

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

School Year

2026

Date of Board Approval

LEA Name

Lakeside Union School District

CDS Code:

37-68189

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

Lakeside Union School District (LUSD), through a collaborative process with stakeholders, set Board focus goals, aligned LCAP goals and SPSA goals to improve academic outcomes for ALL students, provide socio-emotional supports, and develop environments conducive to learning. The 2024-2027 LCAP goals were informed by state and local assessment data, and CA Dashboard indicators, and stakeholder input that pointed to inequitable opportunities for some student groups. Specifically, LUSD will be continue to invest in multi-tiered systems of support to support academics, social and emotional needs, and purposeful and innovative instructional models to foster high levels of student engagement.

LUSD is focusing Title I funds to supplement and enhance core instruction by providing direct services to students, building staff capacity to close academic gaps, increasing student engagement, socio-emotional supports, professional development and additional staffing.

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.

Lakeside Union School District (LUSD) supplements core instruction and professional development with additional support to address the varying needs of our learners. General education teachers receive support with working with Students with Disabilities in the General Ed Setting, for example. Title I funds have been used for intensive professional development via the lesson study model to improve guided reading instruction in K-2 classrooms or to increase student engagement and deepen learning by providing opportunities for hands-on application of concepts learned. LUSD provides each school with a counselor. Title I funds work alongside Title II, Title III and Title IV to provide on-site instructional coaching to help meet site and LEA goals for all student groups.

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.

In LUSD, we use the FRPM low income measurement as the poverty criteria.

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:

When reviewing educator equity data, no disparities were found. All teachers are appropriately credentialed and assigned.

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">• 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) |

| | |
|-----------------------|--|
| | <ul style="list-style-type: none"> • 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.

Development of the parent and family engagement policy:

LUSD has collaboratively developed a parent and family engagement policy that is reviewed annually and revised if necessary. Parents receive the policy in the LEA's Annual Notifications at the beginning of each school year. All schools also have their own parent engagement policy reviewed by their School Site Council annually.

Assistance to parents:

LUSD provides Title I schools with an agenda and a customizable presentation for annual parent meetings to ensure that each site is communicating with and assisting families in understanding the purpose of Title I. Throughout this presentation, the rigorous expectations inherent in the Common Core State Standards and the assessments we use to monitor student progress are explained to families. Teachers are introduced and contact information is given. District-wide parent conferences are provided once per year and additional conferences are scheduled for parents of students who are at-risk. Interpretation services are provided for families who speak a language other than English.

Training and materials for parents to improve achievement:

LUSD partners with Partnership In Quality Education and to provide engaging training for families focused on improving their knowledge and skills related to educational engagement and advocacy for their students.

Staff education on working with parents:

Our Special Education staff, general ed lead staff, instructional aides, and administrators have been educated through the SST, 504 and IEP training programs on the merits of and effective strategies to promote and capitalize on parent partners.

Parent involvement programs and activities:

LUSD partners with Partnership In Quality Education and to provide engaging training for families focused on improving their students' knowledge and skills related to educational engagement and advocacy. Our preschool program and the rest of our schools offer numerous opportunities for parents to engage with the curriculum their students are learning. Each school hosts a back-to-school night at the beginning of the year and an open house at the end of the year highlighting student courses of study and student work. School also welcome and encourage parent volunteerism at all sites.

Communication with parents in format and language parents can understand:

LUSD communicates with parents through a variety of resources. Verbal and digital messages are sent primarily through Infinite Campus, our student information system. We also communicate to parents through flyers and letters that are emailed, mailed and posted on PeachJar. Title I schools receive correspondence in English and Spanish as do other schools, when possible. Interpreters are also used at any family event to enhance parent to school communication.

Support for parental involvement activities requested by parents:

Through DAC and DELAC, parents have requested information on the CAASPP test, interpreting results of the ELPAC, understanding the school and district budget and School Site Council Training. That information has been provided both at district meetings and personalized and delivered at school sites, as well. Parents have also asked for more support with technology.

