

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

## School Year

2026-27

## Date of Board Approval

June 23, 2026

## LEA Name

Lemon Grove School District

## CDS Code:

37 68205 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.

In January 2021, the LGSD Governing Board took action and adopted a Board Resolution on Commitment to Equity. That resolution acknowledged past racial injustices experienced by LGSD students, families and staff, as evidenced by the "Lemon Grove Incident" of 1931 and committed to equity, diversity & inclusion in the district moving forward. Subsequently, the LGSD management team, under the direction of the Board of Trustees, developed a five-year district strategic plan after months of planning, listening and talking with parents, students and staff across the district. The LGSD Strategic Plan serves as a framework for the focus on equity at every level in the district and the development of the Local Control Accountability Plan and Federal Addendum. 2026-2027 is the final year of the district strategic plan.

Grounded in the District's Mission and Vision that "Lemon Grove Learners are tomorrow's leaders, workers and citizens" the LGSD Strategic Plan and LCAP aim to foster educational equity through multi-tiered systems of support. The Strategic Plan outlines four strategic priorities that are combined to form the three LCAP goals. The Strategic Plan provides guidance through the 2026-27 school year.

### LCAP Goal 1 (Strategic Priority 1 & 2): Fostering Student & Staff Growth, Leadership & Achievement

- Adopt & implement culturally relevant, standards-based curriculum
- Implement culturally relevant & universally designed lesson planning & delivery
- Anti-racist instructional practices that affirm Black, Latinx, Indigenous & students of color
- Inclusive practices & placement for students in Special Education
- Inclusive, linguistically sustaining practices & programs for developing multilinguals
- Provide relevant, effective professional development for all instructional staff
- Implement effective professional development for management, certificated & classified staff
- Coaching for principals and teachers
- Ensure Effective Data Analysis & Improvement for Equity
- Develop an assessment continuum with identified lead & lag metrics and monitor the performance of all students as well as targeted student groups (AA, EL, Sped)
- Professional Learning Communities (PLCs) at every level of the system
- Recruit and hire a diverse and talented workforce
- Expand teacher and classified leadership opportunities
- Create site-based equity teams

### LCAP Goal 2 (Strategic Priority 3): Fostering School Community & Connectedness

- Implement an effective, authentic SEL program across all schools that includes adult SEL training, SEL staff and student survey data, and well-implemented SEL curriculum
- Implement a strong Restorative Practices system and Positive Behavior Intervention Systems (PBIS) across the district for all students, staff and leaders, including Restorative Practices staff training
- Safe, inclusive schools that foster a sense of belonging & connectedness for all
- Celebrate culture and identity with school events, family engagement and instructional practices
- Foster student leadership and voice in their school programs
- Coordinate community engagement supports and services on site
- Family centers and family engagement teams at every school site
- Parent advisory committees and parent education workshops

### LCAP Goal 3 (Strategic Priority 4): Fostering Operational Systems that Support Schools

- Develop School Site Facilities Plans with processes for school site leadership to identify facilities-related priorities and improvements. Develop an equitable method for prioritizing operational and facilities needs districtwide.
- Work with school leaders to utilize technology systems for tracking and addressing instructional goals to support the 21st century learner.
- Transition 80% of student meal options to include fresh vegetables and fruits, freshly prepared meals, and exceed minimum USDA nutrition requirements whenever possible.

The focus in the 2023–24 school year was to strengthen Tier 1 instruction through universally designed, rigorous, grade-

level instruction grounded in the Five Pursuits (Dr. Ghody Muhammad, Cultivating Genius). This focus continued in the 2024–25 school year, deepening our understanding and implementation of universally designed, rigorous, grade-level instruction with particular attention to supporting multilingual learners and students with disabilities. During the 2025–26 school year, the district expanded its efforts to cultivate positive behavior and equitable discipline through the development of clear, transparent systems and supports, including restorative practices, school-wide expectations, and data-informed interventions.

