

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

LEA name:

Para Los Niños Charter Middle School

CDS code:

19647330117846

Link to the LCAP:

(optional)

[Provide link.]

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

Title I, Part A

Title II, Part A

Title III, Part A

Title IV, Part A

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.

To help respond to the needs of these students, there has been a multi-levelled approach of intervention and ongoing support that not only is aligned to the core mission of PLN but also that helps to meet the needs of Middle School students that are going through critical times in their development. These supports are mainly academic and also designed to support student Social Emotional to contribute to long-term educational success. CMS approaches student support through a three-tiered approach to better provide identified students the tools that they need to make growth towards reaching grade-level standards.

Academic Year Intervention	Extended School Year Opportunities	Ongoing Social-Emotional Support
<ul style="list-style-type: none"> Providing before-school, after-school, or Saturday interventions for students that are identified. 	<ul style="list-style-type: none"> Providing Summer School opportunities for identified students that need ongoing, intensive support. 	<ul style="list-style-type: none"> Providing dedicated and ongoing Social Emotional support for identified students.

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.

All of the funds that will be used, both in Title I and in Title III will be aligned to an overall purpose of providing additional supports for students that are not able to make the appropriate gains or that need additional support to meet grade-level standards. With our overall goal in our LCAP being to bring all students up to meeting standards in English Language Arts and Math, we recognize that there will be students that will need additional supports and intervention opportunities to be able to make those gains in the time that they are at our school.

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.

Based on the ongoing needs of the school, our implementation process is based upon the ongoing and changing needs of our students, data from student data collections, and feedback from parents and stakeholders the process. Our initial assessments take place at the beginning of the year, where we are able to compare student performance on Lexile and Math Fundamental Skills performances to the performance of students on state assessment data. Initial interventions that take place and supports that are given to students based on these data points take place both in the classroom and throughout the school day. For selected students that are not showing growth and have areas of persistent needs that have not been met through earlier interventions, the opportunities for academic growth are expanded through before and after-school intervention as well as Summer opportunities for students.

In tandem with the academic supports that are given, any additional social-emotional needs that students have will be met with ongoing support throughout the year. This is done through several layers of support depending on the need of the student. Through the support provided by our Social Worker students are provided a Multi-Tiered System of Support (MTSS) where we can better provide the appropriate level of support to meet the needs of identified children. This then helps to work in tandem and in support of the academic growth and goals of students and ensuring that they are able to make the growth that is needed as an identified group.

Finally, as part of a larger ongoing effort to engage parent support, there will be additional staff to facilitate parent outreach and involvement. These staff will help to coordinate parent meetings and ensure that the voice of parents is appropriately included throughout the ongoing intervention and support cycle. By doing this we are seeking a program that is flexible enough to continue to be changed and improved in a way that can continue to meet the needs of students in a positive

Para Los Niños (PLN) Charter Middle School (CMS), being a Targeted Assistance school, has identified particular criteria by which students are identified and have services provided. The criteria are established as follows:

Academic Risk	Must also show the following criteria	Ongoing Academic Challenges	Can also show the following criteria	Social-Emotional Needs
Students initially identified at potential academic risk as measured by state assessments (CAASPP) in Math and English Language Arts (ELA).		Students showing ongoing academic challenges as measured by one or more of the following criteria: <ul style="list-style-type: none"> • Student scoring below grade-level in objective Math and/or ELA assessments. • Students that has received either a grade of a 'D' or 'F' in their core classes (ELA, Math, HSS, Science). • Student is unable to meet reclassification criteria and is determined to be a Long Term English Learner (LTEL) 		Students showing Social-Emotional needs that are deemed to provide a significant challenge to their academic progress. This can be determined in one or more of the following ways: <ul style="list-style-type: none"> • Student and/or family has been offered or is currently receiving Mental Health services. • Student has shown consistent behavioral concerns as measured by having more than 2 behavior referrals. • Student and family is currently identified as being homeless.

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).

Our philosophy with regards to discipline at Para Los Niños Charter Middle School is that for students to be academically successful, they need to be in class. Thus, behavioral interventions need to take place first within the classroom to give students all opportunities possible to try and stay in class and continue to learn. To this end, this year we have implemented a new and comprehensive behavior plan based on Positive Behavioral Interventions and Supports (PBIS). Our PBIS plan is based upon a Multi-Tiered System of Support (MTSS) model where we have interventions available at different levels, and which are allocated based upon the needs of the student. This plan has been rolled out throughout the year with continued training for our core team that has spearheaded the initiative as well as for the teachers as the support continues throughout the year.

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.

The activities that were provided by the Title II funds were focused directly on the improvement of teacher capacity and quality of instruction. Funds were spent in direct support for teachers in coaching and professional development in order to ensure that teachers were improving in their practice. Teachers were provided direct support through coaching to improve areas of struggling practice, and give individualized coaching in order to ensure that teachers provide the best instructional environment possible for students. Additionally, professional development was provided for teachers to improve general practice and in addition align teacher practice across all content areas and grade levels.

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.

We recognize that in order for students to be successful, in particular English learner students, there has to be a robust level of parent involvement to ensure that parents are able to provide the needed support. The main emphasis in Title III funding will be to support parental involvement and ensure that parents are included as an active partner in the success of their children. The funding priority for the usage of Title III funds will revolve around how to greater include parents and make their feedback a key part of the overall educational program. This will then work in tandem with Title I funds in order to provide academic intervention, social-emotional support, and parental involvement and feedback.