Informed participation of parents and family members:

LUSD has deployed three community liaisons to liaise with parents across our district. We actively seek input in site goal setting from School Site Council members, sites' English Language Advisory Committees, and DAC and DELAC.

Our LCAP input from stakeholders included:

- Board Meeting to describe LCAP components, state and local priorities, process, and timelines for all parents and staff
- Thought Exchange LCAP survey conducted district-wide with parents, staff (including both certificated and classified personnel) and students in grades 5-8
- District Advisory Council (DAC) meetings to review state and local achievement data and CA Dashboard results
- California Healthy Kids Survey for all parents and teachers and students in grades 5 and 7.
- Input from DAC on LCAP Annual progress and new actions or services
- Input from District English Language Advisory (DELAC) on LCAP Annual progress and new actions or services (parents and classified staff)
- Input from 3 LCAP Input Nights conducted during the Winter of 2024 including parents, community members, staff and students

At these meetings the following data were reviewed:

- Qualitative and quantitative behavioral data
- California School Dashboard
- School's Site Council input
- Attendance, Expulsion and Suspension data
- Facilities conditions data
- California Healthy Kids Survey results from all parents, staff and 5th and 7th grade students
- DAC/DELAC Attendance
- Reclassification rates for English Language Learners
- District benchmark results
- Multiple opportunities for parent engagement
- LCAP input from other groups
- Overview of proposed modifications to actions and services

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:

Through purposeful and inclusive collaboration practices, LUSD implements the above mentioned activities, studies the results and revises based on qualitative and quantitative results received. Using multiple forms of communication, we keep our families informed and engaged with our schools and recognize them as partners and their child first teacher. We refrain from deficit thinking and honor our families for the varied perspectives and diversity they bring to our community. In order to ensure all family members, including family members with disabilities and language differences, are able to participate in and engage with schools, LUSD will offer reasonable assistance for family members with disabilities (such as sign language, braille, etc.) and language differences (interpreters, translators, etc.) proactively and upon request.

The District Parent Advisory Committee (DPAC) reviews the district's Family Engagement policy and gathers input from their respective School Site Councils. The policy will then be added to the documents included in our online registration process and will be sent to each family in the district with our annual updates.

LUSD requires each site to hold a Back to School night to review the standards students will be taught in the upcoming year. LUSD also provides release time each year for teachers to conference with each parent and another opportunity

later in the year for teachers to meet with parents of students who are struggling academically or socio-emotionally. Parent education topics are brought to DAC and DELAC, topics based on the parents' request. Each year, DAC and DELAC members receive information on the standards and level of rigor included in the ELPAC and CAASSP, on how to read the score reports, and the channels to pursue at the site for additional support for their child, as necessary.

LUSD will provide digital citizenship training to parents to assist them in understanding both the opportunities and the safety challenges that connected technology provides for their children. We also use our website to provide helpful tips for families in this regard.

LUSD has provided training to staff regarding conscious classroom management, PBIS, CREW, trauma-informed care, restorative justice, and social-emotional learning to build capacity with our staff to build relationships with students and parents. DAC and DELAC committees discuss parent engagement and communication opportunities. LUSD opened a Parent Portal this year to provide better access to students' attendance and grades and to allow for easier communication between the district/sites and families. LUSD maintains a strong social media presence, coordinated by our district Technology Teacher on Special Assignment.

LUSD employs three bilingual community liaisons to provide support to families and co-plan school events with administrators to target and to encourage higher levels of participation from our EL families. The student services director will connect with parents before students are away from school for an extended period of time and reconnect with them once students return from extended absences in order to minimize disruptions to their child(ren)'s education. Interpreters are provided at DELAC meetings and communication is sent in both English and Spanish. IEPs are provided in Spanish upon request.

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.