The focus for the 2026–27 school year will be on ensuring all students have access to rigorous, grade-level learning experiences every day. The district will strengthen educators' capacity to plan and deliver instruction that maintains the integrity of grade-level standards while providing appropriate scaffolds and supports through Universal Design for Learning (UDL) and culturally and historically responsive teaching practices. This work is rooted in the belief that grade-level rigor is an equity and social justice issue, and that all students—including multilingual learners, students with disabilities, and students requiring additional support—deserve access to meaningful, engaging, and intellectually challenging learning opportunities. Through collaborative planning, instructional coaching, professional learning, and ongoing monitoring of student outcomes, the district will continue to build a coherent system that promotes high expectations, access, belonging, and achievement for every learner.

The 2023 California Dashboard shows the following for the district:

- Chronic Absenteeism: Medium
- Suspension: Low
- English Learner Progress: Low
- English Language Arts: Low
- Mathematics: Medium

The 2024 California Dashboard shows the following for the district:

- Chronic Absenteeism: Medium
- Suspension: Medium
- English Learner Progress: High
- English Language Arts: Medium
- Mathematics: Medium

The District is encouraged by the growth shown across the California Dashboard indicators, particularly with multilingual learners. The District recognizes the need to continue to grow and improve, particularly with chronic absenteeism and suspension among Long Term English Learners. The District is working in partnership with the San Diego County Office of Education who is providing differentiated assistance to the Lemon Grove team to identify root causes and support plans for improvement.

Professional development and coaching were provided to strengthen Tier 1 instruction and improve access and outcomes for student groups demonstrating the lowest performance levels in English Language Arts, Mathematics, English Learner Progress, chronic absenteeism, and suspension indicators. Through instructional coaching cycles, collaborative planning, classroom support, and professional learning, educators strengthened their ability to design culturally and historically responsive, universally designed, and standards-aligned learning experiences that promote both access and rigor. This work builds upon the district's longstanding commitment to CHRT and UDL and advances the belief that all students, particularly historically underserved student groups, deserve access to grade-level content, high expectations, and intellectually engaging learning opportunities. As part of the district's 2026–27 focus on grade-level rigor, educators will continue strengthening their ability to provide rigorous grade-level instruction while utilizing appropriate scaffolds and supports that maintain access without lowering expectations. Through its continued implementation of CHRT, UDL, and grade level rigor LGSD will focus on ensuring that every student has equitable access to grade-level standards, meaningful participation in complex learning tasks, and opportunities to demonstrate mastery of rigorous academic content.

## 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.

Based on stakeholder input, promising practices, and data analysis, the district will align the use of federal funds to the three LCAP goals funded by the Local Control Funding Formula (LCFF) to foster educational equity through multi-tiered systems of support, with a particular emphasis on supporting Multilingual Learners (i.e. English Learners) and students in Special Education.

1) Fostering Student & Staff Growth, Leadership & Achievement: Instructional coaches at all sites, Intervention teachers at all elementary school sites, continued support from Bilingual Instructional Aides who provide academic support and enrichment opportunities to multilingual learner students. In addition, supplemental support materials will be purchased, and staff will be supported through ongoing professional development and collaboration opportunities in all content areas, including English Language Development and strategies to support Multilingual learners as well as Universal Design for Learning (UDL). (LCAP Goal 1, Actions/Services 1, 2, 3, 4, 5, 6, & 7)

2) Fostering School Community & Connectedness: Outreach support will be provided to the families of vulnerable students through parent & family engagement centers at all school sites that include a targeted Family and Community Engagement (FACE) liaison at each site and support from social workers. In addition, Social Emotional Learning (SEL) programs including staff training will be provided to support our most vulnerable students. (LCAP Goal 2, Action/Service 1, 2, 3, 4, 5, 6 & 7)

3) Fostering Operational Systems that Support Schools: Support implementation of flexible and innovative learning environments that include updated technology for students and staff in support of improved student outcomes. Expand nutritious meal options that provide a consistent source of quality food for low-income students. (LCAP Goal 3, Actions/Services 1, 2 & 3)

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

## 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:

Each year the HR Specialist/Credential Analyst reviews and monitors credentials for certificated staff. In order to address any disparities, the LEA used the Educator Equity Data Table collection tool outlined on the CDE website, DataQuest and local results, the definitions of ineffective, inexperienced, and out-of-field teachers and local data to identify teachers in each category and the school where they worked. The data was entered into the LCAP Federal Addendum Data Collection Tool templates for the Equity Gap Analysis.

