILP) and is assigned a mentor who receives a stipend for providing support toward reaching the plan goals. The ILP goals and activities are based on the California Standards for the Teaching Profession competencies. Mentors provide monthly logs of contact and activities, and may request additional support for the new teacher as necessary. All interactions between mentor and mentee are confidential, except as requested by the new teacher. The District also pays the substitute teacher time for participants.

Early-release days are a time for the District to review and focus on best practices and improving current practices. Administrators at site and District levels continue to attend workshops and informational meetings, such as the FCSS State and Federal Updates, to remain knowledgeable on research, changes in law, and compliance requirements. Principals are afforded many opportunities to grow that include, but are not limited to, ACSA Academies, visits to other schools, categorical meetings, etc. All school leaders are encouraged to seek professional learning opportunities and challenges such as regional committees, leadership teams, or improvement communities. Classified staff are included in all staff trainings so all staff are aware and understand the District's initiatives to meet the needs of our students.

Every Monday, students are released early from school at 1:45 to 3:15 pm is reserved for teachers to collaborate and participate in professional learning activities. This time allows for data team trainings, teacher/grade level/department articulation, lesson design, and assessment evaluation. This professional growth model is evaluated annually and adjusted as needed to promote continuous improvement in professional growth. Feedback from staff members, combined with student data determine and frame the professional learning schedule and future topics. This, and teacher survey data on standards implementation, inform the professional development action in future LCAPs and SPSAs as well.

CUSD has dedicated a significant amount of time and resources to ensure that professional development is readily available for staff members. A culture of continuous growth is evidenced by the amount of resources and time dedicated to facilitating staff members in their journeys to be at their professional best for the students in our community. The overarching goal of our professional growth and improvement efforts is to strengthen collective teacher efficacy. Goddard, Hoy, and Hoy (2000) define this as "the perceptions of teachers in a school that the efforts of the faculty as a whole will have a positive effect on students." These shared beliefs affect the culture of the school and shape its system of beliefs. Caruthers Unified promotes collaboration with the purpose of improving teaching, learning, and leadership. The process provides a structure for teachers and leaders to specifically identify areas of student need and collaboratively decide on the best instructional approaches.

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:

CUSD has no schools in CSI for the 2025-26 school year.

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.

Professional learning planning begins with an analysis of student data, an assessment of educator effectiveness, a review of progress on District initiatives, and data on the effectiveness of our professional development activities. Equity is a critical component of our improvement efforts, and the District has established a data collection system to facilitate identifying inequities in educational outcomes. Data from the California School Dashboard is used in conjunction with local data, such as iReady, to identify areas in which our at-risk student groups are not meeting standard in ELA, math, English language development, behavior, attendance, or progress toward readiness in college or career. State and local data are also used to identify inequities in educational outcomes between student groups and the district as a whole. Teachers, parents, and students are surveyed for their improvement ideas. Classroom observation data are reviewed, and conversations held among school leaders and their teams. From these data, the District constructs an assessment of the needs of our students, teachers, leaders, and community. All teachers are surveyed annually and asked to indicate their professional learning needs. The District then use those data, along with other data described above, to determine a course of professional development for the coming year. It is this needs assessment that informs and undergirds the following year's professional learning plan.

Student data are used continuously to inform and improve staff development activities. For example, in examining 2023 data for English Learner students, the District found that the data showed that, for these students, "Concepts and Procedures" appeared to present the greatest challenges, with 79.59% scoring at Below Standard. In ELA, "Reading", "Writing", and "Research/Inquiry" all presented similar challenges. The 2024 mid-year iReady data confirm what the 2023 state assessment data indicate, that inequalities persist in the achievement of Low-Income students and English Learners when compared to the overall student achievement, so that became a focus for discussion and professional learning. State assessment data from Spring, 2024, "Distance from Standard" results show that the District's increased efforts to support EL students resulted in improvements at all levels and in both ELA and math. Districtwide and at each school, EL students increased performance in ELA, with +17.6 points at Caruthers High, +4.3 points at Caruthers Elementary, and +3.5 points at Monroe Elementary. In math, EL students improved by 32.7 points at CHS, by 5.5 points at CES, and by 5.6 points at MES. Caruthers High math scores reflected their efforts to increase math supports. In addition to the math results cited above, Overall results improved by 18.9 points, Low-Income students gained 20.3 points, and Students with Disabilities increased their groups performance by 62.3 points. The percentages of students "Meeting or Exceeding Standard" in ELA saw Low-Income students keeping pace with Overall result in ELA, and slightly closing ground. Unlike "Distance from Standard" results, English Learners experienced a decline in ELA performance compared to the prior year. "Distance from Standard" results includes the scores of all students who took the assessment, while "Meeting or Exceeding Standard" only includes those who scored at standard or above. Comparing the two measures, it appears that EL students who have struggled more in the past to be successful are improving more quickly, and so scoring closer to standard, while the percentages in the higher ranges have slightly slipped back. In math, results for "Meeting or Exceeding Standard" were also similar to the "Distance from Standard". Groups' performance improved, with the exception of White students and non-LI. The inequality between EL students and Low-Income students, compared with Overall results was also diminished from the prior year.

