

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

School Year

2025

Date of Board Approval

6-18-2025

LEA Name

Pioneer Union Elementary School District

CDS Code:

16639900000000

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

The Pioneer Union Elementary School District has worked to align goals, expected outcomes, actions, and funds to support improved performance and growth of its students. We have four (4) district LCAP goals. They are:

Goal 1: Provide Conditions of Learning that provide all students access to the State Standards and a broad course of study. (Priorities 1, 2, and 7)

Goal 2: All students will make progress in meeting or exceeding grade level standards as measured by the California Assessment of Student Performance and Progress (CAASPP). (Priorities 4 and 8)

Goal 3: The District, and each school, will promote opportunities for parental input and engagement. (Priority 3)

Goal 4: The District, and each school, will promote positive student engagement and school climate which advances student social and academic success. (Priorities 5 and 6)

Initially there was a needs assessment for the use of Title I, Title II, and Title III funds reviewing district data, student assessment scores, and areas of need. It was found the greatest areas of need were in student literacy, new teacher support, and professional development. Each year the District carefully monitors and reviews its data including progress toward LCAP goals, California Dashboard data, state assessment results, and district level assessments. Our educational partners assist in the analysis of this data, and together areas of need are identified.

Goal 1 includes basic conditions of learning, implementation of state standards, and course access. According to the 2023-24 CalSASS, the District had no teachers mis-assigned for teachers of English Learners. 100% of students had sufficient access to standards aligned instructional materials. All three school sites had a rating of "Exemplary" on the Facilities Inspection Tool. On the Priority 2 Self-Reflection Tool the District "Met" the priority for implementation of academic content and performance standards for all students including English Learners. For Priority 7, the District "Met" the priority for access to a broad course of study for all students including English Learners, students with special needs, and foster youth.

Goal 2 is aligned to pupil achievement and other outcomes. The 2024 California Dashboard released on November 21, 2024 was analyzed for results. In the area of ELA, all students have an overall performance level of Green with a status of High and a change of +7.2 points. Student subgroups performed in the following levels: Green for African American, Asian, Hispanic, Two or More Races, and White students; Yellow for English Learner, and Socioeconomically Disadvantaged students; and Orange for Students with Disabilities. There were no student subgroups in the Red performance level. In the area of math all students have an overall performance level of Yellow with a status of Medium and a change of -4.9 points. Student subgroups performed in the following levels: Blue for Asian students; Green for White students; Yellow for African American and English Learner students; Orange for Hispanic, Two or More Races, and Socioeconomically Disadvantaged students; and Red for Students with Disabilities. On the Spring 2024 California Assessment of Student Performance and Progress (CAASPP) 55.70% of all students met or exceeded the standards in English Language Arts which is an increase of 2.54% from the previous year. 41.52% of students met or exceeded the standards in mathematics which is a decrease of 1.69% from the previous year. 13.1% of English Learners were redesignated to Fluent English Proficient in 2024-25.

Goal 3 is aligned to parental involvement. The district offers multiple opportunities for meaningful parent engagement including parent/teacher conferences, ELAC/DELAC meetings, Title I meetings, District Parent Advisory Committee, School Site Councils, as well as community building opportunities such as Back to School Night, Open House, school festivals and carnivals, student performances, awards ceremonies, and more. On the Spring 2025 Parent survey, 97.7% of parents expressed a positive response to school connectedness which is an increase of 1.5 percentage points over the previous year. 96.9% of parents expressed of positive responses towards school safety which is a decrease of 0.3 percentage points from the previous year.

Goal 4 is aligned with student engagement and school climate. On the Spring 2025 student survey, 89.5% of 4th and 5th grade students expressed a positive sense of school connectedness, and 85.6% of 6th through 8th grade students expressed the same. This is an increase over the previous year for the 6th-8th grade student group. Additionally, 96.1%

of 4th and 5th grade students responded positively to a sense of safety while at school which is a slight decline of 1.1 percentage points over the previous year, and 92.9% of 6th-8th grade students expressed a positive response towards school safety which is an increase of 1.2 percentage points over the previous year.

