

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

## School Year

2024-2025

## Date of Board Approval

June 24, 2024

## 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.

Our district primarily uses federal funding to elevate student literacy and social-emotional well-being. This is done through focused instructional support and comprehensive professional development for our teachers. We also provide supplemental materials and supplies aligned with instructional goals. This strategy directly supports key elements of our Local Control and Accountability Plan (LCAP):

- Curriculum Development: Supplemental resources for English Language Arts/Development, Mathematics, and NGSS.
- Professional Development: Focus on collaboration, formative assessment, and inquiry-based learning.
- Student Support Systems: MTSS, SEL, peer coaching, technology integration, and proficiency.
- Literacy Intervention: K-6 focuses on inclusion, prevention, and in-class differentiation.
- College & Career Readiness: Expanded CTE, credit recovery, counseling, and AP course offerings.
- Family & Student Wellness: Increased behavioral, safety, and mental health services.
- Supplementing Primary Initiatives

We strategically use Title I, II, III, and IV funds to bolster our LCAP goals by:

- Literacy & Math Intervention: Additional staff for in-class support, proven effective for diverse learners.
- English Learner Support: Integrated/designated ELD, bilingual tutors, and expanded Dual Immersion.
- Collaborative Professional Development: Focus on team planning, maximizing student learning, and formative assessment.
- Multi-Tiered System of Support (MTSS): Incorporation of Social and Emotional Learning (SEL).
- Supplemental Resources: Materials, library resources, software licenses for targeted interventions, and credit recovery.
- Outreach & Support: Enhanced parent communication and expansion of mental health services.

Needs-Based Allocation

- Site-level funding decisions are driven by school-wide needs assessments with plans (SPSAs) aligned to LCAP goals. We use ongoing evaluation and budget reviews to ensure alignment and effective use of federal funds.

## 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.

Our LEA employs an ongoing process to ensure the strategic use of federal funds in conjunction with state and local resources. This process includes:

- **Regular Monitoring:** We consistently evaluate the effectiveness of our LCAP goals and actions. This identifies areas for improvement and where federal funds can provide additional support.
- **Administrative Collaboration:** Administrative staff are essential in planning, data analysis, and budget alignment to ensure all funding sources work together seamlessly.
- **Strategic Planning:** Our program and budget planning follow a cyclical model, allowing us to continually adapt and improve.
- **Prioritizing State and Local:** First, we allocate state and local funds based on core needs.
- **Layering Federal Funds:** Federal funds are then strategically applied to address remaining unfunded activities, always adhering to the most current regulations and guidance.

**Cross-Federal Fund Collaboration (Where Applicable):** When utilizing multiple federal funds, we establish clear procedures to coordinate their use, maximizing their combined impact and avoiding any overlap or redundancy.

This integrated approach ensures that all funding sources are working together effectively to achieve our LEA's educational goals.

## 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**

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

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

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

## TITLE II, PART A

### Title II, Part A Activities

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

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

## TITLE III, PART A

### Parent, Family, and Community Engagement

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

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

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

### TITLE I, PART A

#### Poverty Criteria

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

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

The Jurupa Unified School District defines poverty criteria for Section 1113 based on the percentage of students eligible for free and reduced-priced lunch. This ensures that the distribution of funds is directly aligned with the concentration of economically disadvantaged students within each school attendance area.

We report on our use of this poverty criteria in our annual Consolidated Application and Reporting System (CARS) submission. CARS includes designated fields to report free and reduced-price lunch percentages for each Section 1113 school. We provide a narrative explanation of our rationale and ensure our data demonstrates clear alignment between poverty criteria and fund distribution.

## 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 seven ineffective teachers (0.78%) and 15 (1.67%) out-of-field teachers, as defined in the Federal Addendum guidance. There are 115 (12.8%) inexperienced teachers (as defined in the guidance) that are distributed in an equitable manner throughout the District.

You can view the Educator Equity report for Jurupa Unified through this link: <https://bit.ly/4bcSdqW>

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 they receive 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
Ineffective teacher	An ineffective teacher is any of the following:

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

## Parent and Family Engagement

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

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

Jurupa Unified is committed to fulfilling the parent and family engagement requirements of ESSA Sections 1112(b)(3) and 1112(b)(7) by building capacity for involvement. This approach empowers parents and families to participate actively in their children's education. We believe that strong parent engagement leads to students who are more likely to succeed academically, regardless of socioeconomic or cultural background. They are also more likely to be well-adjusted, engaged in their communities, and develop a lifelong love of learning.

