

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

## LEA name:

Para Los Niños - Evelyn Thurman Gratts  
Primary

## CDS code:

19 64733 0122630

## 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.

Para Los Niños-Gratts Primary Center will strategically use supplemental funds to provide additional academic supports to students not meeting Benchmark goals.

## 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.

Para Los Niños-Gratts Primary Center will align federal funds to support meeting our LCAP goals.

# 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.

Implementation of a well-rounded program of instruction to meet the academic needs of all students, begins with analyzing end-of-year data to inform instructional practices for the next school year. This information will give teachers the opportunity to know the areas they must focus in for the school year-provides areas of strength and weakness. Once beginning of year benchmark data is analyzed-teachers will have the opportunity to modify instructional practices and during grade-level collaboration teacher meetings –they will lesson plan to meet student needs. Analyzing student data after each benchmark and progress monitoring assessment, administration, teachers and instructional assistants will support the process of identifying students who may be at-risk. Teachers and instructional assistants group students in the following areas: alphabetic principle, CVC, sounds and blending, fluency and comprehension. During specific instructional times, student needs are focused in small differentiated groups to meet their needs

### 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).

A Positive Behavior Support Plan is in place at Gratts Primary Center and it supports students to have a clear understanding of behavior expectations in the classroom, lunch pavilion, restrooms, hallways and play areas. Each area has definite behavior expectations on how to be Respectful, Responsible and Safe. Students participate in quarterly Behavior Expectations assemblies in August, January and March.

## 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.

#### Supporting Effective Instruction-

Teachers/Staff- will be provided specific professional development in the areas of small group instruction, mixing academies, data analysis, and intervention to support the instructional practices in the classrooms. Teachers and instructional assistants will be provided opportunities to collaborate to develop small groups focused on specific skills. Progress monitoring data will be used to inform the effectiveness of instructional practices.

Parents/guardians- will be provided specific learning platforms to continue to build their capacity in the areas of ELA, reclassification, small group instruction and data analysis.

## 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. Every month parents/families will have the opportunity to participate in *Learning with the Principal* – a platform used to build parent capacity in reading language assessment results/report (ELPAC), DIBELS benchmark reports and Fountas & Pinnell reading levels. 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**

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

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

Para Los Niños uses the national school lunch program to determine eligibility for free or reduced priced meals in order to determine poverty rates.

# 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:**

Para Los Niños-Gratts Primary Center ensures that any and all potential candidates and current teachers have the appropriate credentialing/permits to provide intentional differentiated instruction in the classroom.

### **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:**

Para Los Niños-Gratts Primary Center provides on-going learning workshops in the Parent Center two times a week- workshops provide learning in health, domestic violence, social-emotional support and resources. Monthly parents and family have an opportunity to attend Coffee with the Principal a platform to have open dialogue about issues pertaining to the school. Parents will also have the opportunity to attend Learning with the Principal- a platform to build parent capacity on ELPAC expectations and how to read the report, reclassification requirements, reading and understanding student data for Fountas & Pinnell Reading Levels and DIBLES.

## **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:**

Data protocols have been established after every Benchmark Assessment (Beginning, Middle and End of year) to determine instructional practices and strategies that will best support students. Teachers and instructional assistants create small groups based on needed skills such as alphabetic principle, phoneme segmentation, decoding, fluency and comprehension and provide the instructional support in 6-week cycles.

Monitoring Protocols of English learners has been established to support ELs to reclassify. The data required to monitor ELs is ELPAC Overall Performance, DIBLES Benchmark results and report cards. Data dialogues are held with teachers to create an academic support plan for reclassification.

## **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 case worker to help 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:**

Not Applicable for Gratts Primary Center (TK-1)

## **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:**

Currently, Gratts Primary Center serves TK-1<sup>st</sup> grade students, our protocol for identifying gifted and talented students is during analysis of data- comments are noted in the cumulative records for students displaying higher benchmark results at the end of the school year. Gifted and talented testing with the OLSAT occurs in 2<sup>nd</sup> grade.

## **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:**

New teachers are given opportunities to enter induction programs to clear their credential. New teachers are partnered with expert teachers to support their learning. Professional development is provided on Wednesdays (1:35pm-4:00pm) in the areas of data analysis, writing calibration, progress monitoring, small group instruction and EL instruction supports. Teachers are provided an hour a week to collaborate with grade teachers on lesson planning.

**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:**

Funding will be used to provide additional professional development to build teacher capacity in running records, analyzing data and digging deeper into intervention resources to support small group instruction.

**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:**

The assessment calendar dates will support the planning of professional development and data analysis minimum once a month- this will provide teachers opportunities to dialogue in their grade any instructional practices/strategies to support student learning.

**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:**

The assessment calendar dates supports the planning of professional development and data analysis minimum once a month- this will provide teachers opportunities to dialogue in their grade any instructional practices/strategies to support student learning. Additional Professional Development support will be provided to ensure newer teachers have opportunities to build their capacity in specific areas such as how to progress monitor using Amplify platform, how to assess reading levels using Fountas & Pinnell.

## **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:**

Specific EL instruction professional development will be provided to teachers in the area of characteristics of second language learners, unpacking EL standards and best practices to support EL students to reclassify.

## **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:**

Students who are identified as Potential Reclassification will receive language acquisition instruction beyond the school day in small group three times per week. Teachers implement constructive conversations during Designated and Integrated ELD instructive. Quarterly monitoring of EL students with teacher to ensure student is receiving appropriate instruction to meet reclassification criteria. During the data monitoring meetings, if it is determined that current instruction is not supporting student to meet reclassification criteria then teacher and administration will seek new strategies and more in-depth testing to ensure we are supporting specific skills.

## **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:**

Quarterly monitoring of EL students with teacher to ensure student is receiving appropriate instruction to meet reclassification criteria. During the data monitoring meetings, if it is determined that current instruction is not supporting student to meet reclassification criteria then teacher and administration will seek new strategies and more in-depth testing to ensure we are supporting specific skills.

## **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:**

TNTP will support through Professional Development for our teachers to implement a well-rounded education through our newly adopted English Language Arts curriculum-Expendentiary Learning program. They will develop Professional Develop for teachers and staff to create a scope and sequence to support student learning. Also once benchmark assessment results are provided, TNTP and administration will support teachers and staff to analyze data and how to best incorporate instructional strategies from Expendentiary Learning. Through the support of TNTP, professional development opportunities will be provided for teachers and staff to fully understand the technological components of Expendentiary Learning and how they support student academic success. The effectiveness of the activities will be evaluated through observational walk-throughs and during data chats-analyzing areas of growth and areas of improvement.