

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

School Year

2023-2024

Date of Board Approval

June 26, 2023

LEA Name

Jurupa Unified School District

CDS Code:

33-67090

Link to the LCAP:

(optional)

<https://jurupausd.org/our-district/edserv/accountability/LCFFandLCAP/Pages/default.aspx>

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.)

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

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.

The district primarily utilizes federal funds to supplement and enhance student literacy and social-emotional needs through instructional support and the comprehensive professional development of teachers. Funding also provides supplemental materials and supplies to support aligned instructional strategies within and beyond the school day. Key features reflected in the LCAP include:

- Development and implementation of supplemental curriculum resources for English Language Arts/English Language Development, Mathematics, and Next Generation Science Standards (NGSS)
- Professional development on collaboration to build teacher expertise and increase student learning through formative assessments and collaborative inquiry
- Multi-Tiered System of Support (MTSS), Social and Emotional Learning (SEL), Peer Coaching, and Technology proficiency
- Digital Gateway Chromebook technical and professional support for technology skills and integration
- K-6 Literacy focus on inclusion, prevention, and intervention with intervention support moving provided through a push-in differentiated model
- College and Career Initiatives through expanded CTE pathways, Credit Recovery, Counselor and Guidance Coordinator support, a-g readiness, and AP courses
- Student and family support, including behavioral, safety, and mental health services through a focus on student wellness

We have integrated Title I, II, III, and IV into our 2021-24 LCAP. In addition, to provide the extra support needed for our students who are not meeting grade-level standards, the following strategies supplement our primary initiatives using federal funding.

- Additional literacy and mathematics instructional staff provide intervention support services through in-classroom scaffolding, proven most effective for all students, especially students with special needs and language acquisition needs (Hayes 2016; Kramsch 2003).
- Extended day is provided through before-, after, and during-school opportunities aligned to site-based student needs.
- English Learner services are provided through classroom instructional support and coaching on the ELD framework, early literacy, and support for integrated and designated ELD. In addition, bilingual Language Tutors (BLTs) provide increased primary intervention and language support in core subject areas across all grade levels. Also, we have been expanding our Dual Immersion program and supplementing it with BLTs, additional coaching, and supplemental materials.
- Our professional development program for collaborative teams (Hattie 2009) will support our teachers in site-level collaborative planning, practices that maximize student learning, and using formative assessments. In addition, we are implementing an expanding framework for a Multi-Tiered System of Support (MTSS) with the incorporation of Social and Emotional Learning (SEL) objectives (Ainsworth 2010, Sugai and Homer 2009). As part of our MTSS framework, literacy planning and professional development will support foundational skills through data review, first-best instruction, literacy interventions, and universal assessment.
- Supplemental materials at the sites include supplemental supplies, library student resources, books/eBooks, and maker space materials. In addition, software licenses are provided to support secondary credit recovery and elementary literacy initiatives along with leveled readers.
- Parent outreach and mental health support have been expanded along with communication enhancement through additional supplemental clerical support and notification systems.

All site-level use of funding is determined through a comprehensive needs assessment through school-wide planning initiatives. School Plans for Student Achievement (SPSAs) are aligned to LCAP goals and actions and monitored through evaluation protocols and annual program and budget review.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The district has ongoing, regular monitoring of our goals and actions for effectiveness, areas that need improvement, supplemental areas that can be supported by federal funding, and administrative staff support for planning, data analysis, and budget alignment. Our strategic program and budget planning are circular and continuous. Once state and local funding resources are accounted for, federal funds are used to layer the remaining unfunded activities using the most current regulations and guidance for supplemental federal funds.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

The Jurupa Unified School District defined poverty criteria in the Consolidated Application based on free and reduced lunch percentages. Therefore, the distribution of funds is aligned with this indicator as per student enrollment.