SWP: Describe SWP here, if SWP does not exist type "N/A"

Each LUSD school, even those not receiving Title I funds, conducted a needs assessment which included a review of the California Dashboard, state and local assessment data, student, parent and staff surveys, attendance data, behavioral referrals and suspension data. The data are disaggregated and the needs of student groups are analyzed. Through a collaborative process, sites set goals that reflect the specific needs of their site while supporting the district's LCAP goals. Measures/data collection are developed that specify the goal, the evaluation metric, the baseline and the date the goal is expected to be met. Specific and time bound lead measures are set and monitored closely to ascertain progress. Sites evaluate their progress mid-year and again at the end of the year. Title I funds are used to improve and deepen the entire instructional program, depending on the needs identified and the goals that were set and focus on closing the gaps for underperforming students.

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

N/A

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

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:

LUSD will not operate a targeted assistance school program.

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:

Lakeside Union School District supports the needs of students who are facing obstacles and barriers, such as homelessness, that may be getting in the way of regular school attendance and overall success. Our process begins with office staff who are aware of and trained to immediately enroll students who are identified as homeless. When a family shares they are experiencing hardship of any kind, our district team consisting of school counselors, the Director of Student Support, and school administrators work as a team to engage with families, hoping to build positive relationships and ultimately, develop an action plan of support.

LUSD's team seeks to understand our family's unique situation and we inform parents of educational and community resources designed to address their specific needs. Our action plan encompasses assessing for possible school transportation services, reviewing the student's academic strengths and needs for support and when needed and making referrals to outside agencies. We inform families about educational opportunities available in Lakeside schools and encourage them to participate in the education of their children.

LUSD's team engages with families of potential homeless children and youth in the community, by phone, in person at district office and school campuses and we make home visits, as needed. We do not allow potential language barriers to get in the way. Our Director of Student Support is bilingual in English and Spanish, the most spoken languages by families in our school district. As needed, we search for language interpreters who help us communicate with families in their primary language.

We have a standing partnership with the East County Transitional Living Center, the Lakeside Help Center. We also work closely with churches in the neighborhood. These relationships aid us in the early identification of students who may be experiencing hardship that may lead to homelessness.

Once enrolled, our school district works to ensure homeless children and youth are not segregated or stigmatized. School office staff is aware of the homeless liaison's responsibilities. Over the years, school office has been trained to enroll any student whose family self-identify as homeless and immediately communicate the information to the district's Coordinator of Student Support who serves as the homeless liaison. Students have access to the general curriculum on their respective campuses.

The Director of Student Support works closely with Lakeside Union School District's Extended Student Services (E.S.S.) department to accommodate the needs of students in grades K-8, by enrolling students who are identified as homeless. Eligible students who are experiencing homelessness are allowed to arrive early and stay late, to accommodate their transportation needs. The ESS program is available at each Lakeside Union School District campus from six in the morning to six in the evening.

The district's Director of Student Support is the homeless liaison who coordinates activities with other agencies and ensure that homeless children are enrolled comparably as other students and, have full and equal opportunity to succeed in school. Agencies, parents, caregivers and agencies have full time access to the coordinator via cell phone,

email, and land line phone. Often times, parents respond best to a text over a phone call; such communication is possible with Lakeside families, thanks to 24/7 digital and cell phone communication.

We pride ourselves in the connections our district and school staff make with our homeless families. Most campuses in our school district have a full-time school counselor and access to licensed vocational nurses who work with school staff to provide school stability, assistance to facilitate immediate enrollment, and inform families about extracurricular and enrichment activities. We encourage all students to participate in these and many opportunities on campus and in the community.

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.

NA

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does not use LEA level Title I funds for this work.

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:

A) LUSD does not utilize Title I funds for this purpose.

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:

LUSD does not receive funds under this subgrant. This section is not applicable.

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:

LUSD does not receive funds under this subgrant. This section is not applicable.

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:

LUSD does not receive funds under this subgrant. This section is not applicable.

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:

LUSD does not receive funds under this subgrant. This section is not applicable.

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:

LUSD does not receive funds under this subgrant. This section is not applicable.

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:

LUSD does not receive funds under this subgrant. This section is not applicable.

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:

LUSD does not receive funds under this subgrant. This section is not applicable.

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:

LUSD does not receive funds under this subgrant. This section is not applicable.