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.

Initially there was a needs assessment for the use of Title I, and Title II funds reviewing district data, student assessment scores, and areas of need. It was found the greatest area of need was in student literacy. Upon review of literacy research the importance of early detection and intervention of reading skills was found to be critical in overall literacy rates. It was determined the best use of Title I funds was towards early literacy and intervention. For Title II funds, it was determined the best use of funds was provide a District Administrator to oversee professional learning for teachers and other staff towards best teaching practices, state standards, and 21st century learning. For the 2024-2025 school year, the District did a needs assessment for Title III funds by reviewing English Learner student achievement data, redesignation rates, the number of newcomers, and the progress of long term English Learners in the district. It was determined that the best use of funds was to support the academic progress of the long term English Learners, newcomers, and parent and family outreach to increase parent engagement for families of EL students.

Title I Part A is being used to provide 1.5 reading intervention teachers for Frontier Elementary and 2.5 reading intervention teachers for Pioneer Elementary. These teachers provide small group guided reading intervention for students identified as reading below grade level.

Title II Part A funds are used to provide a District Administrator to oversee professional learning for teachers and other staff in the areas of research based instructional practices, standards-based lesson planning, pacing guides, and 21st century learning. The District has one private school within the boundaries. Therefore, a portion of Title II funds are allotted towards the private school each year. The District Administrator consults with the private school each year on professional development goals and resources available to meet these goals.

Title III Part A funds are used to support language acquisition for English Language Learner students with focus on long term English Learners (LTELs), students at risk of becoming LTELs, and newcomers as well as parent and family outreach to increase parent engagement for families of EL students.

Title IV Part A is to be transferred to Title I Part A per allowable federal transfer-ability of funds. These funds will be used to support the purposes described under Title I Part A above.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

This issue is addressed in the district's CARS application and annual reports.

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

4100EE-1: The District used the data collection process outlined by the CDE at www.cde.ca.gov/pd/ee/edequitylcappaddendum.asp. Information was obtained from CALPADS for the most recent year available. Human Resources provided information on ineffective, inexperienced, and out-of-field teachers. The District reviewed the data results. It is important to note the district has 76 teachers. Frontier Elementary School has 27 teachers. Pioneer Elementary School has 24 teachers. Pioneer Middle School has 25 teachers.

EE-2: *Are low-income students taught at higher rates by ineffective teachers? No. There are no ineffective teachers in Pioneer District.

*Are low-income students taught at higher rates by inexperienced teachers? No. The site with the highest rate of low-income students, Pioneer Elementary, has 0% inexperienced teachers. Frontier Elementary only has 3.7% teachers meeting the definition of inexperienced.

*Are low-income students taught at higher rates by out-of-field teachers? No. The two elementary schools sites, which are the only sites that receive Title I funding, do not have any out-of-field teachers.

EE-3: *Are minority students taught at higher rates by ineffective teachers? No. There are no ineffective teachers in Pioneer District.

*Are minority students taught at higher rates by inexperienced teachers? No. Both elementary school sites have nearly the same rate of minority students; 73.3% for Frontier Elementary School and 73.2% for Pioneer Elementary School. Frontier Elementary only has 3.7% teachers meeting the definition of inexperienced.

*Are minority students taught at higher rates by out-of-field teachers? No. The two elementary schools sites, which are the only sites that receive Title I funding, do not have any out-of-field teachers.

EE-4: Our LCAP Goal 1 "Provide Conditions of Learning that provide all students access to the State Standards and a broad course of study" is aligned to State Priority 1: Basic Services. The metrics for this priority include the appropriate assignment and fully credentialed teachers. In 2024-25, we had 97.4% of teachers correctly assigned. 100% of the district's teachers are fully credentialed, and 96.1% of teachers had more than two years experience. For credentialing and experience, we are working towards 93% of teachers meeting this metric. The District updates educational partners on our LCAP progress, including appropriately assigned and experienced teachers, at board meetings, and during educational partner committee meetings such as the District Advisory Council, School Site Councils, District English Language Advisory Council, and Title I Parent Meetings. Members of these committees include parents, community members, teachers, classified staff, and site/district administration.

