

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

LEA Name

Junction Elementary School District

CDS Code:

45-700456050397

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.

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 LEA uses federal funds to supplement interventions and supports for low achieving students. Specifically, it will impact MTSS, UDL, PBIS as used to support students at various levels of support.

The mission of the Junction Elementary School District, in partnership with students, families and community, is to promote excellence, achievement and self-worth, enabling students to be lifelong learners and productive members of our changing world. Our single school district is located just outside the Redding limits in Palo Cedro, California.

Our student population includes approximately 310 students Transitional Kindergarten-8th grade:

Less than 2% English learner

42% Low Income

1% Foster Youth

Our elementary school recently received the 2016 California Honor Roll award. Schools that received this honor were provided with an extensive analysis of student data and compared to every public school in California. Junction Elementary was recognized for getting students to grade level and beyond. The 2016 Honor Roll recognizes public elementary, middle, and high schools that demonstrate consistently high levels of student academic achievement, improvement in achievement over time, and reduction in achievement gaps. The California Honor Roll recognized 1,866 higher performing, higher poverty schools that are distinguished for their academic achievement and for closing achievement gaps.

We are proud to offer quality enrichment programs allowing students a sampling of various career pathways. Our students are taught that with the proper mindset, they can achieve even the loftiest of goals. Having students realize that most careers now require some type of post high-school education or training, and that high-school can set them up for the next step is one of our Middle School goals.

Parent Involvement is one of Junction's strong suits. The Junction Educational Foundation (JEF) has supported the school in numerous ways; from coordinating volunteers to support student achievement, and fundraising for items that cannot be supported through local and federal funding.

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.

Federal and supplemental and some base funds are delineated in LCAP. We have multiple measures of accountability. The California Dashboard and local data analysis sheds light on the areas of need. Through Differentiated Assistance, the LEA will continue to use progress monitoring to inform systems design. Funds are allocated to targeted areas and support the actions we need to address in order to close the achievement gap.

The District holds stakeholder engagement meetings to assure that all funds are being used as needed to meet the needs of all learners.

Key features of this year's plan include:

- K-8 exploration of programs that allow students the opportunity to explore different career pathways that help them explore new interests
- An intervention program that is key to our student growth as well as closing the achievement gap
- Growth mindset model for students and staff
- Character Counts Education
- Creating and maintaining a safe school environment
- Ensuring social and emotional health

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.

Our District defines poverty as those who do or would qualify for free or reduced meal pricing.

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)

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All instructional staff are "Effective" as defined by the State Board of Education. We only hire staff that meet this effective criteria. Our district includes a single school district and has on average 2 teachers per grade level. Students are sorted in classes by the teachers and principal at the end of each year to balance the classes. We do this to ensure equity for low income students and minority students. Experienced teacher mentors are provided to support inexperienced teachers. Additionally, experienced teachers partner with the inexperienced teachers at their grade level. Grade levels meet together, weekly, to collaborate, plan, and identify students in need of extra support. Intervention time provides extra support to low-income students and minorities. A Parent Liaison facilitates communication between the staff and parents in order to support achievement of low-income students, minority students and their families.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

- District promotes parents/guardians to participate in student programs (including students with exceptional needs and unduplicated pupils) with monthly newsletters, weekly all calls, school app and website, weekly classroom newsletters, LED Reader Board in front of the school and flyers around the community for special events.
- Parents and guardians are informed about State standards, State and local assessments, ways to monitor their child's progress, and ways to work with their children to improve achievement in the following ways: written information that accompanies annual State testing results sent to each child who was assessed, face-to-face communication in conjunction with twice yearly parent conferences, written information with three-times-yearly progress reports, periodic weekly newsletter information, and Student Success Team (SST) meetings with families as needed.
- Staff are instructed in the value and utility of contributions of parents; in how to reach out to, communicate with, and work with parents; and in how to build ties between parents and the school in the following ways: our interview and hiring process, coaching and mentoring of new staff by supervisors, the peer mentoring that forms the core of our staff professional growth program, participation at community events like talent show and camping trips, feedback from parents and families, and feedback from the Administrator.
- Parental involvement programs and activities are coordinated with our family volunteer program and Parent Club (booster club). Community programs that support parents (like parenting classes, family counseling, and support groups) are regularly referred to families that might find them useful.
- We provide reasonable support for parents to get involved whenever requested. For example, parents occasionally need financial assistance to participate in school activities such as camping trips or rafting trips, and we do our best with limited financial resources to help families as necessary.
- We measure this in two ways as part of our LCAP Annual Measurable Outcomes: encouraging each family volunteer, and counting participation at family events.

