

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

**School Year**

2024 - 2025

**Date of Board Approval**

June 18, 2024

**LEA Name**

San Ramon Valley Unified School District

**CDS Code:**

07-61804-0000000

**Link to the LCAP:**

*(optional)*

**For which ESSA programs apply to your LEA?**

Choose From:

**TITLE I, PART A**

Improving Basic Programs Operated by State and Local Educational Agencies

**TITLE II, PART A**

Supporting Effective Instruction

**TITLE III, PART A**

Language Instruction for English Learners and Immigrant Students

**TITLE IV, PART A**

Student Support and Academic Enrichment Grants

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

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

## Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Strategy

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

Federal funds are used to support our priorities and the initiatives reflected in the LCAP. They are designed to support and offer additional assistance to help students succeed with the core curriculum provided in the classroom and address any learning gaps. The focus is on the effective utilization of materials, personnel, interventions, and staff development. Data driven decisions are made by looking at various data points (California Healthy Kids Survey, CAASSP Data, district-wide screening data and other local benchmarks) to ensure that all students are properly identified, "by name by need". Funds from state and federal sources are used in a coherent manner to support the achievement of the mission and vision of SRVUSD.

## Alignment

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

The LEA will strategically align federal funds with state and local funds by integrating them with LCAP priorities through needs assessments and stakeholder engagement. Blended funding strategies and collaborative planning will ensure funds complement each other. Progress will be monitored using data-driven decision-making, transparent reporting, and compliance monitoring. Professional development and capacity-building initiatives will equip staff to manage funds effectively. Unified program planning and cross-program collaboration will ensure cohesion across different federal grants, maximizing their collective impact on achieving 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**

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

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

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

## TITLE II, PART A

### Title II, Part A Activities

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

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

## TITLE III, PART A

### Parent, Family, and Community Engagement

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

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

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

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

### TITLE I, PART A

#### Poverty Criteria

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

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

The district utilizes data from the alternative income form, direct certification and/or foster or homeless youth, data is found in CALPADs.

## ESSA Provisions Not Addressed in the LCAP

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

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

### TITLE I, PART A

#### Educator Equity

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

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

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

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

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Based on preliminary analysis, Misassignments of Teachers of English Learners: 4

Total Teacher Misassignments: 0

Vacant Teacher Positions as of 10/4/23, Census Date

Gen Ed Vacancies: 5 positions

SPED Vacancies 22 positions

TOTAL 27 positions

Our goals to ensure all students have highly qualified teachers include recruiting, onboarding, and retaining a diverse teaching staff, with a specific focus on supporting English Learners (ELs) in high-need areas. We aim to attract educators from various backgrounds who bring a wealth of cultural and linguistic knowledge to our classrooms. Our onboarding process will be thorough, providing new teachers with the tools and resources they need to succeed from day one. To retain our talented staff, we will offer robust professional development (PD) opportunities tailored to the unique challenges of teaching ELs, ensuring our educators are continually growing and equipped to meet the diverse needs of our student population. By focusing on these goals, we strive to create an inclusive and supportive learning environment for all students.



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	<p>An ineffective teacher is any of the following:</p> <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.

SRVUSD is dedicated to fostering ongoing, meaningful, two-way communication with all stakeholders. The parent engagement policy was developed collaboratively with relevant stakeholders. Families were invited to participate in the School Site Council meeting during which the policy was created. The policy is communicated to parents through parent meetings, the district website, and newsletters. Since its adoption, the Parent and Family Engagement policy has generated numerous opportunities for parent engagement, focusing on student learning through a "name by need" approach. These opportunities include, but are not limited to, Annual Title 1 meetings, the SRVUSD District English Language Advisory Committee (DELAC), Community Advisory Committee (CAC), strategic direction steering committee meetings, and School Site Council meetings. These and other meetings offer multiple opportunities for community stakeholders to connect, collaborate, and address various needs.

Additionally, SRVUSD provides numerous opportunities for parents, guardians, and families to understand how to support their child's academic growth. These include steering committee meetings, site council and PTA meetings, and "Coffee talks." Specific strategies are implemented to foster successful school and family connections, with a focus on reducing barriers to greater parent participation. Special attention is given to parents who are economically disadvantaged, disabled, have limited English proficiency, are migratory, have limited literacy, or belong to any racial or ethnic minority background. SRVUSD offers translation services for parents with limited English proficiency when providing information online, through newsletters, or during meetings at school and district locations. Special accommodations are made for families with accessibility needs or other special needs, including additional meetings before Back to School Night, Open House, and parent forums.

