

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

**LEA Name**

Mount Shasta Union School District

**CDS Code:**

4770425

**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.

Our school adheres to a well defined 4-tier Response to Intervention model. Tier 1 and 2 interventions occur in the classroom, and Tier 4 interventions involve our resource specialists. We use Title I funds to fund our work with Tier 3 students who need more intervention than the classroom teacher can provide alone. With Title I, we fund two reading intervention teachers, one math intervention teacher, two reading intervention teacher assistants, and books and supplies to accompany their work. Federal funds are critical to help us meet the needs of our lowest performing students, many of whom fall into the low-socioeconomic-status category.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The Title I funds supplement our base program by providing critical support for our low-performing students that our regular programs funded by state and local funds simply cannot address. The work accomplished by our staff members funded through federal Title I dollars has a direct positive impact on students and completes our 4-tier Response to Intervention model, other parts of which are funded by state and local dollars.

## ESSA Provisions Addressed Within the LCAP

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

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

As mentioned earlier, our LEA applies a four-tier model of instructional and behavioral interventions. We universally screen our students in math and English language arts to quickly identify students in need of intervention. Once those students are identified, our Title 1 and resource teachers provide targeted assistance to help those students accelerate their learning in math and ELA. Once they reach grade-level proficiency, the students are exited to "on-monitor" status. If their performance slides, our teachers move them back into the higher tiers of intervention. Critical to the success of this model is teacher professional development in how to deliver effective Tier 2 interventions in the classroom. Effective Tier 2 interventions mean greater student performance and fewer students needing to move on to Tiers 3 and 4.

**Overuse in Discipline Practices that Remove Students from the Classroom**

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (as applicable)

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).

We try to reduce the overuse of discipline practices that remove students from the classroom by implementing a district-wide system of Positive Behavior Interventions and Supports (PBIS). As noted above, we use a 4-tier model of behavior interventions that includes direct instruction in Tier 1 on behavior expectations in various contexts throughout the schools. We use restorative practices to maintain positive relationships in the face of poor student choices. Staff development in these areas is on-going.

**Career Technical and Work-based Opportunities**

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

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.

Our LEA works closely with the high school into which we feed to support a system-wide career and technical education program. We collaborate with the high school district on the use of funding to achieve the desired outcomes for students as they exit high school. Currently, our middle school's role is to provide students with career exploration, college visitation, and hands-on learning opportunities. Our Makerspace program is an integral part of this effort.

## 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.

We use Title II, Part A funds to provide teacher training and to cover the cost of substitutes when training is off-site. Teacher training is targeted to improve their skills in raising both academic achievement and positive student behavior outcomes. Examples of recent and ongoing training include trauma-informed practices, subject-specific training in math, and our participation in the new teacher induction program as we collaborate with the Alliance for Teacher Excellence.

## 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.

Our LEA does not receive Title III, Part A funds, so we promote parent, family, and community engagement in the education of English learners by using general fund dollars to provide translation services and also to compensate teachers for any extra time in meeting with families to support ELD student success.

## 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.

We completed the Consolidated Application and Reporting System (CARS) process.

## 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:

No disparities exist that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### 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:

Regarding ESSA Sections 1112(B)(3) and 1111(d), our response is n/a because no schools in our district have been identified for Comprehensive Support and Improvement (CSI) or for Targeted Assistance and Intervention (TSI). Regarding ESSA Section 1112(B)(7), we have the following response. Our parent and family engagement policy is a comprehensive document that was developed collaboratively with both school site councils. The site councils evaluate the policy and the Student/Parent/School Compact annually and recommend any changes for approval by the school board. These documents are shared with families in our student/parent handbook annually. We help parents understand challenging State academic standards, State and local academic assessments, the requirements of the Every Student Succeeds Act, and how to monitor their child's progress and work with educators to improve the achievement of their children through 1) parent conferences, 2) Back-to-School Night activities, 3) flyers distributed to families throughout the year, and 4) through parent conferences set up periodically through the year specifically with translators and families of our English learners. During site council meetings, our parents and teachers collaborate on how to increase parent and family involvement and we receive feedback from parents on how we can educate our staff in the value and utility of contributions of parents. We also work with First 5 and the Mount Shasta Community Resource Center to educate parents and encourage better attendance at school informational events. Even though not required by law because we have a very small number of Spanish-speaking families who attend our schools, the elementary school's monthly parent newsletter is provided in Spanish to better equip all families to work effectively with their children at home.

#### 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.

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:**

Our program is a targeted assistance school program. We universally screen our students in both math and reading to identify the eligible children most in need of services under this part, and only those students who are identified work with our Title I staff. In some areas, students who score 80% or better are deemed proficient, but in other areas like site words and letter sounds and names, we require 100% mastery from students at certain points early in their elementary career. Generally, students who score between 90% and 94% are considered proficient. The important thing to stress is that expected proficiency levels increase throughout the year and with each grade level. We regularly assess students to make sure they are keeping up and if they're behind, that they're closing the gap to proficiency by accelerating their growth. The services provided by Title I staff are shown to successfully accelerate the learning of students and bring them up to grade-level proficiency with State standards. Our district is committed to continued use of performance-based assessments and our programs stay current with the latest scientific research.