EE-5: The District works with the county office of education and the ineffective teachers to identify what courses were needed to fulfill the requirements. We support the teacher in reaching the requirements by following state and county guidelines and working with local higher education entities to provide the course work. Inexperienced teachers are enrolled in an induction program with the county office. They are also provided a support provider. Intern teachers are also provided support providers. Support providers work with their new teacher or intern to plan, deliver, and reflect on instruction. In addition, site administrators provide feedback in both formal and informal observations. If the District had any out-of-field teachers it would work with the county office of education to identify what measures needed to be taken to meet the credentialing requirements.

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

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • 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. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record
Out-of-field teacher	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:

	• General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])
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.

Pioneer District holds two parent engagement meetings annually. The Fall parent meeting focuses on the District's parent engagement policy, each school sites' parent involvement policy and parent compact, parent rights under Title I, the District Local Control and Accountability Plan (LCAP) for the school year, and how parents can support their student's education for a successful school year. Parents have the opportunity to review the parent involvement plans and provide input. The Spring parent meeting focuses on the annual update and revisions to the LCAP for the coming year, and how parents can continue to support their child's learning over the summer. Parents have the opportunity to review the LCAP and provide input for the upcoming year. Each meeting is held at two different times and through two different means to maximize parents' ability to participate.

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:

Pioneer Union Elementary School District values parent and family engagement. Our LCAP Goal 3 is dedicated to this state priority: The district and each school will provide systems and venues for communication and input from parents and stakeholders. The LCAP is reviewed annually with multiple parent and community groups. They provide feedback for the annual review and development for the coming year's LCAP as required in ESSA 1116. We provide each family the Parent/Student Compact as part of our Charter and in student handbooks. Our parent compact includes information on how to monitor a child's progress and how to work with your child's teacher to improve educational achievement. We review the compact annually, incorporate suggestions for improvement and approve it at a council meeting. This includes garnering prior input from our English Learner Advisory Committees.

The LEA parent and family engagement policy was developed jointly with community representative groups including the District Parent Advisory Council, School Site Councils, and district staff. Each group provided input and approval for the policy. Additionally it is reviewed annually at the School Site Council meetings for each site. The parent engagement policy is distributed annually as part of the annual notice and posted on the district website.

LEA provides materials and training to help parents to work with their children to improve their children's achievement by assisting parents of children served by the school or district in understanding such topics as state academic standards, state and local assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children. Parents are provided literacy training and materials during Title I meetings, by the Title I literacy and classroom teachers. Additional technology training is offered by the district on cyber safety, the harms of copyright piracy, Google classroom, and how to use the district parent portal. Furthermore, parent training on the portal is done at school site council, English Learner Advisory Council, Title I parent meetings, and parent technology information nights.

The LEA provides 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), by sending annual notification home to parents that describe the state assessment and results. Elementary standards-based report cards are written in a format, and to the extent practicable in a language parents understand. Teachers discuss this information with parents during conferences as well. Translators are provided at parent/teacher conferences as needed. Parents are given access to the student portal to access student grade book and district assessments, so they can monitor their child's progress throughout the school year. In addition to conversations with individual families, we provide our School board, English Learner Advisory Committees, Title 1 Parent Meetings and School Site Councils with state assessment data. We have also included these data points as expected outcomes in our LCAP.

The District works with the teachers, specialized instructional support personnel, principals, other school leaders, and other staff to foster positive communication with parents and families. Discussions about the importance of positive parent contact occur during staff meetings, and sites keep communication logs to document parent contact. We use our district website to communicate important events and provide special announcements regarding school activities with families. Both sites have an electronic announcement board as well. Weekly Bulletins are sent home with announcements of school activities. We have a parent volunteer policy to support and encourage parent volunteers.