The SRVUSD Student Services Office is staffed with social workers who make site and home visits, coordinate the use of homeless reservation funds, and meet with student services and educational services. They also offer support to counselors and nurses, along with a variety of additional wrap-around services. SRVUSD social workers offer parents, guardians, and families access to resources and opportunities to engage in federal, state, and local programs that are relevant to their needs.

Plans for student achievement are directly aligned with LCAP goals, and actions are taken to encourage parent participation. SRVUSD recognizes that parents and guardians are the most influential figures in their child's life and that parental involvement is crucial to their child's achievement and character. Joint planning, written notification, and communication of parent opportunities are essential for effective parent and family engagement. Parents, guardians, and teachers must collaborate as partners to provide the best possible education for the children. SRVUSD aligns the parent involvement requirements in ESSA Section 1116 with the LCAP stakeholder engagement process by inviting all SRVUSD parents, the community, students, and staff to participate in feedback sessions on the development of the LCAP and the budget. During these sessions, individuals can ask questions, collaborate with other community members through a series of activities, effectively monitor the progress of ongoing efforts, and evaluate what has and has not worked.

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

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

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

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

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The LEA parent and family engagement policy, developed jointly with parents and family members, outlines the commitment to actively involve them in the educational process. This policy, distributed to all participating parents, ensures they understand challenging State academic standards, assessments, and how to monitor and support their child's progress. Assistance includes materials and training to improve children's achievement, such as literacy training and using technology, fostering parental involvement and collaboration.

The LEA educates school staff on effectively engaging with parents as equal partners and coordinates parent involvement programs with other Federal, State, and local initiatives. Information on school programs and activities is provided in accessible formats and languages. The LEA also offers additional support for parental involvement activities based on parents' requests and ensures inclusive participation for parents with limited English proficiency, disabilities, and those of migratory children. Translation services are provided as needed, and regular monitoring and adjustments are made to address parents' needs and feedback.

**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.

Funds at targeted assistance sites in elementary and middle schools will be used to provide targeted interventions for students eligible for Title I services in the areas of math and literacy. Students are initially identified through the use of screener assessments, and staff employ evidence-based interventions during the school day and potentially before or after school. Additionally, there is ongoing, regular progress monitoring to assess and adjust interventions as needed.

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:**

In determining students who are to participate in Title I Targeted Assistance Schools, priority is given to those in greatest need. We define this as students who meet the following criteria:

**Kindergarten:**

Score in the lowest 15% on the Beginning of Year (BOY) ESGI assessment in ELA and/or math, as indicated by the following tests:

**ELA:**

Produces rhymes: scored 0

Beginning Sounds: scored 0, 1, 2, or 3

**Math:**

Counts to 100 by 1s: scored 0, 1, or 2

Score Well Below or Below on the BOY DIBELS in ELA

**Grades 1-2:**

Are at some or high risk on the previous year's End of Year (EOY) DIBELS/Fastbridge assessment in ELA and/or math

Received an overall score of 1 on their previous year's report card in ELA and/or math

**Grades 3-5:**

Are at some or high risk on the previous year's EOY Fastbridge assessment in ELA and/or math

Scored "Did Not Meet Standard" on the previous year's CAASPP in ELA and/or math

Received an overall score of 1 on their previous year's report card in ELA and/or math

**Grades 6-8:**

Are at some or high risk on the previous year's EOY Fastbridge assessment in ELA and/or math

Scored "Did Not Meet Standard" on the previous year's CAASPP in ELA and/or math

Received a D or an F on their previous year's report card in ELA and/or math

Progress will be measured using multiple measures, including screener data and local benchmark assessments.

**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:**

SRVUSD provides services and resources to remove barriers and support student participation in school. SRVUSD employs a Foster Youth liaison and social workers to ensure students and families receive necessary support, including counseling, transportation, tutoring, and clothing, to successfully attend school. Student attendance and academic data are closely monitored, and timely, specific interventions are implemented when necessary. Additionally, connections with community services are facilitated, and referrals are made to family and health services. Homeless education reservation funds are used to provide transportation services (cabs, bus passes, and BART passes), clothing, school supplies, toiletries, bikes and bike repairs, blankets, bedding, caps and gowns, books (other than textbooks), and to defray medical and dental expenses.