Our comprehensive strategy includes:

- **Communication:** All schools provide parents with accessible information about the curriculum and expectations through translated newsletters, online resources, and regular parent-teacher conferences.
- **Skill-Building:** Offering parent education classes on topics such as literacy and math, navigating technology for student support, and fostering positive learning environments at home.
- **Collaboration:** Creating opportunities for meaningful involvement, including parents volunteering in classrooms, serving on school advisory councils, and partnering with community organizations to offer family support services.

We will regularly evaluate the effectiveness of our efforts through parent surveys, participation tracking, and, where possible, analyzing the connection between family engagement and student outcomes. Jurupa Unified believes 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:**

Jurupa Unified employs a multifaceted approach to parent and family engagement, aligning with ESSA Sections 1112(b)(3) and 1112(b)(7). Our foundation is built on parent input at both the school site and district levels, with outreach coordinated through our Community Schools Cohorts and Parent Involvement and Community Outreach (PICO) department.

**Programs & LCAP:** Programs like Jurupa Technology Education for Parents, Family Literacy, Café Literario, 100 Mile Club, ABC Music, Parent University, and Positive Parenting Program directly support ESSA's focus on skill-building and parent education. These initiatives are integrated into our LCAP, demonstrating their importance as part of our broader educational goals.

**Shared Leadership:** District committees (DAC, DELAC) and site-level groups (SSC, ELAC, PAL) promote shared leadership and decision-making. ESSA-focused training empowers parent leaders in areas like LCAP planning, budgeting, and advisory roles.

**Mitigating Barriers:** We recognize that poverty can limit engagement. We bring service providers on-site and offer home support to address challenges. Staff receives training on effective family engagement, and Title I funding explicitly supports these efforts at every school site.

**Policy & Communication (ESSA 1116):** Our district and school-level parent and family engagement policies were developed collaboratively with parents and approved by relevant committees (DAC, SSC, ELAC). They are distributed in accessible formats and languages. We hold annual Title I meetings and offer flexible options for ongoing parent input. Regular surveys (including the LCAP survey) gauge parental needs, evaluate program effectiveness, and inform SPSA planning.

**Assessment & Support (ESSA 1116):** We share student progress through parent-teacher conferences, our ParentConnect portal, mailed reports, and ongoing progress updates. We proactively explain standards, assessments (CAASPP and local), and available interventions, ensuring all parents can support their child's learning.

**Accessible Information (ESSA 1116):** Communication with parents is a priority, provided through timelines, calendars, websites, social media, notifications, and newsletters. Translation services and materials are essential to ensuring full participation by our diverse families. We arrange specific accommodations as needed (special education support, interpreters).

**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.

Jurupa Unified embraces a schoolwide program model across all our schools in alignment with ESSA Section 1114. This approach emphasizes a comprehensive strategy aimed at raising achievement for all students, with a focus on closing achievement gaps and providing a well-rounded, supportive educational environment.

#### Key Schoolwide Programs

- Curriculum and Instruction: We've implemented a high-quality, standards-aligned English Language Arts and Mathematics curriculum across all grades to ensure consistency and rigor. Our schoolwide focus on data-driven instruction means teachers regularly analyze student data to adjust lessons and provide targeted support.
- Student Well-being: All schools utilize a research-based social-emotional learning program to foster a positive learning environment and support student well-being.
- Professional Development: Ongoing professional development ensures all teachers have the skills to differentiate instruction, address learning gaps, and use culturally responsive teaching practices.
- Data and Evaluation: We regularly assess the effectiveness of our schoolwide programs using multiple data sources, including student achievement data, school climate surveys, and teacher feedback. This allows us to refine our initiatives and ensure they meet all our learners' needs.

None of our schools have Targeted Support Programs or Neglected or Delinquent Programs.

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:**

None of our schools have targeted assistance school 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:**

Jurupa Unified is committed to supporting homeless children and youth in our schools, aligning with ESSA Section 1112(b)(6) and the McKinney-Vento Homeless Assistance Act. We utilize funds specifically designated for homeless student services to address their unique needs and promote school stability.

