

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

School Year

2024-25

Date of Board Approval

March 13, 2025

LEA Name

Acton Agua Dulce Unified School District

CDS Code:

19753090000000

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.)

Link to the LCAP:

<https://www.aadusd.k12.ca.us/cms/lib/CA02214749/Centricity/Domain/399/2024.2027%20LCAP.pdf>

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

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.

Instruction in all core content areas is taught through the California content standards which helps the district define the knowledge, concepts, and skills that students should have at each grade level. The California curriculum frameworks provide us guidelines for implementing the content standards. Student performance is measured through district benchmarks, state standardized testing (CAASPP, ELPAC) and district diagnostic testing (iReady Diagnostic, Renaissance STAR). The development of the Local Control Accountability Plan (LCAP) and each school's Single Plan of Student Achievement (SPSA) adheres to the expectations provided by the district's Vision, Mission, and Core Values as we strive for high student achievement. The Acton-Agua Dulce Unified School District uses a Continuous Improvement Cycle to monitor student progress and to provide all students with high quality learning and coordinates and integrates all educational services provided to students. The District's use of federal funds are targeted to support the basic, core programs/services with priority given to low achieving students.

The Acton Agua Dulce School District plans to use federal funds to supplement and enhance the success of local and state priorities as reflected in the district's LCAP. The plan to use federal funds in tandem with state funds will assist in the successful implementation of these goals. The main goal of the federal funds is to directly impact student learning and the success for all students, particularly English Learners and students at-risk of not meeting state standards. The primary

LCAP Goals that these federal funds will directly impact are Goal 1, Goal 2 and Goal 4. Providing quality instruction to all students is a main focus in order to increase the scores on the California Dashboard as well as on the CAASPP assessment.

A primary objective is to improve student performance on the California Dashboard and CAASPP assessments. Analysis of the previous year's data has identified key areas of focus: supporting our EL population, improving outcomes for students with disabilities, reducing chronic absenteeism, and strengthening math and ELA instruction to raise student achievement and deepen understanding. These improvements are driven by a multi-faceted approach encompassing personnel, professional development, and targeted programs.

To meet these needs the federal funds are utilized to provide extra student support through intervention programs. Teachers and an instructional assistant help run an intervention program during the school day to provide varied levels of support to students. Several cycles of after school intervention are also provided throughout the year to provide reteaching and extra practice for learning gaps in ELA and math. Federal funds are used for salaries and benefits for staff to support all students who are determined to be "at risk," including socioeconomically disadvantaged, foster/homeless and EL students. Students are determined to be "at risk" if they perform at the "Standard Not Met" level in ELA or Math, or by teacher identification of students performing 2 years or more below grade level standards. In addition, these funds help to provide supplemental supplies, professional development, services and subscriptions to help support students, contracted services, and central office support as allowed for indirect costs.

During the annual development cycle of the LCAP, stakeholders, along with input from the District's associations, administration, and families' identify the areas of focus that will be continued, enhanced, and improved in the following year.

During the development of the 2024-2027 Local Control Accountability Plan (LCAP), the following actions were continued based on effectiveness and stakeholder input:

- Transitional Kindergarten Early Enrollment
- English Language Arts, Literacy, and English/Language Academic Development
- Services to Support Mathematics
- School-wide Advancement Via Individual Determination (AVID) Program
- Visual and Performing Arts
- Increases and Improved Educational Technology Programs and Devices
- Elementary and Physical Education Programs and Elementary Teacher Collaboration
- Summer and Extended Learning Programs
- Programmatic Support for Instructional Services
- Specialized Language Support Services for English Learners
- Enhanced Technology Infrastructure Upgrades and Ongoing Support
- Family Engagement Programs and Workshops
- Extended Services and Support to Families

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 Acton Agua Dulce School District will make every effort to align the use of federal funds with the activities funded by the local and state funds. The primary goals of the state and local funds are to employ our highly qualified staff to educate our students through effective instruction. This happens through training, professional development, collaboration, data review, and implementation of programs.

The Acton-Agua Dulce Unified School District regularly updates its Vision, Mission, and Core Values to guide the learning that occurs each day throughout the district and is shared with each school site to reference as each School Site Council (SSC) develops its Single Plan of Student Achievement (SPSA) at their site. The district engaged in Strategic Planning with representatives from all educational partnerships in 2023-2024, developing strategic goals, graduate profile, and developing the new vision and mission statement for the district. .