100% of parents have an opportunity to give input in making decisions for the school district at least once a month at one of the following parent venues: school site council meetings, board meetings, educational foundation and parent club meetings.

We are a single school district in a rural community. We are considered the community hub and gathering place. We have a very active parent club and parents are always encouraged to participate in activities and decision making processes. As noted in the LCAP, the district and schools have high involvement and engagement of parents, families and community. The following events are held to engage parents in their children's education: Meet and Greet, parent conferences, Back to School Night, school performances, school assemblies, Open House BBQ, family dances, Ice Cream Social, meetings with the principal, after school sports, school site council, extended day/after school program parent activities, and parent surveys. Parents are given multiple opportunities to participate in decision making processes in our district. Additionally, the principal supports our most at risk students and their families as we are a tight-knit community. Additionally, we partner with the local church to provide tutoring for our at-risk students.

Multiple means of communication are used to engage parents (weekly newsletters, monthly home-connection newsletters to support learning, emails, texts, parent conferences, events, Facebook, face-to-face meetings, individual phone calls, and robo calls). Additionally, home visits are used to reach our most vulnerable families. The Principal also meets with parents of our English Learners, Foster Youth, Homeless Youth and other at-risk student groups. The Principal assists families with accessing local resources and asks how the school can provide support for their students to be successful. Staff are encouraged to reach out to parents when students are struggling academically and socially. Staff share the names with the Principal of the most at-risk students so that the Principal can check-in with the parents and individual students to see what support is needed in order for them to be successful.

Additionally, we provide trainings and workshops that model for parents how to support reading and math skills for younger children and educate families on the middle school and high school selection process. Families are invited to observe and participate in school activities and field trips to promote a culture of high expectations. Families can access data, electronically and in paper format, about their child's attendance and performance. Parent Conferences are held regularly to share strategies with parents about character education skills, setting high expectations, learning strategies, and goal setting.

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.

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:

SWP: Federal funds are used to supplement local funds to enhance our schoolwide intervention program. Starting next year, we will operate a Schoolwide Program. The School Site Council and staff completed a needs analysis using local and state data. Using the Multi-Tiered System of Support framework, we identify students who are at risk both academically and socially. We meet the needs of all of our students using Tier 1, Tier 2 and Tier 3 interventions. Staff meet together in Professional Learning Communities to discuss students who are at risk of failing and adjust instructional needs accordingly.

We believe the SWP approach improves academic achievement for all students throughout each school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards. The Principal meets with staff to regularly review formative assessment results and adjust interventions every 6 weeks. Students most at-risk are targeted for additional support based on their individual needs. Additionally, the IEP process, students are assessed, determined if eligible and offered FAPE in the LRE. In some cases, students are placed in Regional programs or Non Public School (NPS) in order to meet the LRE requirements. County SELPA Regional Resource Committee offers suggestions when placement considerations are being sought.

Neglected or delinquent: N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District has a homeless liaison who identifies students and works to assure that they are promptly placed and we provide additional services such as transportation, tutoring, and meals.

Title I set aside funds for gas/fuel cards or mileage reimbursement are budgeted. The District has a cooperative working relationship with the local community medical health agency to provide health care. Additionally, the district provides backpacks, school supplies, food, and clothing, if needed. Homeless student assistance is provided through the homeless liaison who attends regular training through the Shasta County Office of Education. The Homeless Liaison assists families with enrollment, attendance and academics in order to ensure success. Each student is also paired up with an adult, on campus, to discuss concerns and to have a positive role model. Positive attendance and academic growth are both recognized and rewarded through monthly and/or quarterly school assemblies.

The Liaison regularly check-ins with homeless youth teachers and parents to ensure the student has the necessary supports and resources to be successful. The liaison also helps connect families and student(s) with community resources and school resources.

Parents are informed of the importance of regular school attendance and are notified of student truancy through individual meetings, phone calls, letters, SST's, School Attendance Review Team (SART), and when necessary through a referral to the School Attendance Review Board (SARB).

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.

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) coordination with institutions of higher education, employers, and other local partners; and
- (B) 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:

We have a transition plan from the preschool to our elementary program. We work with the high school to transition the 8th grade students to high school through a variety of programs and events. We also give the PSAT as a measure for the high school to place incoming students into their program.