#### Core Services:

- **Dedicated Personnel:** Our full-time Homeless & Foster Youth Counselor plays a vital role in identifying homeless students, coordinating with schools and community partners, and ensuring families understand their rights under the McKinney-Vento Act.
- **Basic Needs:** We prioritize meeting basic needs by providing essential school supplies, clothing, hygiene items, and facilitating access to nutritious meals.
- **Transportation:** Funds are used to ensure transportation stability for homeless students, which may include bus passes or mileage reimbursement to maintain school attendance.
- **Academic Support:** Homeless students receive academic support through tutoring programs, after-school activities, and targeted interventions to address learning gaps.
- **Social-Emotional Support:** Our counselors and Homeless & Foster Youth Counselor provide social-emotional support and crisis intervention. Additionally, we connect families with community resources such as housing assistance, healthcare referrals, and legal support.

#### McKinney-Vento Coordination

- Our Homeless & Foster Youth Counselor works closely to ensure families understand their rights regarding immediate enrollment, school choice options, and access to additional supports. We actively collaborate with community organizations funded through McKinney-Vento to offer wraparound services.

#### Data and Evaluation

- We regularly track data on homeless student identification, attendance rates, and academic progress. This data allows us to assess the effectiveness of our services and make adjustments as needed.

## 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.

Jurupa Unified is committed to fostering smooth transitions from early childhood education to elementary school. We currently provide Title I preschool at one site, with additional Head Start/State Preschool programs at eight locations. All elementary schools have transition plans within their SPSAs, demonstrating our commitment to cohesive support.

#### Coordination and Collaboration:

- **Centralized Leadership:** Our Head Start/Preschool Coordinator and Director of Elementary Education play vital roles in aligning preschool services with kindergarten programs, ensuring quality and comprehensive support.
- **Specific Strategies:** Transition plans include kindergarten readiness preparation for both students and parents, streamlined records transfer, collaborative meetings between preschool and kindergarten teachers, and site-level visits for familiarization.

#### Parent and Early Child Development Center

- Our Parent and Early Child Development Center provides centralized support to families of children ages 0-4. This includes offering resources for early childhood learning, school readiness, and pre-registration assistance.

#### Additional Support Services

- Grant-funded personnel, including Social Workers, Outreach Workers, a Parent Engagement Coordinator, and Behavioral Health Therapists, offer targeted support for a smooth transition. Collaboration among this team, our Head Start/Preschool Coordinator, the Director of PICO, and the Director of Elementary Education are key.

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:**

Jurupa Unified is dedicated to providing extensive support to facilitate seamless educational transitions for our secondary students.

**Middle School to High School**

- **Peer Role Models:** Eighth-grade visitation programs with high school students foster peer-to-peer connections and help younger students visualize their high school path.
- **Flexibility:** Our Virtual Learning program offers an alternative educational path, providing flexibility that can aid transition for some students.

**High School to Postsecondary**

- **Dedicated Personnel:** Our Director of Secondary Education and our Coordinator of College and Career Readiness spearheads expanding CTE pathways, providing diverse options for students exploring career fields or postsecondary training.
- **Targeted Support:** College and career clerks in high school libraries offer focused support for FAFSA completion, application processes, and general college readiness.
- **Guidance & Coordination:** Guidance counselors and our Coordinator of College and Career Readiness collaborate to ensure students fulfill the A-G requirements and explore career pathways aligned with their interests.
- **Early College & Dual Enrollment:** Our Early College program with Riverside Community College, along with expanded dual enrollment with Norco College and Cal Baptist, offers students the opportunity to earn college credits while in high school, easing the transition into higher education.

These diverse initiatives demonstrate our commitment to preparing students for their next educational stage by promoting informed decision-making, building skills, and establishing strong pathways for the future.

**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 strategically leverages various fund reservations to maximize learning opportunities for our students, including fostering the development of gifted and talented learners.