Vision: The AADUSD is a learning community in which students, staff, parents, and community work together to provide powerful learning experiences that ensure all students meet the goals established in our graduate profile. AADUSD has a

safe and supportive culture that provides our students with the intellectual and social- emotional support that helps them become life-long and socially responsible learners.

Mission: To provide engaging learning experiences in a safe, supportive culture which prepares all students to become life-long learners and productive, socially responsible citizens.

AADUSD CORE BELIEFS AND VALUES We believe:

1. All students deserve a high quality education that prepares them for higher education and/or a career path.
2. Some students will require more support than others to achieve academic success and that it is our responsibility to provide that support.
3. The principles of equity, inclusion, and diversity must shape our culture.
4. The district will provide meaningful ways for parents and guardians to be engaged in the education of their children.
5. The district will actively partner with other groups and stakeholders to provide the meaningful learning experiences all our students deserve.
6. Academic success requires a safe and orderly learning environment and strong social emotional support systems.

We value:

1. Excellence
2. Equity
3. Integrity
4. Respect

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)(1) (A–D)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113. Annually, alternative income verification forms are collected at all sites from all families to determine eligibility.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Each year the district's credential analyst reviews all credentials and authorizations and ensures all certificated staff are reminded so that there is no lapse in credential and authorization renewals. When certificated staff begin with our district our credential analyst reviews their credentials and authorizations to ensure they meet state certification requirements and are teaching under their appropriate authorization.

If a teacher is identified in one of those categories our Human Resources office credential analyst will meet with each individual, review with them their credential and authorization and explain how to meet state certification requirements. The Human Resources Office will continue to work with the Annual Williams Certificated Assignment Monitoring Report and thoroughly review all new credentials and authorizations to ensure 100% meet state certification requirements.

Each of our Title I schools if a disproportionate number of teachers without appropriate credentials were found to be teaching in our high poverty schools this would be rectified immediately through our Human Resources Office reviewing each teacher's credential and authorization and verifying that they are without appropriate credentials and how to immediately address this so that they do meet state certification requirements. It is essential that our district continue thoroughly reviewing and spot-checking credentials and authorizations before new teachers are placed or when renewing credentials and authorizations.

Parents and families in Title I schools are notified annually as required per the federal Title I provision that they have the right to request and receive timely information on the professional qualifications of classroom teachers and paraprofessionals including State qualifications, licensing for the grade level or subject taught, any waivers for qualifications, emergency provisions, college major, graduate degrees and subject, and if paraprofessionals or aides are in the classroom and what their qualifications are. Parents are also notified if their child is taught four or more consecutive weeks by a teacher who has not met State certification or licensure requirements at the grade level and subject matter in which they are assigned.

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

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

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. Each of 3 Title I schools operate schoolwide programs. The School Site Council (SSC) at each site develops and monitors the Single Plan for Student Achievement (SPSA) and ensures that the programs are based on a comprehensive needs assessment which includes an analysis of academic performance data to determine student needs. Each SSC identifies 4-6 goals (English Language Arts, Mathematics, English Language Development, and School Climate and Culture) to meet the identified academic needs of students, including activities to reach school goals

that improve academic performance of students. The SSC reviews and approves the categorical expenditures allocated to the school through the Consolidated Application (ConApp).

The SSC annually and at different points in the year evaluate the progress of programs toward accomplishing the goals using academic assessment criteria. This evaluation provides the school with meaningful data to be shared with all stakeholders (families, teachers, staff) to continually refine the instructional programs of instruction and activities to meet the challenging state academic standards. At the district level, an annual evaluation is held with administrators in June to review preliminary State CAASPP data as well as end-of-year diagnostic reading and math data. These results will help determine the focus areas for the district in professional development, parental involvement, and other activities as well as give each principal a starting point to work with their site SSC in setting the goals for the next academic year.

Each SSC with input (surveys, reports, presentations, etc.) from advisory committees, staff, parents, and students, determines the areas of need that will be addressed during the year to raise student performance of student groups not meeting academic standards. Based on the current instructional program and the conclusions reached from the analysis of student data (CAASPP, ELPAC, local benchmarks, and diagnostic data), goals are identified and aligned to the LCAP. Advisory committee input such as the ELAC advises the SSC on the development of the SPSA with additional information to determine if the needs of all students with a focus on the needs of low-achieving students, English learners, and those at-risk of not meeting state academic content standards are properly being addressed.

