

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

School Year

2026-27

Date of Board Approval

LEA Name

Helendale Elementary School District

CDS Code:

36-67736-0000000

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE 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.

Helendale School District (HSD) strategically uses federal funds to supplement and enhance the local priorities and initiatives established through its Local Control and Accountability Plan (LCAP), without supplanting state or locally funded programs. The district's approach is grounded in a continuous improvement cycle that draws on data analysis, educational partner input, and evidence-based practices to address the needs of all students, with particular attention to those who are underserved, including low-income students, English learners, and foster youth.

Federal funds are aligned with HSD's three overarching LCAP goals: improving academic achievement and access to high-quality instruction, fostering safe and supportive learning environments, and strengthening family and community engagement. Title I, Part A funds are used to expand the district's capacity to deliver targeted academic interventions, instructional support, and supplemental resources at Helendale Elementary School and Riverview Middle School, layered on top of state-funded MTSS and instructional programs to accelerate progress for students most at risk of academic difficulty. Title II, Part A funds support sustained, job-embedded professional development that builds teacher and leader capacity in evidence-based instructional practices, including English Language Development and differentiated instruction. Title IV, Part A funds support a well-rounded education, safe and healthy school environments, and effective use of technology, complementing state-funded initiatives such as PBIS and expanded learning opportunities.

By strategically layering federal resources on top of state and local investments, HSD ensures that federal funds serve their intended purpose of accelerating equitable outcomes and closing opportunity gaps, while maintaining coherence with the district's broader LCAP-driven improvement strategy.

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.

Helendale School District (HSD) aligns the use of federal funds with state and local resources to ensure a coherent, equitable, and strategic approach to improving student outcomes. The district's Local Control and Accountability Plan (LCAP) serves as the central framework for integrating all funding sources, including LCFF, Title I, Title II, and Title IV, into a unified system of support for students. All federal and state-funded actions are aligned with the district's LCAP goals, which emphasize academic achievement and access to enrichment programs, safe and supportive schools, and family engagement. Metrics such as CAASPP scores and chronic absenteeism are used to evaluate the impact of these initiatives.

Federal funds are used to supplement, not supplant, services already prioritized through LCFF. Title I funds support additional instructional aides and staffing beyond those funded by LCFF, while Title II funds provide targeted professional development aligned with districtwide instructional goals. HSD directs additional support to schools with the highest concentrations of unduplicated students, including English learners, foster youth, and low-income students, as needed.

The district's LCAP includes detailed expenditure tables that show how federal, state, and local funds are used to support each action, ensuring transparency and strategic deployment of resources. HSD continuously evaluates program effectiveness using data from the California School Dashboard, testing diagnostics, and Panorama surveys. Educational partner input gathered through ELAC, PAC, and LCAP stakeholder engagement meetings plays a critical role in shaping funding decisions and ensuring alignment with student and community needs. Through this integrated approach, HSD ensures that federal investments are embedded within a broader system of support that reflects the district's commitment to equity, excellence, and continuous improvement.

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.

Helendale School District identifies and ranks school attendance areas under Section 1113 of Title I, Part A using eligibility for free or reduced-price meals under the National School Lunch Program (NSLP) as the primary poverty criterion. This measure is applied consistently across all district sites and aligns with California's Local Control Funding Formula (LCFF), which uses free and reduced-price meal eligibility as a key factor in calculating supplemental and concentration grants for unduplicated students.

Using this criterion, HSD ranks school attendance areas by poverty level to determine Title I eligibility and guide fund allocation, prioritizing schools that serve the highest concentrations of low-income students. Schools meeting the district's established poverty threshold are eligible to operate schoolwide Title I programs, allowing them to direct resources and supports to all students while maintaining a particular focus on those most at risk of academic difficulty.

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:

Helendale School District (HSD) is committed to ensuring equitable access to experienced, credentialed, and appropriately assigned teachers for all students, including those from low-income and minority backgrounds. As a small rural district serving approximately, HSD operates within a staffing context shaped by the realities of rural recruitment and retention.