Examining Early Academic Placement (EAP) results, after the 2023 greater-than-doubled increases in the percentages of All Students, Low-Income students, and Hispanic students scoring "Ready" for college ELA, those groups saw declines in 2024 percentages. All groups saw slight increases in math. The lack of English Learners, LTEL, and Students with Disabilities meeting standard remains a cause for concern. Inequalities in percentages of 11th grade students scoring "Ready" in the EAP (exceeding standard on SBAC) are clearly apparent between Low-Income students and non-Low-Income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Math assessment results were low for all students groups, with similar inequalities in results. Also clearly seen are the inequalities between English Learners, Students with Exceptional Needs and overall results in both subject areas.

At the high school level, preparation for post-secondary success is an overarching goal, and professional learning is aligned to that end. The data indicate that those efforts are having a positive impact. For the second year in a row, there were increases in College and Career Readiness Overall and for all student groups, with the exceptions of Students with Disabilities and White students. The rate for our English Learners and LTEL continued to increase at a faster rate than All Students, further closing that inequality. Overall, Low-Income, LTEL, and Hispanic student groups' results were all in the Green (High) performance level. English Learners' results improved to the Yellow (Medium) level. Confirming the College Readiness data, the percentages of students meeting the basic requirements for admission to U.C. or C.S.U. (A-G completion rates) increased for most groups. English Learners and Low-Income students increased at a more rapid rate than Overall results, further closing that inequality. The percentage for LTEL was even higher than for overall English Learners. The increases for both those groups indicate that an increasing number of English Learners are prepared for enrollment in university. Results for CTE completion rates were in a very similar pattern to the A-G results, with Low-Income students and English Learners further closing inequalities in performance with Overall results.

In these areas, and others, the District has developed differentiated outcomes to close inequalities among all of our groups by raising the achievement of those who are struggling. The professional learning program described above, that include ELA, ELD, mathematics, social-emotional learning skills, and building teacher efficacy are all intended to that end. The District has increased expenditures in professional development, coaching, and instructional specialists to provide staff with the best strategies to plan, deliver, and monitor classroom instruction and student support to improve student outcomes in those areas

The system for professional development described in this section is all about getting better and getting results. This annual cycle of assessment, planning, implementation, and evaluation has created a district culture of continuous improvement. As part of the district and each school's planning process, stakeholders engage in these steps in order to sharpen our efforts on behalf of our students. This evaluation and needs assessment have generally occurred each

spring as part of the plan development process. The district is currently consulting on developing a planning process and calendar that would involve the district and schools examining available data on a quarterly basis.

As part of the district's annual LCAP development process, all educational partners, including teachers, principals, paraprofessionals, specialized support personnel, parents, including parents of English Learners and student with exceptional needs, and community partners are consulted on the plan. The professional learning activities on which they are asked to comment include Title II, Part A-funded activities. Additionally, educators, students, and parents are surveyed on how effective current professional development efforts have been, and what activities might be added or improved. Parents and teachers, along with students at the secondary level, are also consulted as part of the School Site Council meetings, where the District and school plans are reviewed for suggestions. Progress on professional development activities is also reported annually to the district Governing Board. As stated above, these activities have generally been once a year, and the District is developing a plan to engage in evaluation more frequently during the school year.

The evaluation activities described in the preceding paragraphs are inherently aligned, as all evaluation activities are targeted toward the District's LCAP goals, outcomes, actions, and services. The elementary and high schools' goals, actions, and services are all aligned with the District's, so any evaluation of those is aligned with the District's overall evaluation. Each school's projected academic, behavior, and attendance outcomes are also aligned with those being measured by the District, including all appropriate goals from the California School Dashboard, and it is progress toward those goals that forms the basis for the evaluation of Title II activities.

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:

Cultural and linguistic diversity have always been viewed as a resource by District administrators, teachers and the Board of Trustees of Caruthers Unified School District. Identified English Learner students will have equal access to curriculum and instruction provided to all students. These students will learn English; make progress based upon their individual needs through academic instruction; and experience success. The fundamental goal of the program is that students will function successfully in the English language, and be college and career ready -- equipped with skills for life.