Centralized and school services are based on a needs assessment. Surveys and input sessions are used with families, community members, and students which provide direction on what programs and services should be implemented to support academically at-risk students and help close the achievement gap.

Title I, II, III, and IV funds are targeted to support the basic, core programs so that the purpose and intention supplement and do not supplant the regular program. Across the district, federal funds are designated to:

- increase academic learning time

- supplemental support of the core academic curriculum and core program
- special grouping and tutoring to assist students experiencing challenges in attaining academic standards
- pupil services
- professional development
- parent outreach and educational programs
- academic intervention programs
- after school, intersession, and summer school
- transitional Kindergarten (TK)
- academic coaches (Teacher on Special Assignment/TOSA)
- intervention devices and software
- classified support (District Community Liaison, School Community Liaisons, Library Techs, Instructional Aides)
- school counselors

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:

AADUSD does and will continue to promote and encourage broad parental and community participation in the Program for all students, including English learners, Students with Disabilities, and other subgroups.

The District is committed to the following:

- The District has a parent involvement policy that is reviewed and approved annually by the Board of Education • Each school has a parent involvement policy and plan.
- Each school has family engagement activities embedded into each of their SPSA goals.
- Provide both written and oral translations for parents who receive individual student assessment results and program descriptions.
- District Administration will work with District ELD TOSA and Director of Differentiated Assistance and EL Programs to develop and coordinate training for parents during the school day and evenings to develop skills, techniques and strategies to assist their children at home that specifically address the language and academic needs of students.
- All communications that are sent home will be translated into the major languages represented at the District and school sites according to State guidelines.
- Provide oral translation for advisory meetings and parent conferences at both the District and site levels. • Use a Language line service to provide translation services for other languages as needed. • Continue the use of a bilingual District website, with links to the schools that provide updated information on meetings, data, etc. especially in multiple languages.

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. N/A

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and

specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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 Acton Agua Dulce School District uses the Student Residency Questionnaire (SRQ) to identify homeless students and provide support services. As part of the school registration process, all families are asked to fill out the SRQ at the beginning of the year or at the time of enrollment to determine if a student qualifies for homeless services.

During the 2024-2025 school year, the Acton Agua Dulce District identified 39 students experiencing homelessness. The LEA has a Homeless Liaison who oversees the implementation of the McKinney-Vento Act. Homeless children, youth, and their families are provided support with school supplies, clothing, immediate registration, transportation, referrals to resources/outside agencies, and after-school tutoring. This information is sent to our Homeless Liaison who schedules a meeting with the family and makes referrals for medical, dental, mental or health services. The homeless liaison also arranges for students to receive shoes and glasses which can pose a barrier to full participation in school and have the opportunity to meet the same standards as all students.

Students are also provided transportation to and from the school of origin to allow homeless youth to participate fully in school. If school enrollment disputes arise homeless students will continue to participate as disputes are resolved. Principals, deans, office managers, clerks, and school counselors are provided homeless education training to heighten understanding of the needs of homeless youth.

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.

The Acton Agua Dulce School District provides early childhood education programs through our special education preschool program. These programs provide support to students between the ages of 3 and 5 that need intensive speech support or have extreme academic delays that require the assistance of a special education team. Transition support is provided to these students through the IEP process with a transition meeting held prior to their enrollment in Kindergarten. During this meeting, the Kindergarten program is discussed and determined whether it is appropriate for the transition or if placement in a special day class should be continued. Always keeping the least restrictive environment and program in mind for the student.

Another transition support in place is our full day transition and mainstreaming in our Transitional Kindergarten program. This allows students the opportunity to integrate with their nondisabled peers, be exposed to the curriculum and help to determine the appropriate placement. Being a PreK-12th grade school district our students go through

many transitions. Our school principals work very closely together to provide seamless transitions from one school to the next. Students that transition from elementary to middle school and also middle school to high school participate in a "Road Show." Students travel to their feeder school for a day to learn all about the programs in existence at the transitioning school as well as to get a tour of the campus. At the "Road Show" students are given spirit wear, introduced to clubs and programs and meet with the ASB on campus. This day helps ease anxiety that students might have, and the opportunity lets students get their questions answered about their new school. This event is also parent information night and helps to serve the same purpose for our parents. We feel that this helps students and families feel welcome to their new school as well as receive all of the information they may need. Our High School also works in close partnership with a local Community College to provide students an opportunity to earn college credits in both culinary and video production. In order to help drive the need for classes and partnerships the high school utilizes the Naviance program and 2 counselors to survey students on their interests and skills. They use the data from this program to help drive classes and decisions that are made in regards to high school 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.