To assess educator equity, HSD reviews teacher assignment and credentialing data through CALPADS and internal staffing records, disaggregated by site and student population. This review examines the distribution of inexperienced teachers (fewer than two years of experience), misassigned teachers, and out-of-field teachers relative to the concentration of low-income and minority students at each site. Based on available data and the CDE's Educator Equity tools, HSD has not identified a significant disparity in the assignment of ineffective, inexperienced, or out-of-field teachers at schools serving higher proportions of low-income or minority students.

To sustain this equity and proactively address any emerging disparities, HSD continues to invest in systemic supports including targeted professional development in English Language Development and differentiated instruction, new teacher induction and mentoring, and intentional credentialing monitoring across all sites. These efforts are embedded in LCAP Goal 1 and reflect the district's ongoing commitment to ensuring that every student receives instruction from qualified, supported 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
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.

Helendale School District (HSD) is committed to building meaningful partnerships between schools, families, and the community to support student achievement and well-being. The district's approach to parent and family engagement aligns with Section 1116 of the Every Student Succeeds Act (ESSA) and is reflected throughout its Local Control and Accountability Plan, particularly in Goal 3.

HSD engages families through multiple structures and channels. The district's English Learner Advisory Committee (DELAC/ELAC) provides ongoing input on programs and services supporting English learner students and their families, and plays an active role in LCAP development and Title I planning. Parent input is also gathered through annual LCAP surveys and educational partner engagement forums, which inform district priorities and resource allocation across all school sites.

Family outreach is supported through a distributed model, with site-level staff, including homeless and foster youth liaisons at each site, serving as key points of contact for families of students experiencing housing instability or involvement with the child welfare system. These staff help identify and reduce barriers to participation, connect families to needed services, and maintain ongoing communication to support attendance and engagement.

To ensure accessibility, HSD provides multilingual communication and works to ensure that engagement opportunities are welcoming and responsive to the needs of all families, including those with limited English proficiency. Schools offer a range of family engagement activities designed to build parents' capacity to support learning at home and strengthen the school-family connection.

These efforts collectively address the six requirements of Section 1116, including joint development of parent involvement policies and school-parent compacts, building family capacity for engagement, coordinating with community programs and services, conducting annual evaluations of engagement strategies, and actively removing barriers to participation for underserved families. Through this work, HSD affirms that families are essential partners in every student's educational journey.

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:

ESSA Section 1112(b)(3) — Involvement in CSI and ATSI Planning

Helendale School District does not currently have any schools identified for Comprehensive Support and Improvement (CSI). Helendale Elementary School (HES) is identified as an Additional Targeted Support and Improvement (ATSI) school based on the performance of African American students and students with disabilities. HSD involves parents and family members in the development of the ATSI plan for HES through its School Site Council (SSC) and English Learner Advisory Committee (ELAC), both of which provide structured opportunities for families to review school performance data, provide input on identified needs, and participate in the development of improvement strategies. These bodies serve as the primary vehicles for meaningful parent participation in school-level planning and are integral to ensuring that improvement efforts reflect the perspectives of the families most affected.

ESSA Section 1112(b)(7) — Parent and Family Engagement Strategy

Helendale School District's approach to parent and family engagement is guided by the principles of Section 1116 and is embedded within the district's broader LCAP educational partner engagement process. Rather than maintaining a standalone written policy, HSD integrates its parent and family engagement commitments into the LCAP framework, which is developed annually with input from families, students, and community members. This approach ensures that engagement practices are reviewed, updated, and aligned with district goals on a continuous basis.

HSD builds parent capacity to support student learning by providing families with information about state academic standards, local and state assessments, and how to monitor their child's progress. This information is shared through school-level meetings, parent conferences, and communications from site staff and the Educational Services office. Site-level staff, including homeless and foster youth liaisons, serve as key points of contact for families navigating additional barriers to engagement.

To help parents support their children's achievement at home, HSD provides materials and resources through school sites, including guidance on supporting literacy and technology use. Staff are supported in developing the skills needed to engage families as equal partners through professional development that emphasizes the value of family involvement and effective communication with diverse communities. Parent input gathered through SSC, ELAC, PAC, and annual LCAP surveys is used to inform instructional and programmatic decisions at both the site and district level.