Improving the instruction and assessment practices of English Learners has been a primary focus for CUSD. Our LCAP Goal 1, Actions 9, 12, and 14 are specific to that purpose, and the underlying principle is to provide our English Learners with full and complete access to the curriculum. To this end, the District has provided and will continue to provide staff development that supports and enhances basic ELD instructional programs in both designated and integrated ELD. The Title III funds the District receives supplements the District's commitment by providing targeted professional development. Those activities have included the area of Integrated and Designated English Language Development (ELD).

Staff are trained and supported by in-house and contracted curriculum and instruction specialists who participate in the Fresno County English Learner network. Designated and Integrated ELD training takes place throughout the school year by grade level or grade span. Training is ongoing and provided by ELD specialists. In addition, the District provides learning opportunities that result in further developing the skills of personnel to provide appropriate instructional services to English Learners. Administrators, counselors, teachers, and others are provided on-going training opportunities that include the following:

Strategies to assist students in the development of a positive self-image
Cross-cultural understanding and teaching methodology
English Language Development (ELD) teaching methodology
Developing Positive Student/Teacher Relationships
Developing Quick Write Strategies (Write to Learn)
Developing Reading Strategies (Reading for Meaning)
Student engagement strategies

As part of professional development and collaboration activities, grade levels review their individual Annual English Learner Monitoring forms and share findings, collaborate on next steps, and plan additional interventions and supports needed. The District's work with teacher collaboration is expected to have a significant two-fold impact on the quality of instruction received by English Learners. The first is based on research that shows that, when teachers are convinced of their collective efficacy, learning outcomes increase for all students. We believe that enhancing the belief that all of our students can learn can have an even more powerful impact for our English Learners. The collaborative teams will also

be more capable of using assessments and data to target instruction to the specific needs of learners. This will also have a salutary effect on instruction for English Learners, for whom one size does NOT fit all, and who may come to us with very different needs. The District is committed to providing our English Learners complete access to the full curriculum. With that goal in mind, over \$187,000 have been budgeted in the District's 2025-26 LCAP to help reach the expected, improved student outcomes. Title III funds supplement the District's commitment by providing targeted professional development. Those activities have included the areas of Integrated and Designated ELD.

Designated and Integrated ELD training take place throughout the school year by grade level or grade span by District staff. English language development in the core courses is supported with supplemental materials to increase English proficiency for all English Learners. Additionally, the District provides support for integrated and designated instructional time to increase student access to academic content. Throughout the school year, teacher teams are provided with opportunities to plan units incorporating ELA/ELD standards and framework. This will continue on an annual basis with an emphasis on integrated and designated ELD time and instruction. Administrators, school leaders, and educators participate in professional development trainings focused on instructional strategies, use of technology and curriculum development as it relates to the ELD standards. Training for increasing English Learners' access to rigorous content and standards is also provided, as are professional learning activities for all instructional staff on providing ELD and access to core instruction through distance learning platforms. Computer and media literacy for English Learners is supported by instructional staff who take part in professional learning opportunities in those areas. Educational partners involved in planning these activities included parents, SSCs, ELACs, DELAC, Teachers, Administrators, Consultants, and Fresno County Superintendent of Schools' Consultants.

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:

In 2025-26, the District will receive \$5,365 in immigrant funding that will be used to provide supplemental instructional materials.

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's main goal is to implement effective programs and activities for English Learners. English Learners receive integrated ELD instruction in all academic classes, and also receive designated ELD instruction. Designated ELD instruction is a protected time during the regular school day when teachers provide lessons for English Learners to develop English language proficiency. The overall goal of ELD instruction is for students to learn English at the level of a native speaker.

Integrated ELD refers to teachers providing language clarification and language acquisition support during regular content area lessons. The goal for Integrated ELD is for English Learners to learn the content and academic language used in each lesson. ELD instruction appropriate to the English proficiency level of each EL is scheduled during the regular school day and is provided by an authorized teacher. ELD classes consist of students at the same level, or "one level plus" according to ELPAC results. Teachers also provide activities that will promote cross-cultural understanding and the development of a positive self-image. English Only students may not be placed in ELD; EO students are placed in an ELA intervention class if language support is needed.