- **Gifted Identification:** We administer a universal screener in 2nd grade to proactively identify gifted and talented students. This helps ensure equitable access and the identification of students from diverse backgrounds.
- **Dedicated Support:** Identified students receive differentiated support. This might include pull-out enrichment programs, specialized curriculum resources, or opportunities for project-based or independent learning.
- **Literacy Focus:** "Other allowable reservations" funds are dedicated to expanded literacy support, directly targeting improved academic achievement. We provide additional intervention teachers with specialized training and high-quality literacy resources.
- **Systemic Approach:** Professional development in Multi-Tiered Systems of Support (MTSS) enhances our capacity for data-driven instruction and targeted interventions. Teacher collaboration is a cornerstone of our approach, emphasizing collective efficacy and evidence-based feedback for continuous improvement.
- **Early Childhood Foundation:** We prioritize investment in two Title I preschool programs, setting the stage for future academic success.
- **Administrative Support:** Indirect cost and administrative reservations are essential to streamline the management and oversight of these programs, ensuring effective use of resources.

These efforts, including our dedicated focus on gifted student identification and support, demonstrate our commitment to the goals of ESSA Section 1112(b)(13)(A-B). Our focus on building teacher capacity, targeted interventions, and data-driven improvement fosters a culture of continuous learning directly impacting student achievement.

## 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 is dedicated to investing in the professional growth of our teachers, principals, and other school leaders. We have systems in place to provide comprehensive support, differentiated by position, to ensure continued improvement.

#### Systems of Professional Growth

##### Teachers:

- Induction: New teachers participate in a structured program aligned with the California Teacher Induction Program (CTIP). Title II funds provide mentoring, coaching, and in-class support.
- Personalized PD: The LCAP survey allows teachers to provide topics that offer individualized training options, aligning with district initiatives in technology, literacy, and equity. Conference attendance is strategically linked to these initiatives.

##### Principals

- Mentorship: New principals are paired with experienced mentors and participate in leadership-focused coaching.
- Networking: We support principals' participation in regional or national leadership groups.
- Other School Leaders: Grade-level leads and Department Chairs receive tailored training for their roles. Leadership pathways support educators seeking administrative roles.

##### Promotion, Measurement, and Support

- Supporting Career Development: Our systems focus on growth throughout educators' careers, from strong induction for new hires to advancement pathways for those seeking leadership through the Classified Leadership Academy and Jurupa Leadership Team.
- Data-Driven Approach: We use student achievement data, educator feedback, and program participation to assess the effectiveness of our professional growth systems. LCAP and other surveys and formal evaluations help target individual needs.

##### Evaluation and Improvement

- Regular Review We annually assess systems for professional growth using surveys, feedback, and data, making adjustments to better support educators.

### 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:**

Jurupa Unified is committed to equitably distributing Title II, Part A funds to maximize their impact on student achievement and teacher effectiveness. Our process involves a multi-faceted approach:

- Needs Assessment: We conduct a comprehensive needs assessment across all schools, analyzing data on student performance, teacher qualifications, professional development needs, and the percentage of students counted under Section 1124(c) (e.g., children from low-income families, English learners, foster youth).
- Formula: A formula is used to allocate funds, prioritizing schools with the greatest demonstrated need. Factors considered in this formula include the percentage of students counted under Section 1124(c).

Additional Considerations: We also factor in the specific support and improvement activities (both comprehensive and targeted) being implemented at each school. Schools with more intensive interventions may receive additional funding to ensure adequate resources.

Prioritizing CSI School (Ina Arbuckle Elementary) and High-Needs Schools:

Ina Arbuckle Elementary, our designated CSI school, receives priority for Title II, Part A support services. This prioritization is mandated by ESSA and reflects our commitment to providing intensive support to the schools facing the greatest challenges.

Schools with the highest percentages of students counted under Section 1124(c) are also prioritized. These schools often have a higher concentration of students requiring additional support to achieve academic success.

Ina Arbuckle Elementary, our designated CSI school, and schools with the highest Section 1124(c) percentages receive priority in several ways:

- Allocation: The formula, as described above, inherently favors these schools by assigning greater weight to their needs and characteristics.
- Targeted Support: Additional funding may be provided to these schools for specific programs and interventions designed to address the unique needs of their student populations.
- Flexibility: We work with the leadership of these schools to ensure that Title II, Part A funds are used flexibly to address their most pressing needs, whether it's additional professional development or implementing innovative instructional strategies.