HSD coordinates parent involvement efforts with other federal, state, and local programs, including McKinney-Vento homeless services and special education transition planning, to ensure that families of the most vulnerable students receive integrated and consistent support. All communications related to school programs, meetings, and activities are provided in a format and language that parents can understand, with multilingual materials and translation support available as needed to ensure accessibility for families with limited English proficiency or disabilities.

The district responds to parent requests for additional engagement support on an ongoing basis, with site administrators and the Educational Services office available to facilitate participation and remove barriers. These collective efforts reflect HSD's commitment to ensuring that all families — including those of English learners, students with disabilities, foster youth, and students experiencing homelessness — are informed, welcomed, and empowered as partners in their children's education. Parent and family engagement practices are evaluated annually through the LCAP process, ensuring continuous alignment between engagement strategies and the evolving needs of the community.

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.

Helendale School District (HSD) operates schoolwide Title I programs at eligible sites. These schoolwide programs are designed to improve academic achievement for all students, with a particular focus on those who are low-income, English learners, foster youth, and students with disabilities.

At both sites, schoolwide programs support standards-aligned instruction in English Language Arts and Mathematics, with targeted interventions delivered through the district's Multi-Tiered System of Supports (MTSS). Students receive tiered academic support including small-group instruction and intervention services calibrated to their individual needs. Extended learning opportunities are also available to help students meet grade-level academic goals. Social-emotional learning and behavioral supports are integrated through the district's Positive Behavioral Interventions and Supports (PBIS) framework, trauma-informed practices, and access to mental health services. English learners at both sites receive designated and integrated English Language Development instruction supported by ongoing professional development for classroom teachers.

Student identification and service coordination involve collaboration among teachers, site administrators, paraprofessionals, specialized instructional support personnel, and families. This process draws on multiple data sources including state assessment results, local benchmark data, attendance records, and behavioral information to ensure that students with the greatest need receive appropriate and timely support.

The district maintains awareness of community day school program placement and coordinates as appropriate to support the student's continued access to educational services. HSD does not operate programs for children residing in local institutions for neglected or delinquent youth.

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:

Helendale School District does not operate targeted assistance programs under Section 1115. Both Title I sites implement schoolwide programs under Section 1114. Therefore, this provision is not applicable to the district 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:

Helendale School District (HSD) is committed to ensuring that homeless children and youth have full and equal access to educational opportunities in alignment with the McKinney-Vento Homeless Assistance Act. Services for homeless students are coordinated with Title I, Part A funds reserved under Section 1113(c)(3)(A) and are integrated into the district's broader support systems.

HSD designates homeless liaisons at each school site who are responsible for identifying students experiencing homelessness, facilitating immediate enrollment regardless of documentation status, and connecting families to needed services. Site-level liaisons work in coordination with the district's Educational Services office to ensure compliance with federal McKinney-Vento requirements and to provide continuity of support across all school sites. These liaisons also serve as the primary point of contact for foster youth, allowing the district to provide coordinated support to students experiencing both housing instability and child welfare involvement.

To support enrollment, attendance, and academic success, HSD provides transportation assistance to promote school stability and reduce barriers related to housing transitions. Homeless students have access to academic intervention and support through the district's Multi-Tiered System of Supports (MTSS), as well as social-emotional and behavioral supports through the district's Positive Behavioral Interventions and Supports (PBIS) framework. Basic needs such as school supplies and referrals to community resources are also facilitated through site liaisons and the Educational Services office.

The district monitors the attendance and academic progress of homeless students using CALPADS and internal data systems to ensure that identified students remain connected to school and receive timely intervention when needed. Through these coordinated efforts, HSD works to remove barriers to participation and ensure that every homeless child and youth has the support necessary to thrive educationally.

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.

Helendale School District supports effective transitions for young learners entering elementary school through intentional coordination between early childhood programs and Helendale Elementary School (HES). HES offers Transitional Kindergarten (TK) as an entry point for students who benefit from an additional year of structured early learning prior to Kindergarten, providing a strong academic and social-emotional foundation.