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

There are five ineffective teachers (0.57%) and 23 (2.6%) out-of-field teachers, as defined in the Federal Addendum guidance. There are 123 (14.1%) inexperienced teachers (as defined in the guidance) that are distributed in an equitable manner throughout the District. Distribution of "inexperienced" teachers by site below. Please note that Del Sol Academy opened in 2018-19 and has a slightly higher level of inexperienced teachers and a lower percentage of low-income students.

You can view the Educator Equity report for Jurupa Unified through this link: <https://bit.ly/3qy0Utn>

Based on an analysis review of the data, we feel as a stakeholder team (Human Resources, Education Services, Principals, and Cabinet-level decision-makers) that "inexperienced" teachers are being distributed equally throughout all of our schools to ensure teachers are receiving the collaborative and professional support through our induction program for Year 1 and Year 2.

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

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

Parent and Family Engagement

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

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

Jurupa Unified believes that building capacity for involvement is a process of empowering parents and families to be active participants in their children's education. It involves providing parents with the knowledge, skills, and resources they need to support their children's learning at home and school. We believe that there are many benefits to building capacity for involvement. When parents are involved in their children's education, their children are more likely to succeed academically. They are also more likely to be well-adjusted and engaged in their communities.

There are many different ways we implement to build capacity for involvement, including:

- Providing parents with information about the school's curriculum and expectations.
- Offering parent education classes on topics such as literacy, math, and parenting skills.
- Creating opportunities for parents to volunteer at school or in their children's classrooms.
- Establishing parent-teacher conferences to discuss children's progress.
- Developing parent-led groups or councils to advocate for children's needs.

We believe building capacity for involvement is an ongoing process that requires the commitment of parents, schools, and communities. Working together can create a strong foundation for all children to succeed.

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:

Many programs are in place that builds strong parent and family engagement programs in JUSD based on parent input at the site and district levels. They are foundational in supporting strong school-family partnerships in our school community. Outreach services are organized through the Director of Parent Involvement and Community Outreach (PICO). These programs include, but are not limited to, Jurupa Technology Education for Parents, Family Literacy, Café Literario, 100 Mile Club, ABC Music, Parent University, and Positive Parenting Program (Triple P). These programs and services are included in our Local Control Accountability Plan (LCAP).

Shared leadership occurs through our district parent committees, District Advisory Committee (DAC), and District English Learner Advisory Committee (DELAC) with site leadership committees, School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parents as Leaders (PAL).

To ensure site councils and advisory groups understand their leadership roles, elected members receive training on their roles and responsibilities, LCAP planning and input, school budgeting, and decision-making. In addition, we mitigate the impact of poverty by bringing service providers into the schools and family partners providing home support. Staff is also trained on ways to engage families effectively, and adequate resources are entitled to support parent engagement activities. All school sites receive no less than 1% of Title I parent involvement funding integrated into their School Plans for Student Achievement (SPSAs). The district, as well as all school sites, have a written parent and family engagement policy that was developed jointly with parents and approved by the District Advisory Committee (DAC), School Site Council (SSC), and English Learner Advisory Committee (ELAC) meetings and distributed through the beginning of the year orientation materials in a format and language that meet the needs of our parents.

All sites have an annual meeting of parents to describe the sites' Title I program, with flexible meetings during the year as part of the process used to advise on issues relating to their children's education. In addition, an annual survey of parents is conducted to assess needs, determine barriers, and evaluate the effectiveness of parent involvement activities, along with the LCAP survey that gets input into the district's aligned goals and actions. These results are disaggregated and provided to school sites to support their SPSA planning.

Assessment information reflecting student academic progress will be shared with parents at parent-teacher conferences in the fall, by the ParentConnect portal of our student information system, and by mail at the secondary level, including ongoing progress reports. In addition, student progress and parent information on state and local standards are explained to parents, including grade-level expectations for proficiency, data report on CAASPP and local assessments, and available interventions in reading, language arts, and mathematics for students needing assistance.