**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.

### Coordination with Related Strategies, Programs, and Activities:

Jurupa Unified deeply integrates Title II, Part A activities with other initiatives by weaving our LCAP goals and actions into the fabric of our organizational culture. This ensures alignment and synergy with the following:

- District Strategic Plan: Title II, Part A activities are explicitly linked to our overarching strategic goals for student achievement, ensuring a cohesive approach to school improvement.
- Other Federal, State, and Local Programs: We actively collaborate with initiatives such as Title I, IDEA, and professional learning communities, sharing resources and expertise to maximize the collective impact of all programs.
- Cross-Departmental Collaboration: Regular meetings with curriculum coordinators, special education staff, assessment team members, and other departments foster a coordinated approach and prevent duplication of efforts.

### Using Data to Update and Improve Activities Continually:

We are committed to data-driven decision-making. We utilize a variety of data sources to evaluate the effectiveness of Title II, Part A activities and guide continuous improvement:

- Student Achievement Data: We analyze standardized test scores, benchmark assessments, graduation rates, and other metrics to measure the impact on student learning outcomes.
- Teacher Effectiveness Data: Observations, student feedback surveys, and teacher evaluations inform our understanding of professional development and other teacher-focused interventions.
- Implementation Fidelity: We track how closely our programs adhere to their intended design, ensuring that resources are used effectively and efficiently.
- Educational Partner Feedback: Regular surveys and open-ended responses provide valuable insights into the perceived impact and areas for improvement.

### Ongoing Consultation for Continuous Improvement:

Our consultation process is embedded in our regular operations and includes:

- Weekly Education Services Meetings: These meetings provide a platform for ongoing discussion and evaluation of Title II, Part A activities, fostering continuous feedback and adjustment.
- Monthly Budget and Program Implementation Meetings (SBCP): These meetings ensure financial resources align with program goals and implementation progress.
- District and Site Advisory Committees: These committees, which include diverse educational partner representation, provide feedback on existing activities, suggest new ideas, and review data on program effectiveness.
- Open-Ended Responses from Surveys: We encourage educational partners to share their perspectives and suggestions through surveys and during open forum sessions at advisory committees.

### Data Sources and Frequency of Analysis:

We monitor a variety of data sources, including:

- State and local assessments: Analyzed annually, with more frequent reviews for specific high-priority initiatives.
- Teacher and principal evaluation data: Reviewed annually and as needed for targeted feedback and support.
- Classroom observation data: Collected and analyzed throughout the year to inform instructional practices and professional development.
- Student and parent surveys: Conducted annually and as needed to gauge perceptions and gather feedback.
- Implementation fidelity data: Tracked regularly to ensure programs are implemented as intended.

### Meaningful Consultation with Educational Partners:

We engage in meaningful consultation with various educational partners through:

- Teachers: Regular meetings, surveys, and participation in advisory committees.
- Principals and other school leaders: Regular meetings, surveys, and participation in advisory committees.
- Paraprofessionals: Representation on advisory committees and opportunities for feedback through surveys and meetings.
- Specialized instructional support personnel: Participation in advisory committees and targeted discussions on relevant topics.
- Charter school leaders: If applicable, inclusion in advisory committees and specific outreach efforts.
- Parents: Surveys, Community School TSAs, Classified Ambassadors, and representation on advisory committees.
- Community partners: Engagement through advisory committees, outreach events, and collaborative projects.

- Organizations/partners with relevant expertise: Participation in advisory committees and consultation on specific initiatives.

Frequency of Consultation: We aim to routinely consult with each advisory group throughout the year, with more frequent communication as needed. We are committed to timely and transparent feedback responses, ensuring that all voices are heard and considered in decision-making processes.

## **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:**

Jurupa Unified is committed to providing comprehensive professional development (PD) to support our English Learners' (ELs) academic success and empower our educators. We utilize Title III funding to supplement and enhance our existing PD efforts, focusing on strengthening teacher efficacy and collaboration around integrated and designated English Language Development (ELD).

Our Title III PD initiatives directly address the improvement of instruction and assessment for ELs through:

**Teacher Collaboration:** We leverage our successful model of teacher collaboration, fostering a culture of shared learning and continuous improvement. This includes on-site grade-level meetings, minimum-day presentations, and elective centralized jORS training.

- **Data-Driven Instruction:** Title III funding supports additional time for teacher teams to analyze student data, identify areas of need, and refine instructional strategies specifically for ELs.
- **Integrated and Designated ELD:** We prioritize training and coaching for teachers in effective integrated and designated ELD strategies, ensuring that language development is embedded throughout the curriculum.
- **Differentiated Instruction:** We equip teachers with tools and techniques to differentiate instruction based on ELs' language proficiency levels, learning styles, and individual needs.