The Executive Director of Human Resources and the Certificated HR Specialist met to analyze the data. The local data collection and DataQuest analysis for the 2025-26 school year yielded the results below:

Distribution of Ineffective Teachers working with Low-Income (LI) Students:

District-wide, the data distribution of Ineffective Teachers working with Low-Income (LI) Students is 6 (3.6%) teachers related to 2264 LI students.

The school site data distribution of Ineffective Teachers working with Low-Income (LI) students is as follows: Early Childhood Education Center 3 (32.6%) LI students = 96; Mount Vernon Elementary 1 (5.9%) LI students = 267; San Altos = 1 (6.1%) LI students = 223 and Vista La Mesa Academy 1 (4.4%) LI students = 388.

Distribution of Ineffective Teachers working with Minority (Mi) Students:

District-wide, the data distribution of Ineffective Teachers working with Minority (MI) Students is 6 (3.6%) teachers related to 2813 Mi students.

The school site data distribution of Ineffective Teachers working with Minority Students (Mi) is as follows: Early Childhood Education Center 3 (32.6%) Mi Students = 157; Mount Vernon Elementary 1 (5.9%) Mi students = 367; San Altos = 1 (6.1%) Mi students = 297 and Vista La Mesa Academy 1 (4.4%) Mi students = 467.

Distribution of Inexperienced Teachers working with Low-income Students:

District-wide, the data distribution of Inexperienced Teachers working with Low-Income (LI) Students is 8 (4.9%) teachers related to 2264 LI students.

The school site data distribution of Inexperienced Teachers working with Low-Income (LI) students is as follows: Lemon Grove Academy Middle School 1 (3.5%) LI students = 406; Early Childhood Education Center 2 (21.1%) LI students = 96; Mount Vernon Elementary 1 (5.9%) LI students = 267; San Altos = 2 (12.1%) LI students = 223 and Vista La Mesa Academy 2 (8.8%) LI students = 388.

Distribution of Inexperienced Teachers working with Minority Students:

District-wide, the data distribution of Inexperienced Teachers working with Minority (MI) Students is 8 (4.9%) teachers related to 2813 Mi students.

The school site data distribution of Inexperienced Teachers working with Minority Students (Mi) is as follows: Lemon Grove Academy Middle School 1 (3.5%) Mi students = 470; Early Childhood Education Center 2 (21.1%) Mi Students = 157; Mount Vernon Elementary 1 (5.9%) Mi students = 367; San Altos = 2 (12.1%) Mi students = 297 and Vista La Mesa Academy 2 (8.8%) Mi students = 467.

Distribution of Out-of-field Teachers working with Low-income Students:

District-wide, the data distribution of out-of-field teachers working with low-income students is 0 (0%) teachers. School site, the data distribution of out-of-field teachers working with low-income students is 0%.

Distribution of Out-of-Field Teachers working with Minority Students:

District-wide, the data distribution of out-of-field teachers working with minority students is 0 (0%) teachers. School site, the data distribution of out-of-field teachers working with minority students is 0%.

Actions to address disparities:

The district is committed to having all teachers fully qualified, appropriately credentialed and prepared for their assignments, but also support new teachers with professional learning opportunities and developmental trainings. The Lemon Grove School District will:

- Continue the Teacher Residency Grant Partnership with the San Diego County Office of Education expanded to three universities for recruitment and retention efforts, as well as strategies to diversify the workforce
- Invest in expanded recruitment efforts through partnerships with diverse organizations
- Provide training and support to new staff through new teacher training, induction program, targeted classified training & support, and principal coach support for new school leaders

While the current situation related to educator pipeline growth is at risk because of the drastically decreasing rate of college and university enrollments, the district recognizes that inexperienced teachers will continue to fill positions at the school sites left behind by retired veteran teachers so collaborative planning days, extensive professional development opportunities and deep-dive data sessions will be interactive options provided to new teachers. In addition, the district has an Art/Music/PE/Science (AMPS) program to support teacher collaboration at the elementary sites and provides opportunities for regularly scheduled teacher collaboration for middle school teachers.