At Caruthers and Monroe Elementary schools, our English Language Learners in Transitional Kindergarten-6th grade, receive both integrated and designated ELD instruction daily from their homeroom teacher. Teachers design lessons or use ELD curriculum based on the California English Language Development Standards, taking into consideration the student's ELPAC level. English Learners who have less than reasonable fluency must continue to receive ELD instruction until ELD standards have been met and the child has been reclassified Fluent English proficient (RFEP). Curriculum, materials, and approaches are designed to promote the English Learner's second language acquisition of listening, speaking, reading and writing skills; and to learn their grade level content, achieving parity with their native English-speaking peers. EL students who have "less than reasonable fluency" receive daily language development lessons through the pacing of ELD standards, teacher created units and state adopted ELD core curriculum. Various supplemental materials are also used to support mastery with the English language for our EL students. The schools provide sheltered instruction (SDAIE) in academic areas and the core content classes have additional support services provided by utilizing bilingual instructional aides. The support services are designed to accelerate ELL students to master core curriculum in English. Teachers are familiar with SDAIE methodology to support EL's in core classes. Students are grouped by their proficiency level and the Language Objective that addresses their learning goals. Teachers use the ELD standards to guide their instruction and to make sure students are receiving the appropriate support and instruction for their EL proficiency level.

Our ELD programs for 7th and 8th grade students are given during their 1st and 2nd strands. Currently, students are placed in their ELD strands based on their proficiency level. Students that are new to the country and speak no English are placed in B-ELD. Our Level One and Level Two students are placed in ELD A. ELD A is a strand intended for students who have somewhat developed English skills. Our Level Three and Level Four students are placed in ELD B. Students in this strand have moderately or well-developed English skills. The objective in B-ELD is to focus on speaking and listening skills for beginning level English Language Learners. This course helps students develop basic interpersonal communication skills. The goal for students in B-ELD is to move up a level on the ELPAC, which allows the student to progress into the next course. The objective for students in ELD A is to develop the ability to read and write English as an everyday communication. Additionally, learning to write using proper sentence structure. The goal is to have students move up a level on the ELPAC, which allows the student to progress into the next course. The objective for students in ELD B is to help students further their English skills to meet Bridging standards on the state test. Furthermore, students will be working on speaking, listening, reading and writing lessons to prepare for the ELPAC. The goal for ELD B is to move up a level on the ELPAC and exit ELD.

At Caruthers High, or MARC High, English Learners may be placed in ELD 1, 2, or 3. Students in ELD 1 and 2 receive instruction and curriculum geared toward the acquisition of written, understood (heard), and spoken English, and the acquisition of an academic vocabulary. Students in ELD 3 receive instruction in the district's core curriculum through the appropriate language support as indicated by testing. EL's with "less than reasonable fluency" receive ELD instruction from a credentialed teacher and qualified CLAD teacher. The school provides sheltered instruction (SDAIE) in academic areas. Bilingual instructional aides provide support in ELD 1 & 2 and in the core content classes. The support services are designed to accelerate EL's language acquisition and mastery of content area curriculum in English. Teachers use SDAIE methodology to support EL's in core classes. Students are monitored regularly to ensure appropriate placement and effective transitions are available to the mainstream classes. Teachers set high expectations for students and provide learning environments that challenge and motivate students to use the English language frequently and accurately. Instruction is provided through a variety of materials and methods. These students are also supported with differentiated instructional strategies -- including integrated English language development - and materials to meet their language needs. Students demonstrate growth in EL classes by successfully completing the course as evidenced through various assessment tools.

Crucial to the goal of English language fluency is developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services. To accomplish this, Title III funding is utilized to:

- Purchase supplemental materials to enhance instructions for our English Learners. Imagine Learning is a district-wide language acquisition program that allows for teachers and administrators to see growth areas as well as areas of need. It supplies resources to address those gaps.
- Provide supplemental ELD training for teachers with an emphasis on the ELA/ELD framework and instruction, and provide professional learning activities for all instructional staff in providing ELD and supporting students' access to core curriculum. The District provides professional learning opportunities in supporting computer and media literacy for English Learners.
- Provide after-school and out-of-classroom instructional support and experiences to build background knowledge and academic vocabulary.
- Purchase materials, including hardware and/or software that supports English Learners' access to computer and media literacy.
- Utilize data systems such as Illuminate to monitor and collect data on the quality of the ELD curriculum and ELD instructional time and determine program effectiveness.
- Continue collaboration between administrators and ELD teacher leadership teams established to guide improved and faster-paced English language acquisition.

The California ELD Standards guide the curriculum for English Learners. Based on the ELD standards, Caruthers Unified provides the current state-adopted curriculum materials in both designated and integrated ELD. In addition, schools purchase supplemental materials with other site funds to support standards-based ELD instruction. CUSD provides English Learners with instruction using materials deemed appropriate and specifically designed to enable students at each level of English language proficiency to acquire academic English rapidly, efficiently, and effectively.