Our Title III PD enhances educators' understanding and implementation of evidence-based practices for ELs through:

- **Multilingual Education Teachers on Special Assignment (TSA):** These two TSAs (2.0 FTE) provide coaching, demonstration lessons, and follow-up support for effective integrated and designated ELD and differentiated instruction.
- **Curriculum Coordinator:** This position offers strategic support for English Learner services, ensuring curricula and instructional strategies align with EL needs.
- **Expansion of Dual Immersion:** Title III funding supports expanding support for our dual immersion programs, promoting bilingualism and biliteracy for ELs and native English speakers.
- **Early Literacy Focus:** Site-level EL Facilitators and Bilingual Language Tutors (BLTs) receive training in early literacy, ELD, and QTEL strategies, recognizing the importance of early intervention for EL success.

Our professional development is designed to have a positive and lasting impact on EL proficiency and teacher effectiveness:

- **Coaching and Mentoring:** TSAs and the Curriculum Coordinator provide ongoing coaching and mentoring to teachers, ensuring that new skills and strategies are effectively implemented in the classroom.
- **Professional Learning Communities (PLCs):** We encourage the formation of PLCs where teachers can collaborate, share best practices, and problem-solve together, fostering a continuous learning environment.

**Dedicated Collaboration Time:** Teachers receive dedicated time during minimum days to collaborate, plan, and analyze student data.

**Substitute Coverage:** Title III funds are used to provide substitute coverage, allowing teachers to participate in all-day or half-day PD sessions.

**Supplemental to Other Funding Sources:** Title III funding supplements our existing professional development budget, ensuring a comprehensive approach. We leverage local funds, state grants, and other federal grants to provide a wide range of PD opportunities for all educators, focusing on meeting ELs' needs.

By integrating Title III funding with our existing PD infrastructure and focusing on collaboration, data-driven decision-making, and sustained support, we are committed to ensuring that all educators are equipped with the knowledge and skills necessary to empower our EL students to achieve academic success.

## **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:**

Jurupa Unified enhances instructional opportunities for immigrant children and youth through a system of support that includes school-based language support where students can receive targeted language support and build community. We are also integrating culturally relevant teaching strategies into our curriculum and professional development, ensuring that learning materials and instruction reflect the diverse backgrounds of our immigrant students.

### **Title III Programs and Activities**

ESSA SECTIONS 3116(b)(1)

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

Complete responses will:

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Jurupa Unified is committed to providing comprehensive and effective programs to help English learners (ELs) increase their English language proficiency, meet challenging state academic standards, and succeed in higher education. Our approach is multi-faceted and includes:

#### 1. Language Instruction Educational Programs:

- **Early Literacy Instruction:** We prioritize early literacy development as a cornerstone for EL success (Casey Foundation, 2012; Pressley 2001; Brady 2012). Our multi-tiered system of support (MTSS) includes universal screening, targeted intervention, and professional development for teachers in evidence-based literacy instruction. Our literacy support teachers provide critical support in this area.
- **Dual Immersion (DI) Program:** Our DI program at seven school sites fosters bilingualism, biliteracy, academic achievement, and cross-cultural competence for both native English speakers and ELs (August & Shanahan, 2006). Title III funding supplements instructional resources for this program, and additional funding will be used to provide Bilingual Language Tutors (BLTs) and materials to meet the needs of EL students.

#### 2. Title III Activities:

- **Targeted Tutoring and Support:** Title III funds are used to provide additional tutoring and support services for ELs, including small-group instruction and individualized attention in areas of need.
- **Professional Development:** We offer ongoing professional development for teachers, principals, and support staff in effective strategies for EL instruction, including sheltered instruction, language acquisition theories, and culturally responsive pedagogy.
- **Family Engagement:** We recognize the vital role of families in supporting EL students. We offer workshops, resources, and communication tools to empower parents to participate actively in their children's education.
- **Supplemental Materials and Resources:** Title III funds are used to purchase supplemental materials and resources specifically designed to meet the needs of ELs, such as leveled readers, bilingual dictionaries, and culturally relevant texts.