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

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: <ul style="list-style-type: none"> <li>• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or</li> </ul>

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

There are various parent and family advisory groups that the district and school sites offer for parent and family engagement. These groups and committees provide an opportunity for schools to share information with families and for parents/guardians to engage in leadership opportunities and include them in the decision making process. Some of the groups and committees include: the District Advisory Committee, (District) English Language Advisory Councils, Parent-Teacher Associations, School Site Councils, the Special Education Board Advisory Committee and the Committee for African American Student Achievement and Success. In addition, district-wide events such as the Family Multicultural Fair gathered more than 2000 families, and highlighted incredible student and family cultural performances, as well as booths for district programs and community agencies. Other District level meetings are scheduled regularly for dissemination of information and gathering of stakeholder input, particularly around our LCAP and district Strategic Plan.

In the 24-25 school year, the district had five out of eight school sites awarded the California Community School Partnership Program grant (our first four awarded in 23-24), and this grant provided funding and staffing that allowed each site to engage in a deep Needs and Asset Mapping process with their staff, students, families and community members. This Needs and Asset Mapping process has resulted in one of the highest engagement of stakeholder input for three years in a row on what each site was doing well, and what stakeholders wanted to see happen in the future as part of their community schools development. Engagement activities included student focus groups, parent focus groups, surveys, empathy interviews and meetings. Also through our community schools grant, we created a new role in 23-24:

the Director of Family & Community Engagement. This role was part-time in 23-24, and in 24-25, the district made it a full-time position. It continued in the 25-26 school year and beyond.

District-wide, schools have also provided numerous surveys to parents and students to gather input from our most important stakeholders. Some of these include the California Healthy Kids Survey, which we now administer to families as well, for the last three school years. Also, students complete a social-emotional survey through Panorama to give feedback about their social-emotional competencies & overall well-being. Results from this survey guide teachers in creating Social-Emotional Learning lessons in class. Families also receive the Annual Housing Questionnaire which serves to identify new families who may qualify for McKinney-Vento services.

Communication regarding meetings and surveys is sent through newsletters, phone calls, texts, social media, websites, and other forms of communication. The district also has a quarterly Family Newsletter that includes a monthly message from the Superintendent's office. Through the direction and support of our FACE (family & community engagement) team, we work to provide ongoing collaboration and communication with our families, and increase family participation with school events and planning. So far, this strategy has more than tripled the overall parent participation at school events.

The Lemon Grove School District provides continuous opportunities for professional development inside and outside of the district for administrators, teachers, instructional coaches, and staff that allow them to grow, better support students and families, and to continue to foster and build partnerships with families.

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 Involvement Policy and Compact is distributed annually to all parents and guardians as part of the Annual Notice to Parents at the beginning of each new school year and posted on the website.

The Parent Involvement Policy is based upon Board Policy and Administrative Regulations to ensure compliance with both Federal and State regulations. It is updated, as needed, based on feedback received from parent advisory groups such as the District Advisory Committee (DAC) and the District English Learner Advisory Committee (DELAC). All schools within the LEA are Title I funded, and each School Site Council reviews, updates and approves their Parent Involvement Policy at a regularly scheduled meeting. The plans are then presented to parents at a Title I School meeting and are available on the school's website, with hard copies available upon request in the school office.