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:

At this time the Acton Agua Dulce Unified School District does not plan to use federal funds other than to provide resources to its school sites, except to support a portion of administrative costs (as allowed by law). High performing students are identified through state and local assessments and are provided with learning opportunities during the school day that have added depth or complexity. High performing students in grades 7-12 can take Honors and AP classes. Each school has a library with an inventory that is reviewed annually. All schools currently have a 1:1 ratio of technology devices allowing each student to use his or her own device for learning and practice. Technology devices are refreshed according to the District's technology replacement cycle.

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:

The Acton Agua Dulce Unified School District 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:

The Acton Agua Dulce Unified School District 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:

The Acton Agua Dulce Unified School District 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:

The Acton Agua Dulce Unified School District 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:

The Acton Agua Dulce Unified School District 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:

The Acton Agua Dulce Unified School District 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:

The Acton Agua Dulce Unified School District 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:

The Acton Agua Dulce Unified School District 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:

The Acton Agua Dulce Unified School District 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:

The Acton Agua Dulce Unified School District 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:

The Acton Agua Dulce Unified School District 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:

The Acton Agua Dulce Unified School District 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 District's focus for professional development is based on the LCAP Goals, Board priorities, and Single Plans for Student Achievement. Professional Development has been strategically planned to ensure all educators (site administrators, teachers, and support staff) receive training on the district learning initiatives. A multi-year cycle of on going professional development ensures that educators receive continued development and support to ensure the effective implementation of learning initiatives.

Leadership Capacity Building (teachers, principals, school leaders)

- Capacity is built through coaching for new and identified principals to support them in building and improving their instructional leadership and fostering leadership with their staff.
- Principal coaches provide support in the development of site professional development aligned to district goals, monitoring and feedback strategies, and support in the implementation of identified strategies to

support learning.

Title II further supplements and enhances the district professional development activities as follows: • Professional development is designed to further enhance teacher skills and implementation around District initiatives. Follow-up is developed in-house with the support of Curriculum and Instruction TOSAs to assist teachers and administrators by increasing their knowledge of standards-based instruction, core curriculum, instructional strategies,

assessment systems, and use of data to drive instruction.

- The district has hired a Literacy Coach to support learning initiatives
- District Literacy Coach provides, school-site, and individual teacher support. The principal works directly with the site literacy coach to support site literacy plans, content areas, and school learning initiatives.
- Professional development is aligned to State content standards, curriculum units of study, adopted State core programs, and instructional materials, CAASPP, and District /School assessment systems monitoring systems and interventions.
- Professional development activities are designed to satisfy programmatic requirements while addressing administrator, teacher, parent, and student needs.
- Teachers, classified staff, and administrators are provided content knowledge and instructional strategies for all content areas as appropriate
- Professional development includes a focus on effective teaching practices as described in both ELA/ELD and Mathematics Framework.
- Professional development includes support for specific programs such as special education, migrant education, homeless education, English learners, and gifted and talented education.

Induction for Teachers Program

The Acton Agua Dulce Unified School District partners with the Riverside County Office of Education to support the growth and development of general education, Multiple subject or Single Subject preliminary credentialed teachers through the Center for Teacher Innovation.

All new site leaders are provided a coach to support their growth and development through an outside agency.

Professional Development system of evaluation

The District evaluates the effectiveness and adjusts to improve professional development through a variety of tools that measure participant responses in a continuous cycle:

- Online surveys and evaluations of training and professional development at all levels
- Feedback forms with specific questions that address the quality of the training and needs for follow up
- The analysis and synthesis of student performance in multiple measures that are aligned to professional development.

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:

Allocation of Title II, Part A funds is prioritized to school sites based on the following criteria:

- Academic achievement using District and State implement comprehensive support and improvement activities to school sites based on student achievement.
 - In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups.
 - Its development requires collection and analysis of student performance data, setting priorities for categorical programs and program improvements, rigorous use of effective research-based strategies, and frequent monitoring of results.