The LEA ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children through multiple formats to ensure all parents have access to the information including through personal phone calls in their primary language; automated communication system which has emails, text messages, and phone calls; and weekly school bulletins. At meetings translators are provided. The LEA provides other reasonable support for parental involvement activities as parents may request through parent engagement processes such as Title I meetings, DELAC meetings, SSTs, LCAP review and development, and District Parent Advisory meetings.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

SWP: The two elementary school sites are designated as schoolwide programs. Based on a needs assessment and input from educational partners, the District program provides reading intervention services to students who are struggling to read at grade level. Title I Reading Intervention services include pull-out groups with focused, research based, literacy instruction at the students instructional level.

ATSI:None of the school sites are in ATSI at this time.

Programs for Neglected or Delinquent Children: Pioneer Union Elementary School District does not currently have students living in local institutions for neglected and delinquent children. However, if a such children were enrolled in our district the Director of Student Support Services would monitor these students for academic progress, attendance, and social well-being. Collaboration between social services, the group home facilitator, county office of education and the LEA would occur to ensure that students' needs are met and appropriate supports provided to assist with academic progress based on individual needs. The nature of the program or services currently provided to the SWP schools would be provided to these students. At this time the Title I program consists of supplemental reading instruction for students who are struggling with their grade level reading standards. Additionally, other programs and services are offered to support students at the SWP schools. These programs would also be offered to the neglected and delinquent students including professional development for staff, counseling services, and targeted intervention supports.

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:

ATSI: None of the school sites are in ATSI at this time.

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:

Pioneer Union Elementary School District had an updated homeless board policy that addresses the McKinney-Vento Homeless Assistance Act. The District Community Support Liaison participated in the county office professional development opportunities throughout the school year. We set aside funds each year to assist with homeless student needs. Students reported as homeless during initial enrollment are immediately enrolled. If students live outside the district boundaries, but are attending our schools as the school of origin, we will work with parents, county office coordinator and the current district of residence to ensure the student has transportation to school. Attendance of homeless students is monitored by the attendance secretary at each school. Attendance secretary and site administration will stay in communication with the District McKinney-Vento Liaison on any changes in student address and/or concerns. We support the success of our homeless children and youth with regular progress monitoring using classroom formative assessments, and district benchmarks. If students need additional support, they are provided extra support during the site Response to Intervention daily schedule.

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.

N/A

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:

Pioneer Union Elementary School District works to facilitate effective transitions from elementary school to middle school. It provides a 6th grade orientation day where 5th grade students visit the Middle School to become familiar with the site and are led by Middle School student leaders. Parents whose child will be transitioning to Middle School attend a parent orientation night to become familiar with the site, programs, and expectations of a Middle School. School site administration and staff lead the orientation for parents. Our Middle School staff coordinates with the local high school district to schedule orientations, class scheduling, and placement tests for transition to High School for 8th grade students.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does not participate in Title I Part D.

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 LEA does not participate in Title I Part D.

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 LEA does not participate in Title I Part D.

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 LEA does not participate in Title I Part D.

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 LEA does not participate in Title I Part D.

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 LEA does not participate in Title I Part D.

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 LEA does not participate in Title I Part D.

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 LEA does not participate in Title I Part D.

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 LEA does not participate in Title I Part D.

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 LEA does not participate in Title I Part D.

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 LEA does not participate in Title I Part D.

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 LEA does not participate in Title I Part D.

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 Pioneer Union Elementary School District has a system for professional learning to support teachers, principals, or other school leaders that supports a quality learning environment for all. We use a variety of data to identify needs for professional learning. We garner staff input via surveys, as well as discussions in staff meetings and PLCs. We also analyze student data, and classroom observational data to identify professional development needs. District and site observation focus on monitoring implementation of professional development goals. Site principals and other school leaders participate in this professional development in order to assist with implementation on their sites.