All schools within the LEA review school curriculum, grade level standards and student expectations during their Back-to-School nights in the fall. Parent conferences are held at the end of the first trimester (TK-6th grade) or quarter (7th-8th grade) giving parents/guardians an opportunity to meet individually with teachers to discuss student progress toward proficiency on grade level standards. Family events are held at each school throughout the year and cover the curriculum, standards and strategies parents can use to help their children outside of school. Parents have the opportunity to ask questions of teachers and other staff at any time to gain a better understanding of State academic standards and other assessments via email, phone, or scheduled meetings. In addition, both school and the district webpages have resources for parents. Parent involvement in the LCAP process through scheduled meetings provides another venue for parents to ask questions and for the district to provide parents information about the LCAP and how it will prepare their children for success. In addition, parents participate in various surveys and community circles to provide input on school and district programs and services. There is a board committee for special education that invites all parents of students with special needs to participate on a quarterly basis. The special education staff also receive support on how to work with parents through the Individual Education Program (IEP) process. Interpretation is provided as needed. All school sites strive to effectively engage the families of children who are eligible for Title I services. For example, some sites hold their Title I parent meeting right before Back-to-School Night, so parents attend a single evening event. The District Translator provides interpretation services, in multiple languages, as needed.

The LEA's LCAP leverages state and federal funds to encourage and support parents in more fully participating in the education of their children. The site Family and Community Engagement (FACE) liaisons, social workers and bilingual instructional assistants at corresponding sites provide various family engagement opportunities throughout the year to support the whole child. All school sites are encouraged to publish monthly school newsletters and the district's website is updated regularly to reflect current information regarding school events. The district provides all communication in English and Spanish, as well as other languages as needed, and continues to explore options for improving school to home communications. Five out of eight of our school sites have been awarded the California Community Schools Partnership Program (CCSPP) grant, which has provided them additional funding to expand on their collaboration with families and community agencies in pursuit of developing their community school framework.

**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.

Not Applicable

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The LEA does not have any schools identified as Targeted Assistance Schools. All district schools are school-wide Title I programs.

**Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The LEA is implementing the Annual Housing Questionnaire to ensure we are identifying family needs of all students, but in particular proactively identifying the needs of students who are experiencing homelessness. Through the social workers' leadership in implementing this questionnaire and providing immediate follow-up support for whatever students' needs are (clothing, food, mental health support, housing, etc.), homeless students are receiving more individualized and intensive supports for whatever their situation may be. A commitment that our district has made is that every site has a Family Resource Store available to all students and families, and each Family Resource Store is equipped with student clothes, shelf-stable food, school supplies, hygiene kits and other basic needs supplies where families will be able to access and receive what they need for themselves and their child with dignity and ease. It also ensures they are given opportunities to receive other available community services and supports as needed. The district has also committed to the social workers providing an individual check-in and support to the families who qualify under McKinney-Vento to better identify their needs and be able to connect them with the most useful community resources available.

Many of the LEA's students experiencing homelessness are in need of services that include day-to-day and long term supports such as financial, academic and social/emotional support. All children automatically qualify for free breakfast and lunch through the universal meals program and if needed, any child or youth identified as homeless also receives a public transportation pass to and from school. School social workers serve as liaisons for students experiencing homelessness at each school site and work with students on a referral basis either one-on-one or in a small or large group setting. Part of the role of the school social worker is to help students and to help educate staff to understand what challenges students are experiencing, understand what behaviors may look like, provide social emotional curriculum such as empathy and coping skills, conflict resolution and anti-bullying to classes, and assist students and their families with identifying community resources and to help students to feel welcome and safe at school.

In addition to our Family Resource Store, our district offers short-term hotel stays for McKinney Vento families without shelter for up to 5 days, as well as gift cards for gas or groceries, on a limited basis.

Our district is starting its 6th year of MTSS, and all students experiencing homelessness have access to not only all tier one universal supports, but any tier 2 or tier 3 supports that they may need to be successful at school.

**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.

Not Applicable: The LEA does not use Title I funds to support student transition programs.

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable: The LEA does not use Title I funds to support student transition programs.

**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:**

Not Applicable: The LEA does not use Title I funds to support gifted and talented student programs or school library programs.

## **TITLE I, PART D**

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

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

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

Not Applicable: The LEA does not receive Title I, Part D funds.

### **Formal Agreements** ESSA SECTION 1423(2)

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

(A) LEA; and

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

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

Not Applicable: The LEA does not receive Title I, Part D funds.

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

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

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

Not Applicable: The LEA does not receive Title I, Part D funds.