For students receiving special education preschool services, HSD conducts formal transition meetings in accordance with IDEA requirements to plan for each child's move into TK or Kindergarten. These meetings bring together preschool staff, elementary school personnel, families, and relevant service providers to review the student's needs, discuss placement options, and ensure continuity of services. This collaborative process helps minimize disruption and supports a smooth entry into the elementary school environment for students with disabilities and their families.

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:

Helendale School District supports effective transitions for students moving from Riverview Middle School (RMS) into high school, whether at the district's own Academy of Careers and Exploration (ACE) or at Victor Valley Union High School District. Transition planning at RMS includes academic monitoring through the district's Multi-Tiered System of Supports (MTSS) to identify students who may need additional support as they move into a high school setting. Counseling and guidance services help students and families understand their high school options, course pathways, and graduation requirements, ensuring that students enter ninth grade with clarity and appropriate academic preparation. The district coordinates between RMS and receiving high schools to support continuity of academic and behavioral interventions for students with identified needs.

As for our students transitioning from high school to postsecondary education, our counselors and guidance services help students and families understand their postsecondary options including college and career options that impact the students' four year plans. HSD partners with Victor Valley Community College and other nearby institutions to create opportunities for articulation, dual and/or concurrent enrollment to prepare our students for success in society.

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:

Helendale School District uses Title I, Part A funds to provide supplemental services and resources that support academic achievement and address the needs of underserved student populations.

With respect to gifted and talented students, HSD does not currently operate a formal GATE program. However, the district is committed to ensuring that high-achieving students, including those from low-income backgrounds who may be underrepresented in advanced learning opportunities, are appropriately challenged through differentiated instruction and enriched learning experiences embedded in classroom practice. Professional development supported through Title I funds builds teacher capacity to recognize and respond to the needs of advanced learners within the general education setting.

To support student literacy and digital skill development, HSD invests Title I funds in instructional materials, digital resources, and technology access to ensure that students at both Title I sites have equitable access to high-quality learning tools. Technology investments, including devices and instructional software, support digital literacy and academic engagement across content areas. These resources are particularly important in a rural district context where access to supplemental educational materials and technology may otherwise be limited.

Through these investments, HSD works to ensure that all students have access to the tools, instruction, and support they need to succeed academically and develop skills for future learning and career readiness.

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.

Helendale School District (HSD) maintains a system of professional growth and improvement designed to build educator capacity, strengthen instructional quality, and support continuous improvement across all school sites. These efforts are aligned with California's academic content standards and the district's LCAP goals, with Title II, Part A funds used to supplement and expand professional learning opportunities for teachers, principals, and other school leaders.

New and early-career teachers participate in an induction program in partnership with the Riverside County Office of Education (RCOE), providing structured mentoring and support as they work toward a clear credential. This program helps beginning teachers develop foundational instructional skills while meeting the diverse needs of HSD's student population. Throughout their careers, teachers engage in Professional Learning Communities (PLCs) that meet regularly to analyze student data, examine instructional practice, and collaborate on planning. Professional development is provided in priority areas including English Language Development, differentiated instruction, and social-emotional learning. Opportunities for teacher leadership are supported through involvement in district-level curriculum and program development, participation in LCAP educational partner processes, and leadership roles within PLCs and site-level committees.

Site principals and district-level administrators are supported through participation in professional learning opportunities offered through the Association of California School Administrators (ACSA), which the district is actively expanding. School leaders develop skills in instructional leadership, data-driven decision-making, and equitable school practices, and are evaluated through the district's administrative evaluation process, which informs individualized professional growth planning and guides district-level support.

HSD evaluates the effectiveness of its professional growth systems by examining changes in instructional practice, student outcome data, and educator feedback. Adjustments to professional development priorities are made annually through the LCAP development process, which incorporates input from educational partners and reflects data from the California School Dashboard, Panorama surveys, and local assessments. This continuous improvement cycle ensures that professional learning remains responsive to the evolving needs of students and staff across the district.

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:

Helendale School District determines the allocation of Title II, Part A funds through a data-driven process that prioritizes schools serving the highest concentrations of socioeconomically disadvantaged students, English learners, and foster youth, as well as schools identified for targeted support and improvement. As a small district, funding decisions are made at the district level with attention to where professional learning needs are greatest relative to student population and performance data.