Caruthers Unified reaches out to all family educational partners in this process through SSC meetings, DELAC meetings, ELAC meetings, and all regularly scheduled parent meetings. Other partners involved include, but are not limited to, the District EL Coordinator, Site Administrators, Assessment Team (ELD Team), Tulare COE, Fresno County SoS and Parent Institute for Quality Education (PIQE). All recommended materials are piloted and evaluated by teacher and administrators alike to find the most effective materials for student success. All instructional materials, implemented programs, and off-campus activities must be approved by the CUSD Governing Board beforehand.

ELPAC scores, along with ELA/ELD grades, writing samples, teacher recommendation, and Imagine Learning growth all contribute to the accurate assessment and placement of all students. Benchmark data and all other EL progress monitoring data are regularly shared with students, staff, and parents to ensure that student data and placement is both accurate and appropriate. Student data are used continuously to inform and improve staff development activities. For example, in examining 2023 data for English Learner students, the District found that the data showed that, for these students, "Concepts and Procedures" appeared to present the greatest challenges, with 79.59% scoring at Below Standard. In ELA, "Reading", "Writing", and "Research/Inquiry" all presented similar challenges. The 2024 mid-year iReady data confirm what the 2023 state assessment data indicate, that inequalities persist in the achievement of English Learners when compared to the overall student achievement, so that became a focus for discussion and professional learning. State assessment data from Spring, 2024, "Distance from Standard" results show that the District's increased efforts to support EL students resulted in improvements at all levels and in both ELA and math. Districtwide and at each school, EL students increased performance in ELA, with +17.6 points at Caruthers High, +4.3 points at Caruthers Elementary, and +3.5 points at Monroe Elementary. In math, EL students improved by 32.7 points at CHS, by 5.5 points at CES, and by 5.6 points at MES. Caruthers High math scores reflected their efforts to increase math supports. Unlike "Distance from Standard" results, English Learners "Meeting or Exceeding Standard" experienced a decline in ELA performance compared to the prior year. "Distance from Standard" results includes the scores of all students who took the assessment, while "Meeting or Exceeding Standard" only includes those who scored at standard or above. Comparing the two measures, it appears that EL students who have struggled more in the past to be successful are improving more quickly, and so scoring closer to standard, while the percentages in the higher ranges have slightly slipped back. In math, results for "Meeting or Exceeding Standard" were also similar to the "Distance from Standard". English Learners' performance improved, and the inequality between EL students compared with Overall results was also diminished from the prior year.

Examining Early Academic Placement (EAP) results, the lack of English Learners, and LTEL scoring "ready" in ELA remains a cause for concern. Math assessment results were low for all students groups, with similar inequalities in results. Also clearly seen are the inequalities between English Learners and overall results in both subject areas.

At the high school level, preparation for post-secondary success is an overarching goal, and professional learning is aligned to that end. The data indicate that those efforts are having a positive impact. For the second year in a row, there were increases in College and Career Readiness for English Learners and LTEL at a rate of increase faster than All Students, further closing that inequality. Overall, LTEL, and Hispanic student groups' results were all in the Green (High) performance level. English Learners' results improved to the Yellow (Medium) level. Confirming the College Readiness data, the percentages of students meeting the basic requirements for admission to U.C. or C.S.U. (A-G completion rates) increased for English Learners at a more rapid rate than Overall results, further closing that inequality. The percentage for LTEL was even higher than for overall English Learners. The increases for both those groups indicate that an increasing number of English Learners are prepared for enrollment in university. Results for CTE completion rates were in a very similar pattern to the A-G results, with English Learners further closing inequalities in performance with Overall results.

English Language Proficiency Assessment for California (ELPAC) Summative results reported on the Dashboard show that 53.0% of our English Learners are making a year or more growth in acquiring English language skills, maintaining close to the 53.6% from the prior year and in the "Medium" performance level. Long-Term English Learner results were 65.3% making a year or more growth, an increase of 7.3% and in the Blue, or "Very High" performance level. The reclassification rate was in double digits for the third year in a row, increasing from 14.4% to 18.4%. We believe that the gains in the percentage of English Learners making progress in the ELPI, and the continuing double-digit reclassification rate demonstrates that we are on the right track.

In these areas, and others, the District has developed differentiated outcomes to close inequalities among all of our groups by raising the achievement of those who are struggling. The professional learning program described above, that include ELA, ELD, mathematics, social-emotional learning skills, and building teacher efficacy are all intended to that end. The District has increased expenditures in professional development, coaching, and instructional specialists to provide staff with the best strategies to plan, deliver, and monitor classroom instruction and student support to improve student outcomes in those areas. To address the needs of our LTEL students, a specific action has been included in the 2025-26 LCAP. (Action 1.14).