### **Successful Transitions** ESSA SECTION 1423(4)

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

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

Not Applicable: The LEA does not receive Title I, Part D funds.

### **Educational Needs** ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable: The LEA does not receive Title I, Part D funds.

**Social, Health, and Other Services**

ESSA SECTION 1423(6)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable: The LEA does not receive Title I, Part D funds.

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable: The LEA does not receive Title I, Part D funds.

**Parent and Family Involvement**

ESSA SECTION 1423(8)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable: The LEA does not receive Title I, Part D funds.

**Program Coordination**

ESSA SECTION 1423(9–10)

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable: The LEA does not receive Title I, Part D funds.

**Probation Officer Coordination**

ESSA SECTION 1423(11)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable: The LEA does not receive Title I, Part D funds.

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable: The LEA does not receive Title I, Part D funds.

**Alternative Placements**

ESSA SECTIONS 1423(13)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable: The LEA does not receive Title I, Part D funds.

## 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.

The LEA has an integrated system of professional growth and improvement focused on fostering educational equity through a multi-tiered system of support utilizing both state and federal funds. The focus for the 2025–26 school year will be on cultivating positive behavior and equitable discipline through the development and implementation of clear, transparent systems and supports. This includes consistent school-wide expectations, restorative practices, and multi-tiered interventions that are data-informed, culturally responsive, and aligned with our commitment to student well-being and academic success. Professional development will also include classroom management strategies that maximize instructional time and foster student engagement. To support this focus, the district will provide ongoing professional development through a cohesive and integrated system of professional growth and improvement. This system fosters educational equity through a multi-tiered system of support (MTSS), leveraging both state and federal funds.

All teachers participate in regular minimum day “Ed Learn” Wednesdays designed to strengthen instructional practice and improve student outcomes. Through these collaborative learning opportunities, teachers engage in student-centered coaching cycles that include analyzing student data, unpacking grade-level standards into clear learning targets and success criteria, universally designing instruction, and ensuring lessons are culturally and historically responsive through Dr. Ghody Muhammad's Five Pursuits from Cultivating Genius. Particular attention is given to the needs of multilingual learners, Long-Term English Learners (LTELs), students with disabilities, and other student groups identified through local and state data as requiring additional support.

Beginning in the 2026–27 school year, this work will be further strengthened through the districtwide Grade-Level Rigor Initiative. Building upon the district's implementation of CHRT and Universal Design for Learning (UDL), educators will deepen their understanding of how to provide all students with equitable access to rigorous, grade-level content while maintaining high expectations and providing appropriate scaffolds and supports. This initiative recognizes that access to grade-level learning is an equity issue and seeks to eliminate opportunity gaps by ensuring that all students engage in meaningful, intellectually challenging learning experiences.

To deepen this work, the district hosts two annual Learning Expos that provide more than 20 differentiated professional learning sessions spanning academics, behavior, special education, multilingual learner supports, wellness, and instructional leadership. These sessions provide opportunities for teacher voice, choice, collaboration, and role-specific learning. Positive behavior and restorative practices professional development also occurs at both the district and site levels, reinforcing consistent systems of support, school connectedness, and equitable discipline practices.

All district leaders and instructional coaches receive training to lead and support this work through direct coaching, professional learning, classroom support, and capacity-building efforts. New teachers participate in targeted onboarding prior to the school year, receive professional learning on adopted curriculum and instructional frameworks, and are supported through ongoing collaboration with instructional coaches and grade-level colleagues. District and site leaders also participate in an annual Principal Leadership Institute focused on instructional leadership and implementation of

district priorities. These coordinated efforts ensure that educators across the system are equipped with the knowledge, skills, and support necessary to provide equitable, culturally responsive, and rigorous learning experiences for all students.