Helendale Elementary School (HES) is currently designated as an Additional Targeted Support and Improvement (ATSI) school based on the performance of two student subgroups: African American students and students with disabilities. As an ATSI-designated school, HES receives priority consideration in Title II, Part A funding decisions. Title II funds directed to HES support professional development and capacity-building efforts specifically aimed at improving outcomes for these subgroups, including training in differentiated instruction, inclusive practices, and culturally responsive teaching. These investments are designed to strengthen educator effectiveness and close persistent performance gaps for the students most in need.

District-level Title II funding decisions are informed by California School Dashboard indicators, local assessment data, and Panorama survey results. Riverview Middle School, while not currently designated for CSI or ATSI, is also supported through Title II-funded professional development aligned with districtwide instructional priorities. Should RMS receive a designation in the future, it would similarly receive priority in funding decisions. Through this approach, HSD ensures that Title II resources are directed where they will have the greatest impact on educator effectiveness and equitable student outcomes.

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.

Helendale School District employs a continuous improvement cycle grounded in data analysis and partner consultation to evaluate and refine Title II, Part A-supported activities. This process ensures that professional development and educator support strategies remain responsive to student needs and aligned with district goals.

HSD draws on multiple data sources to guide Title II decision-making. The California School Dashboard provides key performance indicators including academic achievement, chronic absenteeism, and suspension rates, which help identify areas of greatest need at the school and subgroup level. Local assessment data and Panorama survey results are also reviewed regularly. Feedback gathered directly from professional development participants informs the relevance and quality of future offerings. These data sources are reviewed at least annually through the LCAP development process, with interim review occurring through site leadership teams and district-level planning.

Title II activities are coordinated with other federal and state-funded initiatives, including Title I academic interventions, McKinney-Vento homeless services, and special education supports, to ensure coherence across the district's broader improvement strategy. HSD also collaborates with the Riverside County Office of Education (RCOE) and the Desert / Mountain Special Education Local Plan Area (SELPA) to align professional development with county and state initiatives, particularly in support of students with disabilities and English learners.

Ongoing consultation with educational partners is integral to this process. HSD engages teachers, site administrators, aides, and specialized instructional support personnel through site leadership teams, PLCs, and district-level planning meetings. Parents and community members provide input through ELAC, PAC, SSC, and annual LCAP educational partner engagement processes. These consultations occur on an ongoing basis throughout the school year, with formal input gathered at least annually during LCAP development. Charter school leaders are not applicable to this process, as HSD's charter schools operate independently and are not served through district Title II funds. This comprehensive and collaborative approach ensures that Title II-funded activities are continually refined to enhance educator effectiveness and improve outcomes for all students.

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:

Helendale School District uses Title IV, Part A funds to support a well-rounded education, promote safe and healthy schools, and improve the effective use of technology in alignment with the district's LCAP goals. As a district receiving under \$30,000 in Title IV, Part A funding, HSD retains flexibility in how funds are allocated across these three priority areas while ensuring that investments are targeted toward the needs of all students, particularly those who are underserved.

HSD collaborates with the San Bernardino County Superintendent of Schools (SBCSS) and the Desert / Mountain Special Education Local Plan Area (SELPA) to access professional development and technical assistance that supports inclusive practices and a well-rounded educational experience for all students. These partnerships provide HSD with resources and expertise that extend the district's capacity beyond what local funds alone could support.

Title IV funds contribute to well-rounded education by supporting access to enriching learning experiences and career awareness opportunities across school sites. To promote safe and healthy students, funds support the district's Positive Behavioral Interventions and Supports (PBIS) framework, which provides tiered behavioral intervention and social-emotional learning supports across all sites, as well as trauma-informed practices and access to mental health services. To support the effective use of technology, HSD invests in devices, instructional software, and professional development to help teachers integrate technology meaningfully into classroom instruction and use data to inform their practice.

The effectiveness of Title IV-funded activities is evaluated through California School Dashboard metrics, local assessment data, Panorama survey results on school climate and student engagement, and the annual LCAP review process with educational partner input. These measures allow HSD to assess progress toward program objectives and make informed adjustments to ensure that Title IV investments continue to support equitable and enriching educational experiences for all students.