The District recognizes the need to take further steps to better address the needs of our English Learners. An additional ELD class at CHS to lower class size and provide greater individual attention will continue as part of Action 1.9 to address the needs of English Learners at the high school. Administrators will continue to collaborate with ELD teachers and ELD leadership teams to improve and accelerate language acquisition as they continue implementation of the District's English Learner Master Plan aligned with the state's EL Roadmap. The District has consulted with Fresno County Superintendent of Schools (FCSS) to use the improvement science model to address English Learner students' needs. Additionally, the District participated in the English Learners Networked Improvement Community (ELNIC), collaborating with other districts to enhance our understanding of systems impacting English Learners. Through shared learning, we engaged with expert, research-based content to drive continuous improvement and foster positive outcomes for English Learners. Through the ELNIC, the District team used Dashboard and local English Learner data to collaborate on a root cause analysis and identify a Problem of Practice, fostering a clear understanding of areas requiring improvement. With the expert support of the FCSS team and educators from CUSD, the team developed a continuous improvement process to guide research-based practices and improvement initiatives aimed at English Learners.

The District also understands that, moving forward, it will be in the best interests of our English Learners to continually review our current Title III-funded practices and make whatever revisions or changes are necessary to align those practices with the English Learner Roadmap.

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:

School sites will continue to ensure that all students, including EL students, have participated in completing the Smarter Balanced assessments. In collaboration with the EL Coordinator, school administrators and Assessment Team (incorporating ELD Teams) members will review student progress through data analysis, monitoring, and observation of EL students and programs. The District will implement the use of an observation tool (OPTEL) utilized to evaluate ELD programs. Information will be shared and discussed during ELD team meetings and professional development meetings. The District will collaborate with schools to identify ELD core and supplemental materials, and associated benchmarks, that relate state-adopted ELD standards. Administrators will continue to collaborate with ELD teacher leadership teams established to guide improved and faster-paced English language acquisition. District and site administrators will assist in determining curriculum needs. Utilizing tools such as iReady and Imagine Learning, the District will identify curriculum and instructional needs to determine additional supports and interventions necessary for students. The EL Coordinator will oversee and ensure implementation of the components of the ELD observation tool. The Coordinator will work collaboratively with the ELD Team and administrators to gather data from the observation tool for review and evaluation. This review will determine best practices to improve student outcomes. The District will provide additional instructional services to English Learner students, including support services in specialized programs during school, and in after school programs. Participating stakeholders include, but are not limited to: Parents, EL Coordinator, Assessment Team, ELD Team, Site Administrators, and Registrars.

English Learner Program evaluation seeks to answer three critical questions related to the design, implementation, and evaluation of the District's various programs for English Learners:

1. Is every EL in the district moving up one level on the ELPAC?
2. What is the progress of Long-Term English Learners (LTEL)?
3. How many ELS' are being RFEP each year? How many ELS' that are Special Ed are RFEP?

Grade level teams collaborate during Monday team meetings and during prep times throughout the week. During collaboration, teachers review data from common formative assessments in order to identify trends, patterns, and growth of their English Learner students. Teachers reflect on instructional practices, design intervention plans, and continue to progress monitor in order to review and share data the following week with their team members. During designated ELD, students will focus on reading, comprehension, and fluency. Listening, speaking, reading, and writing ELD standards will be implemented, along with EL strategies in each designated small group lesson, and the teacher will scaffold to the EL level of the students within the groups. Additionally, students will take formative assessments multiple times throughout the school year in order to monitor instructional practices and growth. English Learner progress is monitored in a variety of ways:

- ELPAC Testing
- EL Folders (Blue Folders)
- Smarter Balanced formative assessments (IAB, FIAB, ICA)
- Classroom performance based assessments
- Grades
- Teacher observation
- i-Ready
- ROLA (Reading Oral Language Assessment)
- Accelerated Reader

Continual academic monitoring is done within the classroom by the general education teacher. Teachers regularly check assessment data for growth or intervention needs. Teachers continually do informal or quick formative assessments on students during designated EL instruction. The Annual English Learner Monitoring Tool is reviewed and completed annually by teachers. Additional supports, ELP AC, teacher evaluation, and assessment data will be reported. District and Site level plans are designed to be responsive to evaluation results that may show that a particular program needs to be modified, enhanced or eliminated.