The LEA evaluates all levels of professional development through reflection and feedback forms at the end of each session, analysis of student performance data (strengths and needs), educators' capabilities, progress in school and district initiatives, and the effectiveness of current professional development. The LEA uses the iReady Assessment in Reading & Math, California Assessment of Student Performance and Progress (CAASPP) data, California School Dashboard and other local measures to identify individual students and student groups not meeting expectations in language arts, mathematics, socio-emotional development, behavior and attendance. Surveys of teachers, conversations with administrators, and classroom observations inform the LEA in identifying areas in which professional development would most help teachers and principals meet student needs and identify focus areas for improvement.

### **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 sites within the LEA are designated Title I school-wide programs. State and federal funds are prioritized to benefit all students. The LEA has identified achievement gaps in both language arts and mathematics and has focused comprehensive support and improvement activities TK-8th grade. The overall goal is to improve Tier 1 instruction.

The LEA currently does not have any schools identified as CSI (Comprehensive Support and Improvement).

### **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.

The LEA evaluates all levels of professional development through reflection and feedback forms at the end of each session, analysis of student performance data (strengths and needs), educators' capabilities, progress in school and district initiatives, and the effectiveness of current professional development. The LEA uses iReady data, CAASPP data, the California School Dashboard and local measures to identify individual students and student groups not meeting expectations in language arts, mathematics, socio-emotional development, behavior and attendance. Surveys of teachers, conversations with administrators, and classroom observations inform the LEA in identifying areas in which professional development would most help teachers and principals meet student needs and identify focus areas for improvement. Additional stakeholder involvement to improve Title II, Part A funded activities are facilitated through DAC meetings, district forums and annual professional development survey for certificated and classified staff.

Additionally, to support the MTSS framework, LGSD has implemented a three-year contract with Panorama Education to implement the Student Success Dashboard, which provides data collection and identification of students' needs promptly. The dashboard is a holistic data approach, where the school leaders and teachers are able to quickly see students' scores on attendance, SEL, behavior and academics in one easy format. In addition, Panorama has built-in intervention tracking systems, to ensure that our most vulnerable students (foster youth, EL, low-income, SPED, African American, Hispanic) are provided necessary additional supports as promptly as they are needed, while documenting the intervention and its results. In addition, with the use of Panorama Student SEL surveys, educators are able to provide more than just academic interventions for our students, but they will be able to plan for and address the social emotional learning of their students in order to help them succeed in the learning environment. The district is providing professional development to all teachers and district administrators on the effective use of the Panorama Dashboard.

## TITLE III, PART A

### Title III Professional Development

ESSA SECTION 3115(c)(2)

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

Complete responses will:

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

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA uses both state and federal funds to provide comprehensive districtwide and site-based professional development focused on designated and integrated English Language Development (ELD) and effective strategies to support multilingual learners. As outlined in the Strategic Plan, the district is committed to advancing linguistically sustaining practices and programs for developing multilingual learners (MLLs). This includes training staff in both designated and integrated ELD instructional strategies that are responsive to the diverse linguistic and academic needs of MLLs, including newcomers and Long-Term English Learners (LTELs).

Ongoing data analysis is embedded into this work to monitor student progress toward English language proficiency and reclassification. Teachers and administrators receive support in interpreting assessment data—such as ELPAC results, classroom-based formative assessments, and CAASPP data—to inform targeted instruction, services, and placement decisions. Professional development will train staff to recognize and address the unique needs of both newcomers, who are in the early stages of English acquisition, and LTELs, who require accelerated academic language development and access to rigorous content.

These efforts are part of an integrated system of professional learning and continuous improvement aimed at building educator capacity to deliver culturally and linguistically responsive instruction that fosters educational equity and academic success for all multilingual 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:

The LEA consults with stakeholders through annual student, parent and staff surveys, needs assessments, DELAC and ELAC meetings to prioritize Title III, Part A Immigrant funding. The district uses both state and federal funds to employ

bilingual instructional assistants to provide enhanced instructional opportunities to all multilingual learners. Newcomer curriculum is used to support the language needs of newly enrolled multilingual learner students in addition to the ELD curriculum. Students are assigned to classrooms that are most supportive of their needs.

