

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

School Year

2024-25

Date of Board Approval

June 17, 2025

LEA Name

Johnstonville Elementary School District

CDS Code:

18641136010748

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 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.

As a small TK-8th grade district, Johnstonville Elementary School District (JESD) recognizes its unique responsibility to provide a strong educational foundation that supports the academic, social-emotional, and future college and career readiness needs of all students. Our district's mission is to cultivate critical thinking, creativity, and innovation in a safe and supportive learning environment. We do this by prioritizing collaboration, problem-solving, and equitable access to high-quality instruction. These values are embedded in our Local Control and Accountability Plan (LCAP), which reflects the voices and priorities of our students, families, educators, and community members.

To further these priorities and address gaps that cannot be met through state funds alone, JESD strategically allocates federal funds to supplement and enhance LCAP-aligned goals. This approach ensures a cohesive and integrated strategy that leverages both state and federal resources to maximize student success. The rationale behind our use of federal funds is supported by research and best practices showing that access to qualified teachers, rigorous standards-based instruction, and a safe, inclusive school environment are critical to improving outcomes for all students, particularly those who are socioeconomically disadvantaged, English learners, foster youth, and students with disabilities.

Federal funds are used to support three key initiatives:

### 1. Implementation of California State Standards (CSS) and Instructional Support

To provide equitable access to high-quality instruction, JESD uses federal funds to support full implementation of the California State Standards across all subject areas. This includes funding for ongoing professional development to ensure that all teachers are highly qualified and possess the knowledge and skills to deliver standards-aligned instruction. Additionally, federal resources help sustain small class sizes by supplementing staffing needs, thereby enabling more personalized instruction.

To further support student learning, JESD employs an instructional aide funded through federal resources. This aide provides targeted support to struggling students, reinforcing classroom instruction and increasing opportunities for differentiated learning. These actions align with LCAP Goals #1 and #2, which focus on delivering a rigorous, high-quality education and improving academic outcomes. By supplementing our state-funded instructional framework, we can accelerate progress for all students, especially those who require additional support to meet grade-level expectations.

### 2. Expansion of Rigorous and Enriching Educational Programs

JESD uses federal funds to expand access to academic enrichment and intervention programs that strengthen student achievement in English Language Arts, Mathematics, and other core content areas. This includes support for curriculum adoption, supplemental materials, and assessment tools that help monitor student progress and inform instruction. By ensuring a well-rounded education, JESD equips students with the skills and knowledge necessary for lifelong learning and success beyond the TK-8 experience.

This initiative is designed to close persistent achievement gaps and is closely aligned with LCAP Goals #1 and #2. We believe that early and sustained intervention, coupled with academic enrichment, leads to measurable gains in student proficiency—particularly for underserved student groups. Federal investments in this area allow JESD to enhance program quality, maintain instructional consistency, and provide responsive academic supports tailored to student needs.

### 3. Strengthening School Climate and Family Engagement

A positive and inclusive school climate is essential to academic achievement and student well-being. JESD allocates federal funds to initiatives that promote safe learning environments, social-emotional wellness, and strong partnerships with families. This includes expanding opportunities for family engagement, improving communication between home and school, and supporting staff in developing culturally responsive practices. By fostering meaningful connections with families and creating a school culture where students feel safe, respected, and valued, JESD supports the whole child and strengthens conditions for learning. These efforts align with LCAP Goal #3, which focuses on improving school climate and increasing stakeholder engagement. We believe that students are more likely to succeed academically when their families are engaged and when they attend schools with positive, safe climates.

## Conclusion

Johnstonville Elementary School District takes a deliberate and coordinated approach to the use of federal funds. These resources are not treated as stand-alone solutions, but are intentionally aligned with, and designed to, strengthen our broader LCAP strategy. By investing in instructional quality, rigorous programs, and school climate, JESD ensures that

federal funds meaningfully supplement efforts and directly contribute to improved academic, social, and emotional outcomes for all students. This comprehensive, research-based approach enables us to meet the diverse needs of our community while promoting equity, access, and excellence in education.

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.

Johnstonville Elementary School District will provide an effective learning environment through a rigorous and challenging educational program delivered by highly qualified teachers. In addition, while the development and implementation of a Multi-Tiered System of Support (MTSS) program did not occur with fidelity this past year, the District will refocus and prioritize this initiative in the coming years to support students struggling academically, behaviorally, and emotionally. Student progress will be monitored through monthly Istation assessments, quarterly NWEA MAP assessments, and regular analysis of discipline data.