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.

District LCAP Goals and District Learning Priorities are based on student performance on multiple measures of student achievement. District-wide learning initiatives are based on the broad needs of the students within the district. Educators working with targeted sub-groups (ex. English Learners, Foster Youth) receive additional professional development to support the learning goals of those students. District-wide strategies have been identified and are integrated across professional development topics and content areas to ensure continued capacity development.

Data and Ongoing Consultation to Support Continuous Improvement:

Diagnostic Assessments

Diagnostic Assessments are administered three times per year (BOY, MOY, EOY) in both ELA and Mathematics for all grade levels K-12. These assessments assess basic literacy and math skills. They are not intended to be aligned with the instructional sequence.

Purpose

- Identify skill gaps
- Identify students needing skills-based interventions

Reporting Requirements

- Report skill gaps in ELA and Mathematics
- Identify students for skills-based interventions

- Design Intervention Plan for in-class and/or after-school intervention support for identified students

Interim Assessments

Interim Assessments are administered at least three times per year in both ELA and Mathematics for all grade levels 3-8 & 11. Various options are available and customizable at the school and/or grade level. Assessment options include District Benchmarks, SBAC Interim Assessment Blocks (grades 3-8 & 11), and/or Unit Assessments. Decisions on the assessments to be administered are made by the grade level team and must be consistent across the grade level. These assessments are standards-based and align with the instructional sequence. They are not intended to be comprehensive assessments of grade-level standards.

Purpose

- Progress monitoring
- Focus standards mastery check
- Identify instructional strengths and challenges

Reporting Requirements and Data Analysis

- Identify students that are Exceeding, Meeting, Near, and Below Standards (4 Quadrants)
- Report % Meeting/Exceeding Standards for each class and grade level *Disaggregate reports.
- Highlight EL students . Report % Meeting/Exceeding Standards for each class and grade level
- Highlight SWD (Students with Disabilities) . Report % Meeting/Exceeding Standards for each class and grade level

Summative Assessments

Summative Assessments are part of the CAASPP system for grades 3-8 & 11. They include the SBAC in ELA and Mathematics for these grades. Additionally, the CAST is administered to all students in grades 5, 8, and 10. They are administered annually each Spring. Some students, based on their individual needs identified in their IEP, may qualify to take the CAA (California Alternative Assessments) in lieu of the SBAC ELA, SBAC Math, and/or CAST.

Purpose

- End of Year Performance Assessment
- School, Grade, and Student Level Accountability
- Identify instructional strengths and challenges to inform programmatic decisions

District and School Reflection and Educational Planning

At the completion of each assessment, grade levels meet in professional learning communities (PLCs) to review student data, determine learning gaps, and develop instructional plans for students. Data is compiled by the site to complete a site meta-reflection to monitor the progress of students, determine the current impact of instructional practices, and develop site action plans. District reflections take place several times a year and include district and site data to analyze the effectiveness of the current instructional practices, determine learning needs of students, determine professional development needs, and plan for improvement of practices. The results of these meta-reflections are shared during Board Meetings, Parent Advisory Committee Meetings, and Site meetings to gather additional input for improvement.

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:

To enhance teacher, paraprofessional, school support staff, District and school site administrator capacity to support the English learners in meeting or exceeding English language development benchmarks (increase one proficiency level per year) and the same challenging State academic content standards that all students are expected to meet, the District implemented a sustained and systematic professional development plan:

- Grade level planning time and release time for teachers to participate in professional development activities on language instruction to enhance effectiveness and implementation across instructional programs; follow up and monitoring structure continues towards full implementation.
- EL Students were grouped by language proficiency level for ELD instruction. Staff development in Designated and integrated ELD instruction with a focus on differentiation of instruction, small group instruction and student monitoring for language proficiency growth will continue both at the District and site levels.
- Follow-up TOSA support for professional development in ELA/ELD , mathematics, and State content standards implementation. Inconsistencies still are present in the understanding of the rigor and language demands of the standards.
- Paraprofessional training in high leverage ELD pedagogical practices in academic language development with a focus in mathematics and in language arts in the four domains of reading, listening, speaking, and writing.
- Administrator capacity building to support teachers in developing formative assessments and strategies to support both designated and integrated ELD.
- Professional development sessions to align instructional strategies and curricular practices to content standards in the content area, including alignment to the ELD standards and EL student proficiency levels
 - Unit development and lesson planning across the content areas to further support academic language development.
- Analysis of English Language arts/English Language Development standards per grade level and language proficiency level