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:

LUSD does not receive funds under this subgrant. This section is not applicable.

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:

LUSD does not receive funds under this subgrant. This section is not applicable.

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:

LUSD does not receive funds under this subgrant. This section is not applicable.

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:

LUSD does not receive funds under this subgrant. This section is not applicable.

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.

Systems of Professional Growth:

LUSD maintains a robust system of professional learning throughout each individual's career. All principals, teachers, and other school leaders are engaged in ongoing comprehensive professional learning through PLCs that are designed to empower all LUSD educators to operate as one cohesive system. Additionally, all LUSD educators attend two district wide professional days- one in August, and one in January- centered on the system's progress towards achieving the school board's three focus goals: increasing student achievement, supporting the social and emotional wellbeing of students, and creating physical environments that support student learning.

Principals:

While Title II funds are not used toward these efforts, principals attend weekly leadership meetings where they are coached on developing leadership capacity and supporting the school sites.

Teachers:

LUSD uses Title II dollars to fund the Teacher Induction program for new teachers offered by the San Diego County Office of Education. Title II Funds were also used to provide PD on developing, maintaining and improving Multi-Tiered Systems of Support for students, the Science of Reading and Mathematics instruction. Math PD included the release time and collaboration across the district in grade-level teams to firm up math standards, scope and sequence of instruction, and common, highly engaging math experiences for students. In subsequent years, common assessments will be collaboratively developed, implemented, and analyzed amongst grade-level teams. These dollars will also be used to collaborate and support ELD instruction in PLCs.

All teachers new to LUSD, regardless of experience level, attend an orientation day, which provides an overview of district and site focus areas and goals, district resources, and technology tools.

Other School Leaders: LUSD is using supplemental funds to work with Principals and Executive Leadership Coaches on improving Instructional Leadership skills for LUSD site leaders.

Promoting Professional Growth:

Time to apply concepts from both site and district sessions is intentionally embedded in professional learning, with PLC days for teachers embedded into early release Wednesdays.

All principals have been instructed in using Targeted Feedback strategies to provide specific feedback for growth to teachers in the area of instruction. All principals and leadership from Educational Services have attended NGSS, and technology training has been provided for teachers.

Teacher leadership opportunities are made available through inclusion in site and district leadership committees, such as the Homework Committee, Report Card Committee, curriculum pilot committees, the Special Education leadership team,

and the Superintendents Advisory Committee. Opportunities for advancement are available to teachers and district leaders seeking advancement. We have six Teachers on Special Assignment who were classroom teachers in LUSD. Seven of our ten principals were previously teachers in the district.

Evaluation and Continuous Improvement:

Each year, the professional learning is adjusted based on an analysis of student achievement data, such as CAASPP, and local measures, such as NWEA MAP, as well as social-emotional data, such as the California Healthy Kids Survey, SRSS, classroom observations, and feedback obtained through school-site goal setting processes. The LEA is committed to the work of improvement science and uses a Plan-Do-Study-Act protocol to synthesize data and take necessary action for improvement. LEA and site goals are set through a needs analysis that inquires into the learning experiences and progress of all students and groups of students.

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 funding is centralized. All schools are rank ordered based on the percentage of students below the poverty level and support funds are allocated according to the rank order.

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.

Each LUSD school site engages in goal setting and planning as well as goal analysis over the course of the school year. Students are released early twice per year, giving school teams an opportunity to develop site goals and then analyze their actions to meet the goals.

LUSD is engaging in the KidWatch process three times annually at all sites to review student progress and identify intervention needs of our "at promise" students. These meetings inform intervention and professional development needs as we work to ensure that our programs and supports are aligned with student need. MTSS Teachers on Special Assignment will consult with sites to ensure that interventions, programs and professional development are aligned within the district and match the demonstrated needs of students via data collection and ongoing progress monitoring.

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:

Eight percent of LUSD's enrollment is English learners and they are heterogeneously placed throughout our district. LUSD's approach to professional development of teachers to improve outcomes for English learners is to integrate ELD into PD opportunities the district offers. District-wide professional development in English language arts, math, and other curricular areas is designed to address the individual needs of all students including English learners.