To foster a positive school climate, Johnstonville Elementary School District will encourage increased connections between students, their families, and the Johnstonville Elementary School District community. This approach aims to improve student mental well-being, increase school attendance, decrease chronic absenteeism, and reduce discipline issues.

Fund: Title I:  
The District will provide funding for part-time instructional assistance to support focused learning groups and implement individualized or small-group intervention plans (Action 2.3).

Fund: Title II:  
The District will partially fund the salaries of a certificated staff member with these funds, enabling the District to offer smaller intervention groups and facilitate research-based academic support for early primary-grade students who struggle academically (Action 2.4).

Fund: Title IV:  
The District will offer a well-rounded education by implementing an elective wheel that includes Career and Technical Education (CTE), foreign language, and digital citizenship/technological skills. This initiative aims to provide students with diverse learning opportunities and essential skills for their future.

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 (as applicable)

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.

Not applicable. Johnstonville Elementary School District only has one school within the district.



# 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:

Johnstonville Elementary School District is the smallest TK-8th grade school district in Lassen County. We strive to maintain straight grades, with one teacher per grade level and to ensure focused and dedicated grade-level instruction throughout the school day. However, during the 2023-24 school year, we had to implement two combination classes (3rd/4th and 4th/5th) due to a shortage of qualified teacher applicants. Despite this challenge, we ensure all educational opportunities are equitable and accessible to every student.

During the 2024-25 school year, Johnstonville Elementary School District had two teachers classified as ineffective according to the California State Board of Education standards, as they were on Short-Term Staff Permits. It is important to note these circumstances do not lead to disparities in the quality of education provided. Low-income and minority students are not disproportionately taught by ineffective, inexperienced, or out-of-field teachers compared to their peers. Our district remains dedicated to providing a high-quality education to all students, regardless of their background, ensuring equal access to experienced and effective educators.

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

## Parent and Family Engagement

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

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

Not applicable. LEA has not been identified for comprehensive support and improvement (CSI).

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:**

Johnstonville Elementary School District maintains a strong commitment to building and sustaining meaningful partnerships with parents, guardians, and community stakeholders. The District utilizes multiple, ongoing communication methods to ensure timely and effective information-sharing. These include the District website, Class Dojo, monthly school newsletters, weekly teacher notifications, the Student Information System (SIS) phone and messaging service, Facebook, Instagram, printed letters, and multiple annual surveys. Parents and guardians also have real-time access to student attendance and academic performance through the Johnstonville Schoolwise Parent Portal. In-person opportunities such as Back-to-School Night and Parent-Teacher Conferences serve as key touchpoints where families receive detailed information about grade-level California State Standards, state and local assessments, strategies for academic monitoring, and available support services. Progress reports and report cards are sent quarterly to ensure regular updates on student growth.

The District actively seeks parent and student input to inform both daily operations and long-term planning. Feedback is collected through formal surveys—including the California School Parent Survey and California Healthy Kids Survey—as well as informal meetings, virtual roundtable discussions, School Site Council participation, and Johnstonville School Community Association (JSCA) meetings. Stakeholder engagement is foundational to our Local Control and Accountability Plan (LCAP) process, where community voices help shape district goals, metrics, and actions. In accordance with Section 1116 of the Every Student Succeeds Act (ESSA), Johnstonville Elementary School District has established, and maintains, a written Parent and Family Engagement Policy. This policy was developed in collaboration with the School Site Council and key stakeholders, including parents, teachers, administrators, and community representatives. The School Site Council, led by parents and guardians, reviewed the effectiveness of existing engagement practices and identified barriers that limited family participation. Recommendations were provided to enhance outreach and accessibility. Following stakeholder review, the policy was submitted as an informational item to the Board of Trustees. Upon approval, it is distributed to all families through the student enrollment packet and the annual parent/student handbook.

The District supports families in understanding challenging academic standards, assessments, and educational expectations through a variety of training and resources. Workshops, online resources, and one-on-one meetings help parents interpret academic data, monitor student progress, and effectively collaborate with educators. Additional resources are shared through the Class Dojo and newsletters. To promote academic achievement, the District provides materials and training that equip parents to support learning at home. This includes guidance on literacy development, access to online educational platforms, and parent-friendly tutorials on educational technology. The District also shares information about digital citizenship and responsible technology use, including education on copyright laws. Professional development for certificated staff is designed to enhance engagement with families as equal partners. Throughout the year, staff members receive training on Universal Design for Learning (UDL), Depth of Knowledge (DOK) strategies, culturally responsive practices, and techniques for improving student engagement. Classified staff participate in training on active supervision and the importance of confidentiality. Staff are also educated on strategies for effective two-way communication with families and the value of parental contributions in student success.