When a student is RFEP, they will be monitored for four years at the site and district level. These students need to "Meet or Exceed Standard" for three cumulative years on CAASPP [In math and ELA, or just ELA to prove proficiency as an RFEP student in our district). Students will be monitored twice yearly at the end of each semester grading period. The site will collect data on whether students are passing core content courses, attending school regularly, and the percentage graduating from high school successfully as criteria for success as a RFEP classified student. Site and district coordinators will complete the Annual RFEP Monitoring Tool and make any necessary program or course adjustments for the RFEP students according to how criteria are met. RFEP students are monitored by the following:

- CAASPP (meet or exceed for three years)
- Attendance
- i-Ready
- Grades

The District has recognized the need for a thoughtful, rigorous, overarching plan that provides clear expectations for English language development, integration of ELD standards, progress to reclassification, and follow-up for RFEP students. To this end, the District has consulted with staff, stakeholders, COE and CDE experts, and outside consultants to develop a high-quality English Learner Master Plan. The Plan has undergone several revisions with input from the aforementioned groups. Implementation of the Plan is regularly reviewed in order to determine what parts might be effective and which might need revision. As the District continues implementation, progress will be regularly reviewed, and staff feedback solicited in order to determine specific components that may be ineffective and may need adjustments and elimination.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District receives a Title IV program allocation of \$62,971. The comprehensive needs assessment process used to determine how those funds are spent is described below.

As part of the District's annual LCAP development process, all educational partner groups, including teachers, principals, paraprofessionals, specialized support personnel, parents, including parents of English Learners and students with exceptional needs, and community partners are consulted on the plan. Access to a well-rounded education, creating safe and healthy environments, and the effective use of technology are all reviewed with stakeholders. Additionally, teachers, administrators, students, and parents are surveyed on how the District can continuously improve the safety and healthiness of the schools' environments. The surveys have a significant impact on District planning. Parents and teachers, along with students at the secondary level, are also consulted as part of the School Site Council meetings, where the District and school plans are reviewed for suggestions. Progress on activities to support access to technology, to increase access to a well-rounded curriculum, and to create safe and healthy environments are also reported annually to the District Governing Board. The input from these efforts is used to plan activities in each area and are used to inform planning in those areas Title IV funds are intended to address.

All of the Title IV monies are transferred to Title V. Title V monies transferred to Title IV are spent in accordance with federal regulations and on activities for which the funds were intended. The objectives for the District's use of funds will be to improve students' academic outcomes in literacy and mathematics, and to provide services that further engage our students in a positive school climate that meets students' social-emotional needs, and to ensure our students' access to technology.

The District conducted a comprehensive needs assessments as part of its 2025-26 LCAP evaluation and continuous improvement process, as does each school site as part of its SPSA evaluation process. The data from the California School Dashboard will be used in conjunction with local data, such as iReady, attendance rates, student surveys of school connectedness, etc., to identify areas in which we are meeting our expectations for supporting our students. Equity is also a critical component of our improvement efforts, and our at-risk student groups are not meeting standards

in ELA, math, or English language development. Data will be examined to identify and address performance inequalities between student groups. Teachers, parents, and students will be surveyed for their improvement ideas. From these sources, the District will construct a needs assessment that informs and undergirds the following year's planning. This annual cycle of assessment, planning, implementation, and evaluation has created a District culture of continuous improvement. As part of the District and each school's planning process, educational partners engage in these steps in order to improve our efforts on behalf of our students.

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.

Distance from Standard results for English Language Arts (ELA) show declines by all student groups, with the exception of English Learners (EL) and Students with Disabilities (SWD). The increases for the EL student group suggest that our efforts to provide increased academic supports are having a positive impact. Inequalities persist in the achievement of Low-Income (LI) students, ELs, and Long-Term English Learners (LTEL) when compared to the Overall student achievement. The inequality between EL and Overall results was diminished from the prior year. Low-Income students also closed the gap with Overall results in ELA, but not in the fashion we would have liked to see. Results in math were positive for most groups, except White and Asian students. Overall results improved, with LI students and ELs both closing gaps in results in comparison to those Overall. English Learners, including LTEL, achieved significant increases in Math performance. As with ELA, inequalities persist in the achievement of Low-Income (LI) students, ELs, and Long-Term English Learners (LTEL) when compared to the Overall student achievement. The inequality between EL students and Low-Income students, compared with Overall results was also diminished from the prior year.