**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.

SRVUSD offers a preschool program and collaborates with transitional kindergarten (TK) and kindergarten teachers regarding state standards, ensuring a smooth transition for all eligible students. We also offer TK programs to all eligible students. Additionally, the district facilitates vertical and horizontal articulation between sites, the district, and the community around learning standards and SEL learning competencies, while organizing parent education and information nights. Families are informed about necessary readiness skills at kindergarten registration.

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:**

SRVUSD provides various opportunities to support transitioning students and their families. This includes tours of middle and high schools for transitioning students and opportunities for middle school personnel to meet with high school personnel to discuss the transition from middle school to high school. The district uses the Naviance college and career readiness system to set goals, track classes, and provide college application guidance. Additionally, SRVUSD hosts robust parent education nights and offers opportunities for parents to meet with guidance counselors and appropriate staff to discuss school transitions. To welcome incoming students, activities such as Link Crew "families" help build connections prior to the start of school, during transitions, and throughout the year. The district also partners with several local community colleges to enhance course offerings for students, including programs like College Connect, welding, and construction classes. Furthermore, colleges are invited to meet with students, providing them with valuable information and resources.

**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:**

N/A

## TITLE I, PART D

### Description of Program ESSA SECTION 1423(1)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

### Formal Agreements ESSA SECTION 1423(2)

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

(A) LEA; and

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

### Comparable Education Program ESSA SECTION 1423(3)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

### Successful Transitions ESSA SECTION 1423(4)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

### Educational Needs ESSA SECTION 1423(5)

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Social, Health, and Other Services**

ESSA SECTION 1423(6)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Parent and Family Involvement**

ESSA SECTION 1423(8)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Program Coordination**

ESSA SECTION 1423(9–10)

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Probation Officer Coordination**

ESSA SECTION 1423(11)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Alternative Placements**

ESSA SECTIONS 1423(13)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A



## **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.

SRVUSD is dedicated to ongoing professional growth and development for teachers and administrators. The district's robust teacher induction program (SRVTIP) includes two full-time, full-release Teachers on Special Assignment who provide coaching and support for all new teachers. This program features a series of site-specific one-on-one meetings, full-day professional development workshops, and ongoing assessment and evaluation metrics. Regular articulation occurs between coaches, site administrators, and new teachers. The SRVTIP supports the growth and development of general education, Multiple Subject, or Single Subject preliminary credentialed teachers through a mentor model while fulfilling Commission on Teacher Credentialing (CTC) guidelines for obtaining a clear credential. SRVTIP mentors provide intensive and individualized support aligned with current district initiatives and goals, accelerating new teacher practice. The TSAs also meet regularly with the SRVUSD Director of Curriculum to align standards, assessments, and teaching practices.

Principals receive professional development in various contexts. New principals meet as a group for support, guidance and professional development aimed at what new administrators need to know, while all principals participate in principal meetings and shared leadership team meetings to receive both professional development and operational support. These sessions help principals develop strategies to lead their staffs and ensure student learning.

### **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:**

The LEA determines Title II, Part A funding by prioritizing Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools (when applicable), as well as those with the highest percentages of children counted under Section 1124(c). This approach ensures that schools with the greatest needs receive the most support. Special focus is given to supporting new teachers at all sites, with an emphasis on culturally relevant professional development, especially in schools where students need the most support. This strategy aims to enhance teacher effectiveness and improve student outcomes across the district.

## **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.

SRVUSD supports the Title II Professional Growth and Improvement programs' continuous improvement by providing numerous opportunities for meaningful collaboration and data analysis with all stakeholders. Data includes indicators from the multiple measures evaluation system, evidence and ratings from classroom observations, artifacts and evidence of effective leadership, instructional and professional growth objectives data, stakeholder feedback, standardized testing data, screener data, and data-based objectives of student and educator achievement and performance data. Student achievement data on state assessments and locally-developed benchmark assessments are analyzed to identify professional development opportunities for teachers. Survey results from each professional development workshop/session are also considered when identifying future PD sessions.

All goals, objectives, strategies, and activities are designed to support improved classroom practice, yielding improvements in student achievement. SRVUSD encourages all staff and community stakeholder groups to participate in the annual review process, which provides an opportunity to assess how district initiatives and programs are being implemented at the site and district levels. The findings and recommendations from these reviews are used to develop the district and site improvement plans for the following school year.