To ensure participation, Johnstonville Elementary School District makes every effort to provide translated materials and interpretation services when needed. The District collaborates with the Lassen County Office of Education and the Butte County Office of Education to secure translators, ensuring that all families, including those with limited English proficiency or disabilities, receive accessible communication. Additionally, individualized accommodations are provided to support communication with families of foster youth and others requiring special support. For these students, the District prioritizes the development of personalized transition plans to reduce educational disruptions.

In alignment with ESSA Section 1112(b)(3), Johnstonville Elementary School District recognizes the importance of involving families in the development of any future Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) plans. While the District currently has no identified CSI or TSI schools, structures are in place to engage families collaboratively in such planning if the need arises.

Family and stakeholder input is central to the District's LCAP development process. The District hosts virtual and in-person roundtable meetings to gather parent and guardian feedback on educational priorities. This dual format increases accessibility and reflects a commitment to inclusion. In the spring of 2024, classified and certificated staff participated in LCAP input sessions. The resulting draft of the 2024-27 LCAP was presented during the May 2024 board meeting, followed by a public hearing on June 18 to gather final feedback. The LCAP was approved by the Board of Trustees on June 20, 2024.

Through these strategies, Johnstonville Elementary School District upholds its commitment to fostering an inclusive, responsive, and supportive educational environment that honors the voices of all families and ensures every student is equipped to succeed.

## **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. LEA does not have any local institutions for neglected or delinquent children or programs for neglected and delinquent children in community day school.

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:**

Not applicable. LEA has not been identified as needing targeted assistance.

## 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 District identifies families who qualify under the McKinney-Vento Act through home surveys and informal meetings. Once families are identified, the District provides homeless students with access to all of our programs in school without delay. Johnstonville utilizes funds to assist with needed provisions such as school supplies, and gift cards to local businesses for basic necessities such as food and clothing. The District's homeless liaison works collaboratively with the Lassen County Office of Education (LCOE) homeless liaison and outside agencies to develop a plan for giving support to the families and students at school and home. In conjunction with the LCOE liaison and outside agencies, the District also closely monitors student attendance and academic success. Based on this information, Johnstonville uses resources to develop interventions and supports, as needed. In addition, counseling services are offered to homeless students upon their enrollment and with consent from their families. This is done to reduce potential trauma that may develop due to the student qualifying under the McKinney-Vento Act.

## 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 District works closely with several local preschool programs to help transition our students into Johnstonville Elementary School District's Transitional Kindergarten and/or Kindergarten programs. Our district coordinates with local preschools regarding the needs of our English Learners, students with 504s, our McKinney-Vento students, foster youth, and/or those students who have Individual Education Plans (IEP). The District also holds a Transitional Kindergarten and Kindergarten roundup every spring to learn about our future students and the needs of the families to enable us to coordinate potential services at the beginning of school. Johnstonville School communicates the roundup activities through local support agencies, the Johnstonville School Community Association (JSCA), the school's website, Facebook, and Instagram. In addition, the Transitional Kindergarten and the Kindergarten teachers provide parents with information about Transitional Kindergarten and Kindergarten opportunities and expectations, community resources, and immunizations/health care requirements. Finally, Johnstonville School staff helps parents and guardians with enrollment paperwork at the beginning of the year, as needed.

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

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

The District works collaboratively with Lassen High School District to transition 8th-grade students into the high school. Lassen High School counselors work with the students and parents throughout the second semester of the students' 8th-grade school year to discuss class and club opportunities available at the high school, along with assisting the families in the enrollment process. Part of the information includes the requirements for receiving a high school diploma and preparation for college and/or career options. The Lassen High School staff also holds an evening orientation event where students have the opportunity to sign up for numerous clubs available to them during their freshman year. Johnstonville School District works closely with Lassen High School regarding the needs of our English Learners, students with 504s, our McKinney-Vento students, foster youth, and those students who have Individual Education Plans (IEP).

**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.

## **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.

### **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.

### **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.

### **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.

### **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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

## 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.

##### 1. Description of LEA's Systems

Johnstonville Elementary School District implements a comprehensive system of professional growth and improvement that supports teachers, administrators, and classified staff. These systems include customized professional development, mentorship opportunities, participation in county-wide learning communities, and targeted instructional aide training. The District is committed to fostering professional development and maintaining high standards of teaching and leadership.