Communication is vital to staff and parent coordination and is provided through site-level timelines, calendars, website information, social media sites, school notifications, and site and district newsletters. In addition, all of our sites have staff available to provide translation services for our Limited English parents, and site-level materials are translated to support the needs of our parents. Finally, special parent accommodations are available and arranged through the site and language services department (i.e., special education accommodations, sign-language interpreters, or language translators).

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 of our schools are School-wide and complete an annual comprehensive needs assessment to upgrade the entire school program to ensure all students, particularly those who are low-achieving, demonstrate proficiency or above levels of achievement. In addition, they all bi-annually review the effectiveness of their programs through School Plans for Student Achievement (SPSA) monitoring protocols. All goals and actions in their SPSAs align with the research-based practices in the LCAP but are based on site-level planning, data analysis, and student needs. None of our schools have Neglected or Delinquent Programs.
Neglected or delinquent: N/A

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All of our schools are school-wide and complete an annual comprehensive needs assessment to upgrade the entire school program to ensure all students, particularly those who are low-achieving, demonstrate proficiency or above levels of achievement. In addition, they all bi-annually review the effectiveness of their programs through School Plans for Student Achievement (SPSA) monitoring protocols. All goals and actions in their SPSAs align with the research-based practices in the LCAP but are based on site-level planning, data analysis, and student needs. None of our schools are Targeted Assistance School Programs.
TAS: N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Funds are utilized to support services that will mitigate the negative impact of poverty. They include provision for transportation to the school of origin as well as support services for reducing absenteeism, i.e., absentee follow-up, Saturday school, and credit recovery options, if necessary. In addition, funds provide Chromebook insurance, school supplies, backpacks, clothing/gym clothes, and other essential school or household items to allow students to participate in school activities academically, socially, and emotionally.

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.

We currently provide Title I preschool classes at two school sites but also have Head Start/State Preschool at eight sites. All elementary sites are Title I Schoolwide and have early childhood transition plans outlined in their School Plans for Student Achievement (SPSAs) for their incoming preschool children. The Head Start/Preschool Coordinator coordinates Pre-K services with site-level Kindergarten programs to ensure that quality, comprehensive, and cohesive support services are provided to our students and families and are under the direction of the Director of Elementary Education. The transitional plans include Kindergarten readiness support for preschool parents and students, records transition to elementary sites, and preschool and Kindergarten teacher collaboration, inclusive of site-level visitations and meetings for parents and students.

In addition, parent orientation and transition support are provided through our Parent and Early Child Development Center, which provides a centralized location for 0-4 programs offered in JUSD. This center emphasizes providing services and resources that support early childhood learning, school readiness, and pre-registration guidance. JUSD also coordinates with grant funding to provide Social Workers, Outreach Workers, Parent Engagement Coordinator, and Behavioral Health Therapists. All of these transitional participant services are coordinated through collaboration with our Head Start/Preschool Coordinator, the Director of our Parent Involvement and Community Outreach (PICO), and the Director of Elementary Education for a seamless transition from early childhood into our elementary Kindergarten programs.

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:

Transitionally, in secondary schools, through our Director of College and Career Readiness, Career Technical Education (CTE) pathways continue to expand options to prepare our students for post-secondary education or future careers. In addition, we have provided secondary counselors in all of our high school libraries with college and career clerks to provide support for FAFSA completion and college and career readiness services, Guidance Counselors, and a Coordinator of College and Career Readiness to support a model that will provide support for a-g completion and career pathway expansion.

In addition, we have alternate settings and support for middle to high school students:

1. Eighth-grade visitations from High school seniors
2. Virtual Learning program provides an optional online educational program
3. Early College program provides a college pathway through Riverside Community College along with expanded dual enrollment options with Norco College and Cal Baptist

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:

Jurupa Unified uses "other allowable reservations" funds to assist schools in providing expanded literacy support through additional intervention teachers and literacy resources. Our professional development activities include training and capacity building for literacy and improved academic achievement through our Multi-Tiered Systems of Support (MTSS) and teacher collaboration (teacher, student, and collective efficacy through evidence-based feedback and peer and self-assessment). In addition, we fund two Title I Preschool programs with that reservation. Also included under authorized reservations are indirect cost and administrative reservations.