LUSD has provided significant training focused on ELD standards and EL instructional strategies, including the differentiation of instruction to meet the needs of varying language proficiency levels, and typologies of English learners. Beginning last year and continuing until the end of 25-26, all LUSD sites will engage in small group, site based grade level training with an Education Services Coordinator to discuss EL students, their needs and appropriate classroom strategies and supports.

At target school sites with high concentrations of English learners, EL Coordinator(s) are identified and paid a stipend. The EL Coordinator serves as a vital link between the district office and school staff, ensuring effective communication regarding the identification of English learners and typology, English Learner standards, and achievement data. They also support the development of a master schedule to include designated ELD and best practices for lesson design. This support system, provided by EL Coordinators, works in tandem with leaders to ensure the needs of EL students are met on each site.

LUSD evaluates our EL program annually through the use of progress monitoring assessments, and a data review that includes an analysis of our Summative ELPAC scores, reclassification rates, and the ELPI indicators specific to English learners.

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:

LUSD does not receive funds under this subgrant. This section is not applicable.

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:

LUSD provides the following effective programs and activities to assist English learners increase their English language proficiency and the state academic standards:

Effective early literacy instruction is the foundation to developing English language proficiency. LUSD provides integrated and designated ELD instruction for English learners. Every LUSD teacher working with English learners is credentialed and has received specialized training to do so. Teachers engage in research-based best practices, which include careful design and planning, vocabulary acquisition strategies, small group instruction, and a focus on oracy. Students in grades K-8 are monitored using a universal screener for both ELA and Math. All K-8 teachers, along with principals and TOSAs, are trained on using the universal screener, interpreting results, modeling strategies, modifying instruction, identifying students for intervention, and providing small group targeted instruction.

LUSD core content instruction is based on grade level state standards, and students receive daily instruction in ELD as ELD standards are integrated into the lesson planning. Vocabulary acquisition and oral discourse are a core portion of all coursework. At the elementary level, English learners receive English language development through the use of language acquisition strategies, evidence-based software programs and designated ELD materials that are complementary to and support the core ELA program. At the middle school level, EL students receive an English Language Development class in addition to their core ELA, providing designated ELD instruction and scaffolded based on proficiency level and EL typology (such as newcomers and LTELs). ELD standards are integrated throughout all coursework using language targets and vocabulary acquisition strategies.

Additionally, LUSD has one language TOSA who provides instructional support. The three community liaisons serve as a liaison for parents and provide interpretation and translation services so that parents can better support students' academic growth in the home.

LUSD's Dual Immersion (DI) program provides both native English speakers and native Spanish speakers the opportunity to develop bilingualism and biliteracy, academic achievement, and cross-cultural competencies. LUSD offers two Spanish immersion programs following the 90-10 model at other sites (Riverview International Academy and Lakeview Elementary) and one Mandarin immersion program (Riverview International Academy). Additionally, a Spanish language and Mandarin language pathway is offered at both of our middle schools.

LUSD uses student proficiency data in conjunction with a needs assessment to determine student needs. Our DELAC and DAC also serve to provide stakeholder input into EL programs and activities.

English Proficiency and Academic Achievement

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

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

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Achieving English proficiency

LUSD's district vision and goals reflect the expectation that all student will make academic progress. As such, we have a variety of tools available that enable school sites to retrieve achievement data both on the ELPAC and CAASPP to monitor academic progress. We use Illuminate Education dashboards to make relevant data available to all staff.

At the beginning of each school year and at various points throughout the year, the educational services department provides each school site with relevant data on all students including English learners. Sites are responsible for reviewing the academic and language progress of their English learners, setting ambitious goals and developing actionable plans to accomplish the goals. School plans and progress toward goals are presented to the LUSD governing board.