Data is analyzed daily to provide immediate interventions, by "name by need," that are timely, specific, and guaranteed. Clear communication and both vertical and horizontal articulation ensure that activities are coordinated effectively to meet the needs of each student. Through continuous cycles of improvement, SRVUSD ensures that all professional development efforts are aligned with the goal of enhancing classroom practice and student outcomes.

## **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:**

SRVUSD supports new teachers, school leaders, and principals through research-based curriculum and instruction, with active assistance from district coordinators and teacher leaders, focusing specifically on students struggling in Math and ELA. Under the direction of the Executive Director of Curriculum, the Curriculum and Instruction team offers individualized support to staff, leads pilots on high-quality curriculum materials, and organizes professional development for administrators, certificated teachers, and classified staff. Additionally, the team consistently analyzes data to provide up-to-date information on the progress of our English language 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:**

San Ramon Unified School District is not eligible to receive funds under this subgrant.

### **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:**

SRVUSD is committed to providing effective professional development for classroom teachers, principals, school leaders, administrators, and other school or community-based organizational personnel, specifically focused on English learners and Title III purposes. Our professional development activities are designed to improve the instruction and assessment of English learners by enhancing the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices, and instructional strategies tailored for English learners. These activities are effective in increasing children's English language proficiency and substantially enhancing the subject matter knowledge, teaching knowledge, and teaching skills of educators.

To ensure a positive and lasting impact on teachers' performance in the classroom, our professional development programs are of sufficient intensity and duration, avoiding one-day or short-term workshops and conferences. We provide comprehensive professional development on the implementation of English learner standards to all designated teachers, as well as training for all staff on integrated instruction. Additionally, we support staff in using the new curriculum and technology to aid English learners. This professional development includes training for classified staff to ensure a holistic approach to supporting English learners. All these efforts are supplemental to other funding sources for which the LEA is eligible, ensuring that our professional development initiatives are robust and well-resourced.

**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:**

To ensure that elementary and secondary schools receiving funds under Subpart 1 effectively assist English learners in achieving English proficiency and meeting challenging state academic standards, SRVUSD employs a comprehensive approach involving continuous improvement cycles and data-driven analysis.

#### Accountability for English Acquisition Progress and Achievement Goals:

SRVUSD holds schools accountable for meeting English acquisition progress and achievement goals for English learners through a rigorous system of data analysis and continuous improvement cycles. We utilize multiple data sources, including screener data, standardized testing data, and metrics focused on social-emotional well-being and academic performance. Schools regularly review this data to monitor student progress and adjust instructional strategies as needed. This ongoing analysis ensures that interventions are timely, specific, and effective in supporting English learners.

#### Supplemental Site Activities:

The professional development and support activities we provide are supplemental to all other funding sources for which the LEA is eligible. We offer professional development on the implementation of English learner standards to designated teachers, integrated instruction training for all staff, and support for the use of new curriculum and technology designed to aid English learners. These efforts are further enhanced by involving classified staff to ensure a comprehensive support system. Additionally, schools engage in targeted activities and interventions that go beyond the basic funding provisions, ensuring that English learners receive the necessary resources and support to thrive. Through these structured and data-informed processes, SRVUSD ensures that our elementary and secondary schools are equipped to help English learners achieve English proficiency based on the State's English language proficiency assessment and meet the challenging State academic standards.

## 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:**

SRVUSD is committed to enhancing students' academic achievement through a variety of initiatives. In alignment with Title IV, Part A of ESSA, we are increasing our capacity to provide all students with access to a well-rounded education, improving school conditions for student learning, and advancing the use of technology to bolster academic achievement and digital literacy.

To support well-rounded educational opportunities, we have partnered with community colleges to expand college and career pathways, with a particular focus on STEM courses. Over the past two years, we have introduced Welding and Construction programs to our curriculum. Additionally, our College Connect program with Diablo Valley College offers further opportunities for students to prepare for higher education and career success.

Ensuring the safety and health of our students is a top priority. We have implemented social-emotional well-being supports across all schools, including the Sanford Harmony Social Emotional curriculum and the Zones of Regulation at elementary sites. At our middle schools, we support restorative justice practices, and at our high schools, programs like Safe School Ambassadors help create a supportive and inclusive environment.