These programs and activities are designed to enhance our core instructional program and are supplemental to other funding sources. We continuously evaluate their effectiveness through data analysis, student progress monitoring, and stakeholder feedback to ensure we provide the highest quality support for our EL students.

By combining strong language instruction with targeted interventions, family engagement, and professional development, Jurupa USD is committed to creating a supportive and enriching environment where all English learners can thrive.

### **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 district ensures equitable access to the California State Standards (CSS) for all students at every grade level. This is achieved through a multi-faceted approach:

- Aligned Resources: Adoption of CSS-aligned textbooks, curriculum units, and assessments with clear learning outcomes and engaging learning experiences.
- Intentional Instruction: Implementing instructional strategies that support college and career readiness for all learners.
- Continuous Improvement: A cyclical process of planning, implementing, and revising curriculum, with essential teacher input and feedback.
- ELD Integration: Embedding English Language Development (ELD) strategies to support English learners throughout the curriculum.

Our comprehensive approach also includes:

- Robust Materials: Purchase K-12 ELA and ELD instructional materials in print and digital formats aligned with CSS and language acquisition needs.
- Specialized Support: Provision of integrated and designated ELD instruction for English Learners, along with coaching and support from EL Facilitators, Bilingual Resource Teachers, and Literacy Support Teachers.
- Ongoing Monitoring: Continuous monitoring of instruction and learning through formative and performance assessments, with a focus on data-driven decision-making and collaborative inquiry.
- MTSS Expansion: Implement a Multi-Tiered System of Support framework to provide differentiated instruction and intervention, including SEL strategies.

This holistic approach, funded through state and federal sources (excluding Title III), demonstrates our commitment to providing all students with the tools and support they need to succeed.

## **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 Title IV program is built upon a comprehensive needs assessment conducted every three years. This assessment includes robust educational partner outreach (parents, teachers, students, etc.) and a thorough review of data (summative, formative, survey) to identify root causes and areas for improvement across three key areas:

College and Career Readiness (Well-Rounded Education):

- Activities: Expanding access to AP and Dual Enrollment courses, implementing CASEL-aligned Social and Emotional Learning (SEL) strategies, and developing Future Ready technology plans.
- Evaluation: Measuring success through increased implementation of content standards, improved performance on standardized assessments, higher AP passing rates, increased college enrollment, and successful completion of CTE pathways and a-g requirements.

Safe and Orderly School Environments (Safe and Healthy Students):

- Activities: Implement positive Behavioral Interventions and Supports (PBIS) to create a safe and supportive school climate and provide a 0.50FTE Coordinator of Pupil Services to help coordinate student support.
- Evaluation: Monitoring attendance rates, chronic absenteeism, mental health referrals, disciplinary incidents, and survey data on students' and staff's sense of safety.

Effective Use of Technology:

- Activities: Providing professional development for teachers on effective technology integration in the classroom.
- Evaluation: Gathering survey data on teachers' professional needs related to technology use and integration.

Partnerships: We actively seek partnerships with higher education institutions, businesses, non-profit organizations, and community-based organizations to enhance our Title IV activities. These partnerships leverage external expertise and resources to maximize our impact on student outcomes.

Ongoing Program Evaluation: To ensure the effectiveness of our Title IV program, we engage in an ongoing, annual cycle of program review. This includes regular meetings of district leadership teams (cabinet, business, personnel, and education services) to assess program implementation and progress toward intended outcomes. Data analysis and stakeholder feedback are used to inform continuous improvement efforts.

This comprehensive approach, grounded in a rigorous needs assessment and ongoing evaluation, ensures that our Title IV activities and programs are effectively addressing the needs of our students and contributing to their academic success, well-being, and preparation for college and career.

## **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.

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

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

Initiatives to boost student academic performance via accelerated learning programs include:

- Reimbursing low-income students for part or all of the costs associated with accelerated learning examination fees, provided they are enrolled in accelerated learning courses and intend to take the exams.
- Enhancing the availability and enrollment in accelerated learning courses, 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?

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.

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

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

The Coordinator of Pupil Services is financed to facilitate collaboration with schools and community-based services and programs. This role is dedicated to promoting safe, healthy, supportive, and trauma-informed practices that are grounded in evidence and aimed at bolstering student 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?

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.

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])

Maker Space, eSports and the Dell Student Tech Crew 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?

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

- 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:

May 1, 2024

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

February 2022