District-wide professional development is provided by the District ELD TOSA and the Curriculum and Instruction, EL Programs Director for administrative staff in the following areas:

- EL Master Plan
- Effective Designated and Integrated instructional strategies and implementation based on the California adopted ELA/ELD Framework recommendations
- Standards-based instructional planning for ELD, ELA and Mathematics

Title III funds are used to further enhance and support professional development with a focus on EL students with the following:

- Title III ELD TOSA provides enhanced professional development focused on EL program, curriculum, and instructional strategies to address needs and accelerate the achievement of English learners. Professional development is planned for and offered on a continuous cycle based on District professional development plan.
- Provide and participate in professional development on effective intervention strategies to address the academic language needs of English learners who are not making adequate progress.
- Provide opportunities for teachers and administrators who are at school sites that offer the Dual language program to develop their knowledge and skills in how to support EL students in their primary language by attending conferences and having release time to plan and coordinate their instructional programs.
- Engage in continuous professional learning for certificated and classified staff to further enhance their knowledge and skills in how to approach the academic and language needs of English learners.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth. Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Currently, the District has 23 immigrant children, of which 97.4% were classified as English Learners.

The Acton Agua Dulce School District will provide enhanced instructional opportunities for immigrant children and youth through supporting the salary of support staff to work with newcomer students with limited language proficiencies and providing additional supplies and resources to work with these students. Our school district has a small number of students who immigrate to the United States within the prior three years. Students that move into our district are provided resources through a bilingual instructional assistant who supports student assimilation and learning basic language skills to navigate through classes. This support is provided at all schools on an as needed basis. Supplies and computer programs also help with language support for these students.

Title III Immigrant funds will be used for:

- On-going training, and support for newcomer teachers on the supplementary online language support program, and purchase of supplementary instructional materials and technology to enhance classroom instruction. These support English language development and provide primary language scaffold and support in multiple languages; as well to support the transition to the core curriculum
- Purchase of bilingual materials (Spanish, English) to support and encourage literacy development in the home language at home with parents and their young children.

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:

Structured English Immersion (SEI): This is the District's default instructional program for English Learners. EL students who have been assessed with the ELPAC and have not been reclassified as English Proficient receive at least 20 minutes daily instruction in Designated ELD and access to core content subjects through integrated ELD instruction. ELD instruction focuses on listening, speaking, reading, and writing in English, and is provided at the students' level of proficiency in English, and is based on the ELD standards. Teachers utilize appropriate strategies to ensure the comprehensibility of instruction. Classes are taught by teachers with the appropriate State authorizations.

English learners will receive a daily program of English language development (ELD)/ Designated ELD and integrated

ELD that is rigorous, standards-based and language proficiency appropriate. Students will begin the path towards achieving a California State Seal of Biliteracy.

Title III funded activities enhance the quality of the language instruction by:

- ELD TOSA provides district and site support to administrators and school-based leaders on the EL program, curriculum, and instructional strategies to address needs and accelerate achievement of English learners.
- Provide time for teachers to enhance Units of Instruction to align supplemental materials and strategies to focus standards to support in literacy and writing with alignment to the ELD standards in grades 4th-8th aligned to target strategies.
- 3 bilingual instructional assistants (Spanish) are assigned to provide support to each of our 3 schools..
- Provide professional development follow-up on how to strategically increase the English Language proficiency and academic success of English learners Designated ELD time for all English learners to meet the challenging state academic standards.
- District will focus on developing teachers' skills in providing integrated ELD across all content areas. This will align with the ELD standards and levels of rigor found in the SBAC assessment.
- School site leaders in collaboration with district leadership will ensure that training in new skills and knowledge delivered districtwide will be brought to local application at the sites.
- Teachers of ELs will learn new knowledge, strategies, and skills that will improve their instruction and positively affect the achievement of EL students in their classrooms. Selected teachers will be provided the opportunity to attend statewide conferences where the most current research, strategies, and materials will be presented and discussed.
- Developing and implementing interventions to strategically target language acquisition and promote the development of listening, speaking, reading, and writing.