The percentages of students "Meeting or Exceeding Standard" in ELA showed similar results to those for the "Distance from Standard". Low-Income students were keeping pace with Overall result in ELA, but barely closed ground. Unlike "Distance from Standard" results, English Learners experienced a decline in ELA performance compared to the prior year. In math, results for "Meeting or Exceeding Standard" were also similar to the "Distance from Standard". Groups' performance improved, and the inequality between EL students and Low-Income students, compared with Overall results was also diminished from the prior year. Inequalities in percentages of students "Meeting or Exceeding Standard" are apparent between LI students and non-LI students in both ELA and math, evidence that compounds the difference between Low-Income and Overall percentages. The gaps between results for EL and LTEL and those Overall highlight the continued need to provide additional supports for those student groups that have demonstrated positive results in math and, we expect to see in ELA as well. Educational partners have suggested that one reason for inequalities in results for EL and LTEL students and Overall results may be a lack of academic vocabulary in the sciences, and the need to expose EL and LTEL students to that vocabulary and experiences associated with it. Though the numbers are too small to allow them to be reported, we know from experience that our Foster Youth also experience these academic inequalities.

English Language Proficiency Assessment for California (ELPAC) Summative results reported on the Dashboard show that 53.0% of our English Learners are making a year or more growth in acquiring English language skills, maintaining close to the 53.6% from the prior year. Long-Term English Learner results were 65.3% making a year or more growth, an increase of 7.3% and in the Blue performance level. The reclassification rate was in double digits for the third year in a row, increasing from 14.4% to 18.4%. The District recognizes the need to take further steps to better address the needs of our English Learners, many of whom are also Low-Income, and the data from state assessments shows that those actions are bearing fruit.

Surveys of District teachers indicate that Next-Generation Science Standards and History/Social Studies are the areas in which teachers feel more training and support are needed.

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

Title V funds will be used to provide supplemental materials and supports that allow struggling students to better access the curriculum for greater academic success.

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?

As a part of our annual evaluation and needs assessment process, improvements in academic metrics, especially state indicators, will be used to evaluate the impact of the activities and to plan future programs.

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.

Chronic absenteeism rates again decreased from the prior year, resulting in the District and each student group with more than ten in its cohort being assigned the Yellow performance level for this indicator. English Learners achieved the Green performance level. We were pleased to see that our efforts to address the former Red (Very High) rates were successful for Low-Income students, English Learners, and Students with Disabilities. The rate decline for Foster Youth over 45%, demonstrating that efforts to support those students have also been successful.

Suspension rates declined Overall and for most other groups. Overall results and those for Hispanic and White students led to a Green performance level. Asian student improved to the Blue level. Low-Income students, English Learners, and LTEL improved to the Yellow level. When compared to suspension rates for non-Low-Income students, inequalities in rates are evident, and will continue to be addressed by the actions that have shown success for reducing suspension rates for those groups -- providing social-emotional and mental health supports in order to ensure that our students feel safe and connected to their schools, including continued services and social-emotional learning (SEL). Homeless students also improved (Orange), but were suspended at a greater rate than the Overall, as were Foster Youth (Red). The suspension rate for Students with Disabilities also increased, resulting in an Orange performance level.

Educational partners continue to express concerns that many students at all grade levels are still exhibiting in-school behaviors that are more like the relaxed behaviors they might practice at home. Partners also continue to voice concerns that motivation is lacking among many older students at the middle and high school levels. The Staff Educational Partners suggestion that creating an elementary sports league to provide students with structured, engaging activities and to support positive interactions between students appears to be effective in lowering suspension rates by keeping students active and engaged.

The Spring, 2025, survey results that the increases in percentages of students who responded that they feel safe at, and connected to school were increased from the prior year. The percentage who feel safe was 86.5%, and increase of 1.3%; and those feeling connected increased from 82.7% to 84.3%.

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

Title V funds will be used to provide supports for those students struggling with mental health issues, and to provide resources for increasing social-emotional learning.

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

The District expects to see continued decreases in chronic absenteeism rates and suspension rates, and narrowing inequalities between student groups in each of those areas. Those two metrics will be used to evaluate the impact of the activities and to plan future programs. Feedback from educational partners on students' connectedness to school and feelings of well-being will be also be used to evaluate the impact of the activities and to plan future programs.

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.

Providing access to devices and connectivity to the internet has been one of the District's primary successes over the last four years. Every student has access to a device and, if needed, access to a hotspot for internet connectivity. The District consistently has reached out to families to ensure that students' technological needs are met. The level of tech support has been praised by staff and parents alike and resulted in the multifold improvements in users' comfort with technology. We intend to continue those efforts that have been so well-received by our educational partners.

The state assessment data cited above indicates that consistent access to technology and online instructional platforms have had a positive impact on the achievement of our Low-Income, English Learner, and minority student populations.

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])

Funds will be used to provide technology to effectively use the supplemental instructional materials and Low-Income students' access to technology.

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?

As a part of our annual evaluation and needs assessment process, improvements in academic metrics, especially state indicators, will be used to evaluate the impact of the activities and to plan future programs.

- 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/tivpauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

February-May, 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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