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:

The District has 1 to 1 Chromebooks or iPads to allow students to access

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:

N/A

Formal Agreements ESSA SECTION 1423(2)

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

N/A

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:

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:

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:

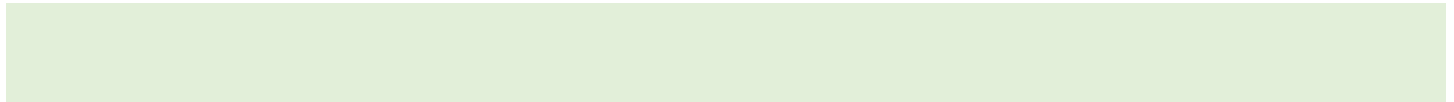


Social, Health, and Other Services

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:

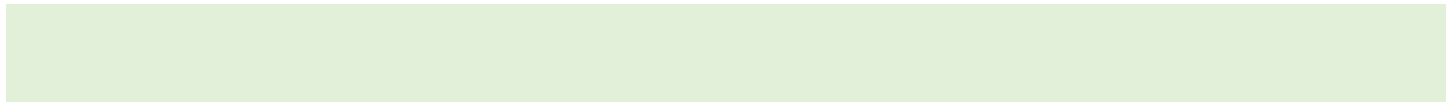


Postsecondary and Workforce Partnerships

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:



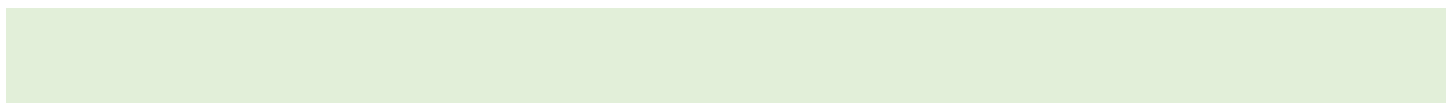
Parent and Family Involvement

ESSA SECTION 1423(8)

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:



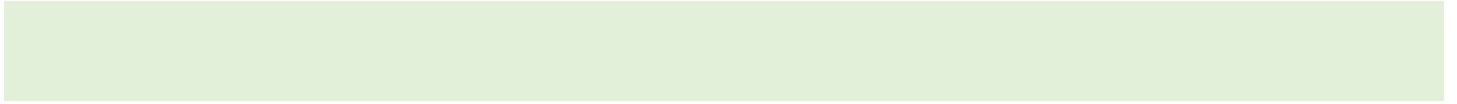
Program Coordination

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:

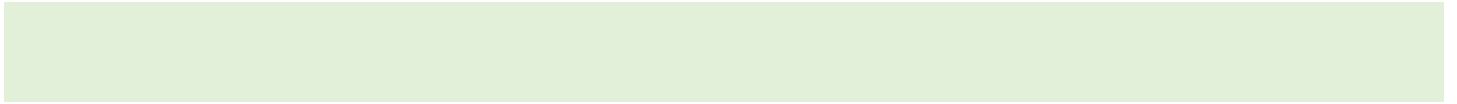


Probation Officer Coordination

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:

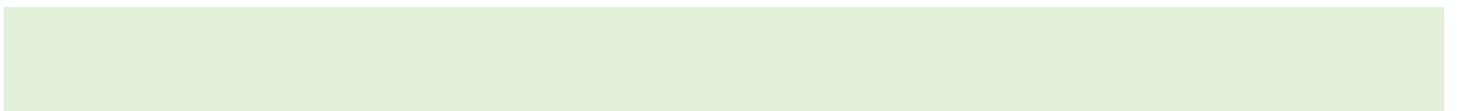


Individualized Education Program Awareness

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:

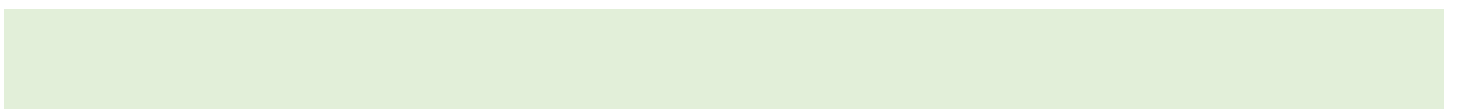


Alternative Placements

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:



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:

Our Title II funds are used for ongoing professional learning based on our needs analysis. Teachers and Instructional Aides will have on-going training regarding trauma informed practices, Reading and Writing interventions. All new teachers participate in the Alliance for Teacher Excellence teacher induction program. The staff collaborates weekly.

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).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The funds are prioritize on needs based on the needs assessment, stakeholder input, student performance data, and purpose of funding.

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:

Student performance data is reviewed semi-monthly at staff collaboration meetings. The staff sets priorities for instruction and grouping of students.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

English Proficiency and Academic Achievement

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

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

- (C) 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
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We are a small school district and receive the minimum amount for Title IV funding, We use these funds to support a well rounded education and have provided one-on-one computers for each of our students. Computers provide students with access to the outside world that they would not regularly access living in a rural community. Teachers use the Google Suite and other apps to effectively provide instruction in state standards while teaching students how to use computers.