Staff are provided ongoing support throughout their careers in our district. Beginning teachers participate in induction with the local county office of education. The Kings County Office of Education's New Teacher Induction (NTI) program is designed as a two-year, individualized, job-embedded system of mentoring support and professional learning that begins in the teacher's first year of teaching. KCOE New Teacher Induction provides a pathway for teachers seeking to clear Preliminary Multiple Subject and/or Single Subject credential(s) and Preliminary or Level I Education Specialist credential(s). They are also provided with a site mentor teacher, which supports planning, instructional delivery, and reflection. Intern teachers are also provided a mentor who supports planning, instructional delivery, classroom management, and reflection on practices. Regular professional learning support is continuously provided.

Teachers, principals and leaders participate in observing and reflecting upon classroom instruction. They also participate in the weekly PLC meetings. All instructional staff, teachers and principals, participate in weekly collaboration on early release Wednesdays. This work is supported by internal district instructional staff and outside support providers. Participating in professional development activities provides staff at all levels experience that can be used for career advancement. We support staff seeking advanced degrees, credentials, and encourage aligning work with action based research projects. We have a tiered salary schedule that increases as certificated staff obtain additional units. We dedicate a considerable amount of resources for professional development. When planning, we include support for all phases of implementation and evaluation or analysis. Alignment is achieved by ensuring that the district and site goals and actions are driven by a shared belief, input and a comprehensive review of all pertinent data outcomes related to priorities. The professional learning focus is driven by a shared purpose for student learning, which is aligned to Goal 1 of the district LCAP and all site SPSA plans. We all believe in increasing the educational outcomes of all students.

The allowable amount of Title II funds is used for Indirect Costs.

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:

None of the school sites are in ATSI at this time.

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.

Professional learning is an integral part of our instructional planning process. We include professional development in site and district strategic plans. Specific actions supported by Title II funds include internal professional development support and professional development days that extend the school year to support instruction, student engagement, and climate. We work with our district Director of Student Support Services and the county office staff to ensure that all activities fall within the uses of Title II Part A funding. The district LCAP and site SPSAs include professional development in this goal, which is evaluated for effectiveness using aligned metrics. The aligned data is collected and analyzed annually. The data is monitored to ensure improvement towards expected outcomes, and modified if needed. Observational data collected is used to create and adjust planned professional learning and PLC sessions. We also compare student group data to identify any disparities. This analysis is discussed during PLCs. This evidence-based approach allows us to monitor impacts on student learning. We feel that site and district alignment contribute to a coherent system of learning that supports identified priorities, metrics, and positive outcomes.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

Complete responses will:

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

To ensure that Pioneer Union Elementary School District provides effective supplemental professional development for classroom teachers, principals, and other school leaders, administrators, and other school or community-based organizational personnel, the district will implement a professional development framework that addresses the following:

1. Identify specific needs: Conduct a needs assessment to identify the areas where professional development is required for classroom teachers, EL teachers and instructors, principals, and other school leaders to support English Learners (EL). Based on the needs assessment, Pioneer will establish clear, measurable learning objectives for improving student achievement, closing achievement gaps, developing English language proficiency, and supporting effective instruction.
2. Pioneer will ensure that professional development materials and activities are culturally relevant and inclusive, reflecting the diverse backgrounds of our students and staff to help educators create equitable and inclusive learning environments.
3. The district will incorporate evidence-based practices and strategies into professional development activities. This will include effective teaching methods, instructional strategies, and assessment techniques, as well as foster a culture of continuous learning by encouraging educators to explore and implement new approaches to teaching and learning.
4. Pioneer will integrate the focus on EL students into its professional learning communities (PLCs) to provide opportunities for educators to collaborate, share best practices, and support one another.

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:

Pioneer Union Elementary School District does not receive Title III Immigrant Student Program funding.