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

ESSA SECTIONS 3116(b)(1)

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

Complete responses will:

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

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

The LEA uses both state and federal funds to provide designated and integrated ELD instructional support to all English Learners. Teachers use the ELD curriculum and instructional strategies to support and complement the student's regular English language arts and core content instructional program. The support provides consistent, systematic instruction to support students in English language acquisition. Research-based practices form the basis for the ELD instructional program which include, but are not limited to:

- Small group instruction
- Use of evidence-based instructional materials
- Collaborative planning by grade level and content area to identify student needs and plan instruction

Multilingual learner students access core content subjects through Specially Designed Academic Instruction in English (SDAIE). Core content instruction is based on Common Core grade level standards, and teachers and bilingual instructional assistants utilize appropriate strategies to ensure comprehensibility of instruction for English learner students.

Parent involvement in the LCAP process through scheduled meetings provides another venue for parents to ask questions and for the district to give parents information about the LCAP and how it will prepare their children for success. In addition, parents participate in the annual surveys and needs assessments.

The LEA evaluates the ELD instructional program through the annual surveys, analysis of student performance data on the California School Dashboard and local measures to identify those not meeting expectations in language arts, mathematics, socio-emotional development, behavior and attendance. Surveys of teachers, conversations with administrators, and classroom observations inform the LEA in identifying areas in which professional development would most help teachers and principals meet student needs and identify focus areas for improvement for multilingual learner students.

### **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:**

Through the use of multiple data systems, Multilingual learner progress will be monitored to ensure students are achieving English fluency, meeting or exceeding grade level content standards, and making progress in learning English as measured by the ELPAC summative assessment. Teachers, bilingual instructional assistants, and administrators utilize iReady and interim ELPAC data and reports to inform instructional decisions around professional development, integrated/designated ELD, and high-quality programs, materials, and resources.

Furthermore, the LEA consults with stakeholders through the annual student, parent, and staff surveys, needs assessments, DELAC and ELAC meetings to monitor the progress of English learner students on the California School Dashboard indicators and district reading assessments.

## **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 LEA has elected to transfer its Title IV, Part A funds to Title I, Part A, and has met all requirements concerning equitable services for private school teachers.

## **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 AMPS (Art, Music, PE & Science) program ensures a well-rounded educational opportunity for all elementary students. Middle School students provide feedback on site electives. Additionally, parents and family members are able to provide input and feedback on all district programs through the annual LCAP survey.

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

The district transfer its Title IV, Part A funds to Title I, Part A and no federal funds are used to support a well-rounded education. The district uses only local state funds to support a well-rounded education.

State and local district funds will be used to continue to fund six elementary AMPS teachers in the 2026-27 school year: one music teacher, one art teachers, one physical education teacher, one visual and performing arts teacher, and two science teachers. These teachers will provide instruction to students every week, as part of the district's AMPS program. Additionally, state and local district funds will be used to fund one middle school teacher that will provide a dance class as well as Career Technical Education (CTE) at the middle school level.

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?

Program activities are evaluated through teacher and administrator surveys.

### **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.

Safe and Healthy Students is embedded as part of the district's broader work in developing a multi-tiered system of support. The Panorama Dashboard provides measurable data to inform both social emotional learning and behavior data at the site and district level. Additionally, the California Healthy Kids Survey is administered on an annual basis.

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

The district transfers its Title IV, Part A funds to Title I, Part A and no federal funds are used to support safe and healthy students. The district uses only local state funds to support safe and healthy students.

State and local district funds support Social Workers at each school site as well as the Panorama Dashboard. Social Workers are a key resource in student well-being.

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

The Panorama Social Emotional Learning (SEL) survey is administered twice yearly and data are reviewed at the district and site levels to determine future needs.

### **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.

The district administers a comprehensive annual needs assessment to survey teachers and administrators regarding professional learning needs and priorities.

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])

The district transfer its Title IV, Part A funds to Title I, Part A and no federal funds are used to support effective use of technology. The district uses only local state funds to support effective use of technology.

District infrastructure has been focused on maintaining technology (ViewSonics) and training on its use.

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

The district administers a comprehensive annual needs assessment to survey teachers and administrators regarding professional learning needs and priorities.

- 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:

March 2026

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