**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:**

We have far fewer than 15 homeless students in our entire district, so our LCAP does not include goals and specific actions to improve student achievement and other outcomes of homeless students. However, we actively work to identify and remove any barriers to the identification and enrollment of homeless students. We have an active liaison for homeless children and youths who receives ongoing training on how to meet the needs of these students, and that person also works closely with the homeless youth contact at the county office of education to support these students. Each homeless student is provided services that are comparable to services offered to other students in the school, including education programs like Title I for which the student meets the eligibility requirements. The amount of Title I funds the district reserves to provide comparable services to homeless children to ensure they receive a high-quality education and meet standards is used to provide training and resources to the homeless youth liaison.

**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:**

To help our youngest students transition to our elementary school from early childhood education programs, we first work closely with those programs to identify the students. We invite their parents to a kindergarten orientation night that occurs months before their child will start school in the fall. We also invite the preschools and daycare programs to bring these students and their families to tour the school while school is still in session the spring prior to the students' enrollment in our district. The students visit all the kindergarten classes while the principal tours the school with parents, answering questions as they arise. First 5 and the Mount Shasta Community Resource Center work with families of these young students to help them prepare their children for success in school. We partner with both organizations to host some of their parent education events on our school site to get young families comfortable coming onto our campus.

To help our oldest students transition to high school, we have several strategies in place. The high school guidance counselor comes to our school to meet with all 8th graders, and she brings a group of high school students as well who answer questions and share their thoughts on what's important to know and what they feel would be helpful for younger students to know. All 8th graders take the PSAT, and the high school develops their freshman class schedules based upon those results and the interests of students. All 8th graders visit the high school and tour the site with special emphasis given to the manufacturing/technical programs that are offered and of which the students may be unfamiliar.

### **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:**

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:**

n/a

### **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:**

n/a

### **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:**

n/a

**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:**

n/a

**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:**

n/a

**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:**

n/a

**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:**

n/a

**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:**

n/a

**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:**

n/a

**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:**

n/a

## **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:**

To benefit teachers new to the profession, we participate in the comprehensive induction program provided by the Alliance for Teacher Excellence.

Local and State summative assessment data, including information on our CA School Dashboard, are the starting point from which we plan our district's professional growth opportunities. For example, the data show that our students historically struggle more in math than in language arts, so we have spent the last year focusing on math instruction specifically at the K-5 level and how we can use our adopted standards-based program to better help more of our students achieve success. The data also show that our socioeconomically disadvantaged students struggle across the board, so we are focusing our efforts on trauma-informed instruction to help us better understand many students in this category beyond the poverty-focused training we've done in the past.

Where possible, we try to include job-embedded, ongoing professional development opportunities for our staff members. Research indicates that this type of professional development is more likely to lead to long-term positive changes in our practice. Our math training this year is an example of this type of professional growth. The consultant visited our school early in the previous year to demonstrate lessons with our students and meet with teacher groups. Later in the year, she came back to observe our teachers and provide further guidance and coaching. This year, she continued to work with our teachers to solidify the gains we've made so far.

Teachers participate in monthly PLC meetings to leverage each other's expertise to increase students' capacity to learn and thrive. Principals and the superintendent participate in training provided by the Association of California School Administrators as well as that provided by other groups. District administrators benefit greatly from the monthly administrator meetings and training provided by the county office of education.

The emphasis of all of our professional growth and improvement opportunities is to address achievement and opportunity disparities between student groups.

### **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:**

Neither of our schools are CSI or TSI schools. Our Title II dollars are shared equally between our elementary and our middle school.

### **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:**

To evaluate Title II, Part A activities, we consider our local student success data three times in each school year and we also consider the data provided annually in the CA School Dashboard. This data is shared with stakeholders during site council meetings as well as during stakeholder input meetings conducted in the spring of each school year. Staff members are surveyed annually and provided with an opportunity to share their opinions regarding the activities funded by Title II, Part A dollars. All of these avenues provide stakeholders with opportunities to hear about past and current uses of these funds as well as an analysis of the activities funded. Stakeholder feedback is considered another source of information to help us update and improve activities supported under this part.

## **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:**

n/a

### **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:**

n/a

### **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:**

n/a

### **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:**

n/a



## 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:

In LCAP stakeholder meetings, site council meetings, and electronic surveys, stakeholders have made very clear to our district that student safety is our top priority and that they appreciate the improvements we've made in this area. Based upon feedback from these stakeholders, we use Title IV funds to increase the number of doors in our electronic door locking system at our middle school, to "harden" the doors already a part of the system at both schools, and to increase the number of cameras on the exterior of our schools. We also use the funds for Gifted and Talented Education supplies.