We are also committed to improving the use of educational technology to enhance academic achievement and digital literacy for all students. Technology is integrated into Tier 1 practices from K-12, supported by our technology coordinator. We are incorporating AI into our courses and offering online learning options to ensure students are well-equipped with the skills needed for the digital age.

These efforts reflect our dedication to providing comprehensive education, fostering a safe and supportive learning environment, and equipping our students with the technological skills necessary for their future success.

## **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 years (ESSA Section 4106[d][3]).

### **Well-rounded Education Opportunities (ESSA Section 4107)**

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

To identify needs for improvement in the Title IV, Part A priority content areas under ESSA Section 4107, we utilize several key measures and data points. The California Healthy Kids Survey provides insights into school climate, student well-being, and academic motivation. Our Social-Emotional Well-Being Screener helps us assess students' emotional regulation, social skills, and resilience. Focus groups offer qualitative insights from students, parents, and staff about their experiences and areas needing support. Lastly, responsiveness surveys gather feedback on the effectiveness of current programs and highlight specific needs for new initiatives. Together, these tools give us a comprehensive view of where we can enhance our educational offerings.

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

To support a well-rounded education, we have introduced a variety of engaging and enriching activities. Recognizing the importance of practical skills and career readiness, we've added Career and Technical Education (CTE) opportunities such as welding and construction. These programs not only equip students with valuable hands-on skills but also open pathways to future careers.

Informed by the California Healthy Kids Survey and our Social-Emotional Well-Being Screening data, we have identified areas where students need additional support. To address these needs, we have created before and after school interventions. These interventions are designed to support students' academic growth, emotional well-being, and social development. Through targeted programs, tutoring, and wellness activities, we aim to provide a holistic educational experience that prepares students for success in all areas of life.

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?

To evaluate the effectiveness of the strategies and activities funded under Title IV, Part A, we will implement a comprehensive monitoring and assessment plan. This plan will utilize specific indicators and data points to ensure that our interventions and supports are meeting the needs of our students and driving continuous improvement.

**Ongoing Monitoring:** We will regularly collect and analyze data from various sources, including the California Healthy Kids Survey, the Social-Emotional Well-Being Screener, and feedback from focus groups and responsiveness surveys. This will provide a continuous stream of information on student well-being, engagement, and academic progress.

**Progress Monitoring:** For specific interventions, such as before and after school programs, we will track attendance, participation rates, and academic performance metrics. Additionally, we will measure changes in students' emotional and social development through periodic assessments.

**Effectiveness Indicators:**

**Academic Performance:** Improvement in grades, test scores, and overall academic achievement.

**Behavioral Data:** Reductions in disciplinary incidents and improvements in attendance rates.

**Student Well-being:** Enhanced emotional regulation, resilience, and social skills as indicated by the SEWB Screener.

**Stakeholder Feedback:** Qualitative feedback from students, parents, and teachers gathered through focus groups and surveys.

**Future Program Planning:** Based on the analysis of these data points, we will adjust and refine our programs to better meet the needs of our students. This may include expanding successful initiatives, modifying existing programs, or introducing new activities to address emerging needs.

By maintaining a robust evaluation framework, we can ensure that our Title IV, Part A funded activities are effectively supporting a well-rounded education and continuously improving to benefit our students.

## **Safe and Healthy Students (ESSA Section 4108)**

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

To support the safety and health of our students, we have implemented a variety of activities designed to promote their well-being and create a positive school environment. These activities include:

**Wellness Rooms:** We have established wellness rooms in our schools as safe spaces where students can take a break, manage their stress, and access mental health resources. These rooms are equipped with calming tools, comfortable seating, and materials to help students learn coping strategies.

**Elementary Level Curriculum:** At the elementary level, we provide a comprehensive curriculum focused on social-emotional learning (SEL). This curriculum includes lessons on emotional regulation, healthy relationships, and conflict resolution, helping young students develop essential life skills from an early age.

**Restorative Justice Programs:** We have implemented restorative justice practices across all grade levels, with a particular emphasis on middle school. These programs focus on building a sense of community, fostering empathy, and resolving conflicts through dialogue and mutual understanding. Restorative circles and mediation sessions are used to address issues and repair harm, promoting a culture of respect and accountability.

By integrating these activities, we aim to create a supportive and safe environment that prioritizes the health and well-being of our students, enabling them to thrive academically and socially.