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:

Not Applicable (District does not participate in Title I, Part D)

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:

Not Applicable (District does not participate in Title I, Part D)

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:

Not Applicable (District does not participate in Title I, Part D)

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:

Not Applicable (District does not participate in Title I, Part D)

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:

Not Applicable (District does not participate in Title I, Part D)

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:

Not Applicable (District does not participate in Title I, Part D)

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:

Not Applicable (District does not participate in Title I, Part D)

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:

Not Applicable (District does not participate in Title I, Part D)

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:

Not Applicable (District does not participate in Title I, Part D)

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:

Not Applicable (District does not participate in Title I, Part D)

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:

Not Applicable (District does not participate in Title I, Part D)

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:

Not Applicable (District does not participate in Title I, Part D)

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.

Jurupa Unified provides professional growth and improvement through multiple funding sources. With the district's focus on literacy and teachers' collective efficacy, Title II funding will support a Teacher of Special Assignment who provides coaching, mentoring, and push-in modeling and instruction to support achievement for students most at-risk. Individualized professional development to support staff professional growth, improvement, and capacity will be supported through the Alludo platform. Title II will also support some contract costs associated with the California Teacher Induction Program (CTIP) and stipends for Induction Coaches. Any conference attendance opportunities are focused on teaching and student learning and are personalized to the district's initiatives for integrating technology, literacy skills support, equity, and inclusion, or support for ELD. Both academic and LCAP staff survey data provide us with a gauge to evaluate our professional development programs' effectiveness and future needs.

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:

All principals met with districtwide directors to review program and funding support and plan to identify evidence-based strategies necessary for improvement for identified student groups.
We have no schools identified for CSI or TSI.

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.

LCAP program goals and actions are part of the fiber of our organization. They are woven into all opportunities to discuss and meet where we are and where we want to go, both fiscally and programmatically. This includes analysis of data collected and reviewed through annual measurable outcomes, formative assessments, surveys, and observations. The district has ongoing, regular monitoring of our goals and actions for effectiveness, areas that need improvement, supplemental areas that can be supported by federal funding, and administrative staff support for planning, data analysis, and budget alignment. Our strategic program and budget planning are circular and continuous. Once state and local funding resources are accounted for, federal funds are used to layer the remaining unfunded activities using the most current regulations and guidance for supplemental federal funds, including Title II. Our consultation is also circular, with data and program review incorporated through weekly education services meetings, monthly budget and program implementation meetings, District and Site advisories, open-ended responses from surveys, with standing items on LCAP at board meetings.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district's primary professional development will focus on strengthening our collective teacher efficacy through empowering teacher teams to support integrated and designated English Language Development (ELD). Internally, our best instructional planning has been done through teacher collaboration, on-site grade-level minimum-day presentations, grade-level meetings, and elective centralized jORS training. Teachers and administrators need time to work together, review student data, agree upon curriculum focus, modify approaches, and seek out best practices that are accomplished through extra time using minimum days and extra time hourly before and after school or through all-day or half-day substitutes. Some of this additional time is provided through Title III to support the expansion of EL analysis and planning.

Title III funding supplements our high-quality professional development through staffing: (2) Two EL Resource teachers (RTs) equaling 2.0 FTE provide coaching support, demo lessons, and follow-up on effective integrated and designated ELD and differentiated instruction in the classroom. LCFF funding offers (1) One EL Resource teacher (RT) specifically to support the expansion of dual immersion and integration of ELD into instructional practices and coaching for integrated and designated ELD and early literacy. Site-level EL Facilitators and all Bilingual Language Tutors (BLTs) are trained in early literacy, English Language Development (ELD), and QTEL strategies.