Under the direction of the Curriculum, Instruction and EL Program Department and the ELD Coordinator, Site Administrators will meet regularly to:

- evaluate academic course content
- recommend core and supplementary materials for adoption
- review intervention programs with a focus on academic language development
- support the development of intervention curriculum
- review disaggregated data
- evaluate student progress
- determine the efficacy of the program for EL students and support the revision of the District Master Plan for English learners with the guidance of the California English Learner Road Map.

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 measures, English learner progress will be monitored to ensure they are making adequate linguistic and academic progress:

- The Director of Educational Services and the EL Program Coordinator will hold regular meetings with site principals to discuss District and site level plans for language and academic instruction for ELs.
- The Director of Ed Service and the EL Program Coordinator will visit each school at least three times yearly

- to monitor the implementation of the EL programs.
- The Director Ed Services and the EL Program Coordinator will meet with site leaders to analyze the assessment results and determine if EL students met their annual yearly progress. (Based on the length of time in the Districts' language program).
- The Director Ed Services and the EL Program Coordinator will provide an annual report to the Board of Education on the language and academic progress of the EL students in the District.
- Data on ELD student progress is disaggregated and used as part of the schools' and District's adequate progress and annual measurable objectives. The District will utilize diagnostic and formative assessments to determine progress in the content areas.
- If the sites have not met their locally determined annual goal(s) a focus meeting will be held to examine the program design and its implementation. Necessary changes are implemented immediately for the new school year.
- Data is collected (i.e. SBAC once a year, District benchmarks, and Diagnostic assessments in Math and language arts are collected 3 times a year) by our data technician and used to monitor EL student progress and to identify students for intervention or reclassification.
- Student data reports are accessible to individual sites and teachers to input and download information to monitor and analyze the academic achievement of ELs during grade level planning meetings and data reflection sessions.
- At the school sites the principal monitors the EL student placement in classes and groupings, ensures appropriate teacher authorizations, visits classrooms regularly to monitor designated and integrated ELD lesson implementation, schedules and attends ELAC meetings and ensures implementation of district plans to meet the language and academic needs of the EL students.
- The Coordinator of EL programs, and ELD TOSA will provide support and collaborate with school sites to identify appropriate intensive intervention curriculum that will focus on the specific needs of identified EL students (LTELs in particular) to assist them in developing English language proficiency, high levels of academic proficiency, and in meeting re-designation criteria. Specific areas of focus include: improvement of reading comprehension, word analysis, vocabulary development across the content areas and writing.
- ELD Monitoring Forms are submitted by teachers three times a year documenting the language progress of each ELD students towards proficiency based on identified ELD standards.
- Site leaders will attend monthly meetings with the Director Ed Services and the EL Program Coordinator to discuss progress monitoring of the District ELD program and to facilitate site trainings in ELD instruction and topics as required by the District.

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:

Well-Rounded Education. Activities in this area include supplemental arts materials and training to enhance the Arts programming throughout the district.

Safe and Healthy Students. Activities in this area include supplemental curriculum and training on emergency and threat assessment systems.

Effective Use of Technology. Activities in this area include supplemental materials and training to support technology integration, robotics, and coding.

The district received less than \$30,000. However these funds were utilized for approved use for technology and technology devices that fall under technology and safe and healthy students.

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.

2024 Family/Community (64%) surveys indicate that AADUSD provides high-quality Arts programming indicating a need for improvement.

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

Supplemental materials, training, and programs to support the Arts.

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

Annual survey results.

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.

Staff (85%), Students (86%), and Family/Community (91%) perception of school safety as measured by annual surveys in 2024 indicates there is a need for additional support in this area and room for improvement. Additionally, on the California Healthy Kids Surveys, 5th-grade students (32%) and 7th-grade students (29%) reported feeling sad most of the time/all of the time.

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

Supplemental curriculum to promote student personal safety including child abuse and human trafficking topics. Training on emergency communication and threat assessment systems. Counselor professional development to enhance social emotional learning and systems of support.

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

Annual survey results and supplemental curriculum completion.

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.

2024 Student and staff surveys indicated an interest in expanding Project Lead the Way opportunities at all grade levels. 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])

Project Lead the Way supplies and curriculum accessible to grades TK-12 are supported with this funding.

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

Teacher training agendas, robotic kit check outs, student and teacher surveys.

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

Date of LEA's last conducted needs assessment:

March 2024

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

California Department of Education
February 2022