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:

To help English learners increase their English language proficiency and meet the challenging State academic standards, Pioneer Union Elementary School District will develop, implement, and administer the following effective programs and activities:

1. Provide effective English language instruction using evidence-based approaches, such as structured English immersion, to help students develop English proficiency. Structured English immersion programs provide intensive English language instruction in all content areas. Integrate English language instruction with content area instruction to help students develop both language skills and academic knowledge.
2. Provide supplemental academic support and intervention programs to address the specific needs of English learners. Offer supplemental instruction in English language acquisition. Provide after-school homework support.
3. Foster partnerships with families of English learners, involving them in their children's education and providing resources and support.

English Proficiency and Academic Achievement

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

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

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

To ensure that the elementary and secondary schools in Pioneer Union Elementary School District assist English learners in achieving English proficiency and meeting the challenging State academic standards, the district will implement the following framework:

1. Provide structured English immersion programs that provide intensive English language instruction in all content areas. Integrate English language instruction with content area instruction to help students develop both language skills and academic knowledge. Provide evidence-based ELD instruction aligned with the California English Language Development Standards (ELDS) to provide systematic instruction in listening, speaking, reading, and writing.
2. Provide instruction that reflects the diverse cultural backgrounds of students, promoting understanding and respect for different cultures. Create a language-rich environment that supports the development of English language skills while valuing and celebrating students' native languages.
3. Provide supplemental targeted academic intervention programs to address the specific needs of English Learners. Provide after-school homework support.

4. Pioneer District will conduct ongoing evaluation of programs and interventions to assess their effectiveness and make necessary adjustments. The district will regularly monitor and evaluate the effectiveness of the programs at the school sites by reviewing student ELPAC data, California Dashboard ELPI information, and EL student performance on District Benchmark Assessments. Additionally, the district will seek parent and family input on the programs and supports for EL students at District English Learner Advisory Council meetings. This data will be shared with sites to hold schools accountable for the academic achievement of English learners by tracking progress toward state and local goals.
5. Ensure that our curriculum and instructional materials are aligned with the State's academic standards and English language proficiency standards. Use assessments that are aligned with the State's academic standards and English language proficiency standards to measure student progress.

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:

(A) Pioneer develops its application in consultation with all School Site Councils, English Learner Advisory Committees, District English Learner Advisory Committee, parents, staff, community, and LCAP committees. We discuss federal program requirements and student needs based on data with these groups throughout the year. We have developed parent, student, and teacher surveys that are aligned to Goal 4 of our LCAP: The District will promote positive student engagement and school climate which advance social and academic success. This goal is aligned to State Priorities 5 (Pupil Engagement) and 6 (School Climate).

(B, C, D) The District ensures a well-rounded education and access to a broad course of study throughout its elementary and middle school programs. Students have the opportunity to participate in sports, the arts, music, college and career exploration, STEM, PBIS, etc. We also continue to implement our technology program that aligns to the implementation of state standards and differentiation of students to support blended learning. Students in grades 2-8 have 1 to 1 technology in all grade levels.

(E) The district evaluates its programs annually in our LCAP with all stakeholder groups. We have aligned all actions and goals to associated metrics and expected outcomes to reflect, analyze and adjust services to students. We are not partnering with any institutions for the purposes of Title IV. We are utilizing the federal transfer-ability option to move funds to Title I Part A for allowable use.

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.

Pioneer District does not receive enough entitlement to require a needs assessment.

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

Pioneer District does not receive enough entitlement to require a needs assessment.

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?

Pioneer District does not receive enough entitlement to require a needs assessment.

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.

Pioneer District does not receive enough entitlement to require a needs assessment.

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

Pioneer District does not receive enough entitlement to require a needs assessment.

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?

Pioneer District does not receive enough entitlement to require a needs assessment.

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.

Pioneer District does not receive enough entitlement to require a needs assessment.

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])

Pioneer District does not receive enough entitlement to require a needs assessment.

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?

Pioneer District does not receive enough entitlement to require a needs assessment.

- 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:

Pioneer District does not receive enough entitlement to require a needs assessment.

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
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