##### 2. School Administration and Teachers

###### School Administration:

As a single-school TK-8 district, Johnstonville Elementary School District employs one school administrator who serves as both superintendent and principal. All professional development for administration is individualized. At the start of each school year, the superintendent/principal participates in district-wide professional development sessions alongside teaching staff to ensure collaborative alignment. Additionally, the administrator attends the Small School Districts' Association annual conference to stay informed of current trends, strategies, and legislative updates in education.

###### Teachers:

Teachers at Johnstonville Elementary School District are supported from the onset of their careers. New teachers are paired with experienced on-site mentors through a district-sponsored mentoring program that emphasizes classroom management, instructional practices, and student intervention strategies. During the 2023–24 school year, three teachers participated in this program. The District also offers to cover the cost of the new teacher induction program, although there were no eligible participants in 2023–24. First-year teachers may also participate in the Lassen County Office of Education's new teacher Community of Practice, providing additional professional networking and support.

###### Instructional Aides:

During the 2024–25 school year, the District implemented specialized professional development sessions for instructional aides to ensure they are equipped to effectively support classroom instruction and student learning. This occurred at least once per semester. Moving forward, the District plans to hold these meetings at least quarterly.

##### 3. Promotion of Professional Growth and Measurement of Improvement

The District's professional growth systems promote ongoing development through structured mentoring, targeted training, and collaboration. Improvement is monitored through the analysis of multiple data sources, including:

- SBAC summative data
- Monthly and quarterly district assessments
- Discipline reports
- Attendance rates

This data is regularly reviewed by the superintendent/principal to identify trends, address challenges, and adjust

practices to support continual growth.

#### 4. Support Throughout Careers and Advancement Opportunities

Johnstonville Elementary School District supports professional development from initial hire through career progression. Mentoring and induction programs support early-career teachers. While vertical advancement is limited due to the district's small size and single-administrator structure, teachers are encouraged to take on leadership roles such as mentoring peers or leading professional learning communities. Instructional aides are supported in pursuing higher education through release time and encouragement as they work toward their teaching credentials.

#### 5. Evaluation and Continuous Improvement

The District evaluates its professional growth systems through regular data analysis and feedback from staff, students, and community stakeholders. The superintendent/principal collaborates with staff and the School Site Council to ensure that professional development remains aligned with district goals, responsive to staff needs, and effective in improving instructional practices. Continuous refinement of these systems ensures staff are equipped to meet evolving educational demands.

### **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:**

Not applicable. Johnstonville Elementary School District has only one school within the district.

### **Data and Ongoing Consultation to Support Continuous Improvement**

#### **ESSA SECTION 2102(b)(2)(D)**

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

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

#### **Address these questions:**

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
  - a. Teachers
  - b. Principals and other school leaders

- c. Paraprofessionals (including organizations representing such individuals)
  - d. Specialized instructional support personnel
  - e. Charter school leaders (in a local educational agency that has charter schools)
  - f. Parents
  - g. Community partners
  - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

#### 1. Coordination of Title II, Part A Activities with Other Related Strategies, Programs, and Activities

Johnstonville Elementary School District coordinates Title II, Part A activities by aligning all professional development and instructional initiatives with its overarching goals and the Local Control and Accountability Plan (LCAP). Title II, Part A-funded efforts are integrated into broader strategies that promote student engagement and achievement. The district emphasizes alignment through streamlined programming and prioritization of high-impact practices that support students in becoming Engaged, Empathetic, Empowered, and Educated. This intentional integration ensures that Title II, Part A activities reinforce and enhance other key educational efforts.

#### 2. Use of Data to Continually Update and Improve Title II, Part A Activities

The district uses multiple data sources to guide ongoing improvement of Title II, Part A-supported activities. These include CAASPP/SBAC results, monthly Istation data, quarterly NWEA MAP assessments, quarterly grade reports, and various stakeholder surveys. Johnstonville staff analyze this data to identify trends, monitor progress, and determine areas for targeted intervention. Instructional decisions and professional development priorities are adjusted accordingly to ensure data-driven responsiveness to student and educator needs.

#### 3. Ongoing Consultation to Continually Update and Improve Activities Supported Under Title II, Part A

Johnstonville engages in ongoing consultation with educational stakeholders as outlined in Section 2102(b)(3). Regular consultation occurs through staff meetings, planning sessions, advisory groups, and feedback forums. These discussions inform the development, implementation, and refinement of professional development and instructional initiatives funded by Title II, Part A. Feedback from these sessions is used to make timely and relevant adjustments aligned with the district's goals.