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:

Language Services, in consultation with Education Services, is implementing a system of support to provide opportunities for immigrant children to develop community and receive language support through school-based resources, with the potential to support virtual collaboration across the district by grade-level. Additionally, extended day opportunities will be provided to immigrant children in their native language to support their academic development.

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:

Jurupa USD provides the following effective programs and activities to assist English learners in increasing their English language proficiency and meeting the challenging state academic standards, as well as graduating and entering into higher learning:

Effective early literacy instruction is a keystone to our answer to first best instruction with a systematic process of integrating foundational skills in the early years. It is a vital part of our Multi-Tiered Systems of Support (MTSS) for all students. All students' grades TK-6 will be monitored using a universal diagnostic screener. All K-6 grade teachers, principals, and literacy support teachers will be trained on using the diagnostic screener, interpreting results, modeling strategies, modifying instruction, identifying students for intervention, and providing small group targeted instruction. The district has 32.8 FTE literacy support teachers who deliver early literacy and strategic and intensive ELA/ELD instructional support. (Casey Foundation, 2012; Pressley 2001; Brady 2012)

Our Dual Immersion (DI) program provides native English-speaking and native speakers the opportunity to develop bilingualism/biliteracy, academic achievement, and cross-cultural competencies. We have six sites with Dual Immersion programs, Sunnyslope Elementary, Stone Avenue Elementary, Pedley Elementary, West Riverside Elementary, Jurupa Middle School, and Mira Loma Middle School. Title III funding currently supports supplemental instructional resources to support the DI program. In addition, site-level Title III funding will also provide site-level BLTs and resource materials to supplement EL student instructional needs. (August and Shanahan 2006)

English Proficiency and Academic Achievement

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

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

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our students access California State Standards (CSS) across our district at every grade level through adopted textbooks, curriculum units, and assessments. There are intentionally aligned components, clear learning outcomes with matching assessments, engaging learning experiences, and instructional strategies that ensure all students achieve the desired end: college and career readiness. The key to success is to plan, implement, and revise in incremental steps over time. Teacher support, input, and feedback are essential to the process and include integrating ELD strategies into the curriculum. Larry Ainsworth (2010)

Jurupa also has purchased English Language Arts (ELA) and English Language Development (ELD) instructional materials for K-12 with professional development support from the publisher and language services staff with materials in both print and digital formats. All materials adopted are appropriate to the CSS-aligned curriculum as well as the language acquisition needs of students. All English Learner (EL) students receive instruction in the strands of Reading, Writing, Speaking and Listening, and Language as integrated ELD in addition to a minimum of 30 minutes of daily designated ELD. Integrated and designated ELD coaching and standards implementation support are also provided through EL Facilitators (ELFs), Bilingual Resource Teachers (BRTs), and Literacy Support Teachers.

Monitoring of instruction and learning takes many forms and is continuous. It is critical to plan and deliver effective instructional strategies and activities that ensure actions to improve student performance. The method by which teachers will respond to student learning needs will include administering frequent formative and performance assessments addressed through the collective inquiry process. For example, performance tasks serve as a common formative assessment for teachers to elicit evidence of learning, analyze the evidence, provide students with specific standards-based feedback, modify instruction to meet the current needs of their students, and clarify upcoming learning intentions. In addition, instructional rounds will continue to enhance teachers' pedagogical skills and develop a culture of collaboration. (Marzano, 2011)

We are currently expanding and implementing our Multi-Tiered System of Supports (MTSS) framework, which will include support for first-best instruction, strategic and intensive intervention, and Social and Emotional Learning (SEL) strategies.

Please note that the Response above does not reflect the use of Title III funds. These are all services being provided through other State and Federal funding sources.