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



To support the safety and health of our students, we have implemented a variety of activities designed to promote their well-being and create a supportive school environment. These activities include:

**Wellness Days:** Regularly scheduled wellness days provide students with opportunities to engage in activities that promote mental and physical health. These days include workshops on stress management, physical fitness activities, mindfulness sessions, and healthy eating seminars.

**Support Services:** We offer a range of support services that students can access, including counseling, mental health services, and peer support groups. These services are designed to help students navigate personal challenges and build resilience.

**Clubs and After-School Activities:** We encourage students to participate in a variety of clubs and after-school activities that align with their interests and passions. These extracurricular opportunities not only help students develop new skills but also foster a sense of belonging and community.

**Wellness Rooms:** Dedicated wellness rooms provide a safe and calming space for students to take a break and manage stress. These rooms are equipped with resources to help students practice self-care and emotional regulation.

**Restorative Justice Programs:** Implemented particularly at the middle school level, restorative justice programs focus on resolving conflicts through dialogue and mutual understanding. These programs help build a positive school culture where students feel safe and respected.

By offering these diverse activities, we aim to create an environment that prioritizes the health and safety of our students, ensuring they have the support and resources they need to succeed both academically and personally.

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?

To evaluate the effectiveness of the strategies and activities funded under Title IV, Part A, we will implement a comprehensive monitoring and assessment plan. This plan will use specific indicators and data points to ensure our interventions and supports are meeting students' needs and driving continuous improvement.

**Ongoing Monitoring:** We will regularly collect and analyze data from various sources, including the California Healthy Kids Survey, the Social-Emotional Well-Being (SEWB) Screener, focus groups, and student panels. This continuous data collection will provide insights into student well-being, engagement, and academic progress.

**Progress Monitoring:** For specific interventions, such as wellness days, clubs, and after-school activities, we will track attendance, participation rates, and changes in students' academic performance. Additionally, we will assess improvements in students' emotional and social development through periodic screenings and surveys.

**Effectiveness Indicators:**

**Academic Performance:** Improvements in grades, test scores, and overall academic achievement.

**Behavioral Data:** Reductions in disciplinary incidents and improvements in attendance rates.

**Student Well-Being:** Enhanced emotional regulation, resilience, and social skills as indicated by the SEWB Screener.

**Stakeholder Feedback:** Qualitative feedback from students, parents, and teachers gathered through focus groups, student panels, and surveys.

**Future Program Planning:** Based on the analysis of these data points, we will adjust and refine our programs to better meet the needs of our students. This may include expanding successful initiatives, modifying existing programs, or introducing new activities to address emerging needs.

By maintaining a robust evaluation framework, we can ensure that our Title IV, Part A funded activities are effectively supporting the safety and health of our students and continuously improving to benefit their overall well-being and academic success.

## **Effective Use of Technology (ESSA Section 4109)**

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

To examine needs for improvement in the effective use of technology, key indicators and data points include the quality and impact of professional development programs on teaching and learning. This involves analyzing data on teacher proficiency with technology before and after training, student engagement and achievement metrics, and the frequency and effectiveness of technology integration in lesson plans. Surveys and feedback from educators and students can provide qualitative insights, while quantitative measures such as test scores, classroom observations, and usage statistics of educational software offer concrete evidence of the technology's impact. This comprehensive approach ensures that any gaps in technology use are identified and addressed through targeted professional development and resource allocation.

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])

We are utilizing our funds to pilot new software, providing teachers the opportunity to explore and integrate emerging AI technologies into their classrooms. This initiative aims to enhance teaching and learning by leveraging the latest advancements in AI to create more personalized and effective educational experiences. By piloting these new tools, we can gather valuable data on their impact, adoption rates, and user satisfaction, ensuring that our educators are equipped with cutting-edge resources. Feedback from teachers and students will be crucial in assessing the effectiveness of these AI applications, guiding future investments in technology to support our educational goals.

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?

To evaluate the effectiveness of strategies and activities funded under Title IV, Part A, we will use a combination of teacher feedback, training assessments, and student impact data. Teachers will provide feedback through surveys and focus groups after receiving training and piloting new AI software. Quantitative measures such as pre- and post-training assessments will track improvements in teacher proficiency. Student impact will be evaluated through engagement levels, academic performance data, and usage statistics of the AI tools. This comprehensive approach will guide future program planning by identifying successful strategies and areas for improvement.

- 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:

July of 2023 and Ongoing

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/>

California Department of Education  
February 2022