#### 4. Sources of Data and Frequency of Analysis

The district monitors a wide array of data sources to evaluate Title II, Part A effectiveness:

- CAASPP/SBAC results
- Monthly Istation data
- Quarterly NWEA MAP assessments
- California Healthy Kids Survey
- California School Staff Survey
- California School Parent Survey
- Kelvin Pulse surveys
- Parent, student, and staff feedback
- Attendance rates
- Quarterly academic grade reports

Data is reviewed on a monthly, quarterly, or annual basis depending on availability and purpose. This ongoing analysis supports the continuous improvement of Title II, Part A activities.

#### 5. Meaningful Consultation with Educational Partners

To update and improve Title II, Part A-funded activities, Johnstonville engages in meaningful consultation with the following educational partners:

- Teachers: Through regular staff meetings and participation in instructional planning committees
- Principals and Other School Leaders: As the district has only one administrator, feedback is integrated into ongoing leadership practices
- Paraprofessionals (Instructional Aides): Included in annual professional development planning
- Specialized Instructional Support Personnel: Engaged monthly special education program planning meetings
- Parents: Consulted through the Johnstonville School Community Association (JSCA), School Site Council, and regular surveys
- Community Partners and Organizations with Relevant Expertise: Collaborations include agencies such as the Lassen County Office of Education and other local youth-serving organizations

#### 6. Frequency of Meaningful Consultation

The district ensures consultation occurs with the following frequency:

- Teachers and Instructional Aides: At least annually, with additional ad hoc sessions as needed

- Specialized Support Personnel: Monthly meetings
- Parents: Monthly meetings (through School Site Council and JSCA) and periodic surveys
- Community Partners and Relevant Organizations: At least annually, and more frequently as opportunities arise

By maintaining consistent and inclusive consultation processes, Johnstonville ensures Title II, Part A activities remain relevant, effective, and aligned to the needs of its educational community.

## **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:**

Not applicable.

### **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:**

Not applicable.

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

ESSA SECTIONS 3116(b)(1)

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

Complete responses will:

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

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

Not applicable.

## **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:**

Not applicable.

## 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:**

Johnstonville Elementary School District conducted its most recent Title IV needs assessment during the 2022–23 school year, as required every three years. No needs assessment was conducted in 2023–24. The following responses reflect the data and input collected during the 2022–23 assessment period.

(A) During the 2022–23 school year, Johnstonville Elementary School District partnered with several nonprofit and community-based organizations, local governmental agencies, and private entities to support activities aligned with Title IV, Subpart 1. These partnerships were developed based on input gathered through teacher, parent, and administrative surveys and informal discussions. Feedback from educational technology experts and students also informed planning efforts. Each organization demonstrated a successful history of implementing student-centered programming aligned with district goals and Title IV priorities.

(B) Title IV funds will be used to support well-rounded educational opportunities through a variety of extracurricular and enrichment activities. These include visual arts instruction integrated into the after-school program, supplies for arts-based learning, and gardening projects connected to environmental education. These experiences are intended to foster creativity, personal expression, and practical life skills, enhancing students' readiness for high school and future academic and career opportunities.

(C) Although no funds are currently designated for activities under Section 4108 (supporting safe and healthy students), the district continues to evaluate future opportunities where such programming could align with identified needs.

(D) A portion of Title IV funds will be used to support the effective use of technology in the classroom and across the school. These funds will enhance instructional practices and tutoring by equipping staff with digital tools and resources. Investments will also be made in programs to build students' digital literacy and keyboarding skills. Less than 10% of funds will be used to support upgrades to technology infrastructure.

(E) Johnstonville Elementary School District will establish clear objectives and intended outcomes for all Title IV-funded programs. Effectiveness will be evaluated through a combination of student assessments, classroom-based measures of academic growth, and stakeholder surveys. Feedback from students, parents, and staff will guide continuous improvement to ensure the programs remain responsive to student needs and that they are aligned with district goals.





## **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.

Not applicable. Johnstonville receives less than \$30,000.

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

Not applicable.

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?

Not applicable.

### **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.

Not applicable.

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

Not applicable.

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?

Not applicable.

### **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.

Not applicable.

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])

Not applicable.

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?

Not applicable.

- 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:

Not applicable.

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