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	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

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

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:

Our goal through the utilization of these funds is to not just provide support to students but to also provide support to our teaching staff to ensure that the students that are identified as struggling are given the opportunity to have a high quality teacher. Funds will be used to provide teachers with coaching support, data analysis, and professional development with strategy implementation. This

will be done with the purpose of specifically providing access and scaffolding opportunities for students that are struggling and ensuring that they have opportunities to reach grade-level standards.

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:

PLN CMS will provide dedicated and intensive parental engagement through dedicated staff that help to coordinate parental involvement and help to reach out to the community members directly. This is with the purpose of ensuring that parents are involved and are able to give feedback in ways that ensure the best educational environment possible is available for their children.

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:

Academic Risk	Must also show the following criteria	Ongoing Academic Challenges	Can also show the following criteria	Social-Emotional Needs
Students initially identified at potential academic risk as measured by state assessments (CAASPP) in Math and English Language Arts (ELA).		Students showing ongoing academic challenges as measured by one or more of the following criteria: <ul style="list-style-type: none"> • Student scoring below grade-level in objective Math and/or ELA assessments. • Students that has received either a grade of a 'D' or 'F' in their core classes (ELA, Math, HSS, Science). 		Students showing Social-Emotional needs that are deemed to provide a significant challenge to their academic progress. This can be determined in one or more of the following ways: <ul style="list-style-type: none"> • Student and/or family has been offered or is currently receiving Mental Health services. • Student has shown consistent behavioral

		<ul style="list-style-type: none"> • Student is unable to meet reclassification criteria and is determined to be a Long Term English Learner (LTEL) 		<p>concerns as measured by having more than 2 behavior referrals.</p> <ul style="list-style-type: none"> • Student and family is currently identified as being homeless.
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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:

There will be three key ways in which homeless students will receive supports to help their overall trajectory in school. One way will be through the work and support of dedicated outreach staff, including our social worker that help to ensure that the social-emotional health of the students and that their transition into school is a positive one. In addition, homeless students will be provided the additional tutoring and intervention opportunities that are available in order to make sure that they can also have opportunities to build academic success. Lastly, we recognize that we want our homeless students to feel that they fit in and are part of the overall school community. To that end, we also provide uniforms and additional clothing, recognizing that our homeless students frequently come from families that do not have the means to provide regular clean clothing for their children.

Student Transitions

ESSA SECTIONS 1112(b)(8) 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) 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:

In order to support student transitions to high school, they attend college fairs, are provided with individual counseling to discuss graduation requirements, high school options, and A-G curriculum, participate in career day, we also coordinate with local high schools to ensure smooth transition.

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

- (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

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)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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:

The activities that were provided by the Title II funds were focused directly on the improvement of teacher capacity and quality of instruction. Funds were spent in direct support for teachers in coaching and professional development in order to ensure that teachers were improving in their practice. Teachers were provided direct support through coaching to improve areas of struggling practice, and give individualized coaching in order to ensure that teachers provide the best instructional environment possible for students. Additionally, professional development was provided for teachers to improve general practice and in addition align teacher practice across all content areas and grade levels.

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:

N/A

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:

Throughout the work done at the charter middle school this past year, a dedicated amount of professional development has been dedicated to seeking ways to improve teacher capacity through data analysis. Data was collected and analyzed on regular intervals in order to ensure that supports were provided to teachers that needed the greatest amount of dedicated support to improve their practice. This continued throughout the year to make sure that resources were continually provided in ways that were the most impactful.

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:

One of the key needs of our English learner students is to make sure that they are being taught by teachers that have the skills to help meet their needs in the classroom. By leveraging both Title I and Title III funds, we have implemented a professional development program that not only works to meet the needs of struggling students, but also seeks to provide direct support to English learner students. This was done through a collaborative effort with staff to help implement more skills reinforcement and scaffolded support of students through activities.

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:

We are seeking to provide enhanced instructional opportunities through several direct methods. One is the focus on building Academic Language and a focus on cross-curricular English acquisition, which we feel is a key skill that will help our English learners help reach the necessary levels of English proficiency to be able to reclassify. In addition, we will be incorporating dedicated instructional support staff for EL students in numerous content classes, in order to ensure that students are able to receive differentiated instruction in their core classes, including ELD.

Title III Programs and Activities

ESSA SECTION 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:

The instructional program we have in our ELD classes centers around English 3D as our core curriculum along with integrated EL support across all content areas. This strategy, we feel, will help to not just give our students the necessary basic skills that they need for English acquisition but also give them support across all teachers to ensure that they will help them move towards reclassification.

Additionally, having dedicated staff that is available to provide direct support for students in class, will allow students to receive targeted support that will help their overall instructional progress. Students with differentiated support in their classes that help to meet their needs, will be set up to better grow in their language proficiency.

English Proficiency and Academic Achievement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Through our initial efforts, students have already shown great strides in meeting English proficiency as measured on the ELPAC. Students have been given English skill support throughout not just their ELD classes but also through their content area classes. This is paired with professional development for teachers that helps to support them in their ability to reach students and help them with appropriately scaffolded lessons and supports throughout their content area classes. This is to provide a tandem support of English acquisition as well as content area knowledge acquisition.

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:

The funds under Title IV were spent in order to support targeted student populations. Specifically there were resources that were spent directly on parent outreach and on including parents more in the school community. This is one of the key initiatives that is being focused on in the upcoming year, which is how to improve the including of parents as partners in the education of their children, and in that way help to improve student outcomes.