All LUSD teachers provide designated and integrated ELD instruction for English learners as part of Tier 1 services. Every teacher working with English learners is credentialed and has received specialized training to do so. At the school site level, principals and staff review the data and determine the levels of additional intervention required for English learners. In PLC groups, teachers look at grade level data to analyze the needs of the students and develop classroom strategies for supporting English learners. LUSD offers a dual language program for students whose parents choose that path for them. District and site goals reflect high academic and language expectations for our English learners. Aside from district and site goal monitoring, our DELAC monitors the effectiveness of the program by evaluating English learner progress on both academic and language assessments.

At the district level, the Educational Services Coordinators monitors English learner student progress regularly. Communication between the Educational Services Coordinator and site level staff is frequent and specific to English learner students who are not making progress. The Educational Services Coordinator identifies English learner students who are at-risk of becoming LTELs (long-term English learners) or students who are already considered LTEL.

Meeting challenging state academic standards

LUSD's vision is for each English learner to acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English. To achieve this goal, English learners will progress by at least one proficiency level each year. This progress is monitored annually. For EL students scoring at the lowest level on the ELPAC, this means that they should reach proficiency in English and be eligible for reclassification within 4 to 5 years. For those EL students who do not show growth, the district Educational Services Coordinator helps sites to identify these students and supports sites in developing a plan tailored to the specific needs of English learners. LUSD continues to monitor the progress of individual English learners through the use of multiple measures including the ELPAC, CAASPP, district benchmark data generated through a variety of assessments such as NWEA Map and DIBELS, and formative assessments from the classroom.

Twice per year school, sites are required to examine the progress of all students, including EL and reclassified (RFEP) students. Data and feedback is gathered from site staff so that goals can be set. As this point, the needs of ELs who are not making progress are considered, and modifications to instruction, intervention, and materials used are made.

LUSD has a significant number of long-term English learners (LTEL). We are moving forward with frequent data-driven monitoring of LTELs to support them on their journey towards reclassification. LUSD intends to focus heavily on LTEL students and collaboratively create a more comprehensive plan to move LTEL students towards full proficiency in English.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Lakeside Union School District is collectively committed to providing learning experiences that develop these competencies in every LUSD student. Those attributes include:

Think Critically

Students ask questions, use evidence, and reflect on ideas. They seek out complex problems and are flexible and innovative in designing solutions.

Learn Continuously

Students are passionate to continually learn and grow. They embrace new opportunities that allow them to achieve their goals and dreams.

Collaborate Constructively

Students contribute purposefully in teams. They assume various roles and responsibilities with a commitment to shared success.

Communicate Effectively

Students listen and read for meaning. They speak and write with clarity and purpose, adapt to diverse audiences, and when appropriate, incorporate media to enhance ideas.

Persevere Relentlessly

Students are resilient in the face of obstacles and setbacks. They are determined to achieve success with short term challenges and long-term goals.

Care Deeply

Students are kind to others and empowered to make a difference. They listen with empathy and understanding.

ESSA funds have been used over the last several years to support Mental Health Services for Students, programs that allow students to access access learning online, to support innovative programs in the district that provide a well-rounded education and additional intervention support at school sites.

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.

The following data points were considered:

- Academic Achievement data
- CA Healthy kids Survey Results

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

- Digital Platform access
- Funding for innovative programs

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?

- Student Achievement Data
- Attendance data
- Enrollment in DREAM Academy

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.

- CA Healthy Kids Survey Data
- Student Risk Screening Scale data
- Mental Health Services referral data
- Student Health Data
 - School site safety data, including results of Comprehensive Planning Through Environmental Design and Facilities Inspection Tools

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

Mental Health Services
Comprehensive Sexual Health training for middle school teachers
Safety kits for all school sites

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?

Activities will be evaluated through an analysis of the following:

- Student outcome data
- Suspension rates
- Attendance rates
- School site safety kits completion rates
- FIT tool results
- CEPTED results
- District Safety Committee input

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.

- Technology Committee data
 - Technology TOSA input
- Technology department input

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])

- Access to a learning platform for students

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

- teacher usage of the platform
- teacher feedback
- technology TOSA input

- 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:

4/30/2025

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

California Department of Education
February 2022