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:

Our district's comprehensive needs assessment for developing the Title IV activities and program structure included stakeholder outreach: parents, teachers, principals, students, district administrators, classified support staff, community, and union representatives. Our ongoing needs assessment process includes a review of summative, formative, and survey data, root cause analysis, strengths and areas of improvement under College and Career Readiness (student access to a well-rounded education/effective use of technology and professional development), Safe and Orderly School Environments (healthy and safe environments), and Parent and Community Engagement (stakeholder involvement and community-based outreach). We also contact our local private school officials by letter and personal calls. The program objectives include ensuring all students have academic and behavioral support through evidence-based curriculum and training (i.e., AP and Dual Enrollment access, CASEL SEL strategies, PBIS, and Future Ready technology planning). For evaluation of effectiveness, we have an ongoing, annual cycle of program review (i.e., program implementation and review of intended outcomes) that occurs through the weekly, monthly, and annual cabinet, business, personnel, and education service meetings. For example, annual Measurable Outcomes for College and Career include a review of increased implementation of content and performance standards, Statewide assessments in ELA and Math with a targeted review of Reading Claims, NWEA and Reading Inventory literacy data, AP passing rates, college preparedness data review through EAP and college-going rates, CTE course pathway completion, a-g course completion, and graduation rates. For Safe and Orderly schools, we review school attendance rates, chronic absenteeism, mental health referrals, dropout and suspension rates, and survey data on pupils, parents, and teachers' sense of safety. For technology, survey data is reviewed on teachers' professional needs relative to technology use and integration.

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.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]

P4: Percentage of pupils who have passed an Advanced Placement (AP) examination with a score of 3 or higher.

P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA

P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in Math

P7: Percent of students enrolled in AP courses

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

[Enter a description of which activities will be included within the support for a well-rounded education]

Efforts to raise student academic achievement through accelerated learning programs, such as—

- reimbursing low-income students to cover part or all of the costs of accelerated learning examination fees, if the low-income students are enrolled in accelerated learning courses and plan to take accelerated learning examinations
- increasing the availability of, and enrollment in, accelerated learning courses, accelerated learning examinations, dual or concurrent enrollment programs, and early college high school courses;

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?

[Enter a description of how the program activities will be evaluated to determine future program planning]

Annual reporting of the following indicators in the Local Control and Accountability Plan (LCAP):

P4: Percentage of pupils who have passed an Advanced Placement (AP) examination with a score of 3 or higher.

P4: Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA

P4: Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in Math

P7: Percent of students enrolled in AP courses

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.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]

P5: Chronic absenteeism rate

P5: Middle school dropout rates

P5: High school dropout rates

P6: Pupil suspension rate

P6: Pupil expulsion rate

P6: Surveys of pupils, parents, teachers on sense of safety

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

[Enter a description of the activities to be included within the support for safety and health of students]

A Coordinator of Pupil Services is funded to support the coordination with schools and community based services and programs to foster safe, healthy, supportive, and trauma-informed practices that are evidence based that support student academic achievement.

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?

[Enter a description of how the activities will be evaluated to determine future program planning]

Annual reporting of the following indicators in the Local Control and Accountability Plan (LCAP):

P5: Chronic absenteeism rate

P5: Middle school dropout rates

P5: High school dropout rates

P6: Pupil suspension rate

P6: Pupil expulsion rate

P6: Surveys of pupils, parents, and teachers on the sense of safety

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.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]

P5: Student engagement survey

P6: Surveys of pupils, parents, teachers on sense of school connectedness

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])

[Enter a description of which activities will be included within the support of effective use of technology]

Maker Space and eSports program will be within the support of effective use of 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?

[Enter a description of how the activities will be evaluated to determine future program planning]
Annual reporting of the following indicators in the Local Control and Accountability Plan (LCAP):
P5: Student engagement survey
P6: Surveys of pupils, parents, teachers on sense of school connectedness

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

Date of LEA's last conducted needs assessment:

[Enter date of last conducted needs assessment]
June 2, 2023

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

California Department of Education
February 2022