

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

## LEA Name

Sequoia Union Elementary Charter School

## CDS Code:

54-72116-6054340

## Link to the LCAP:

*(optional)*

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## 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 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.)*

*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.

Goal #1: Ensure all students achieve within the Common Core State Standards Framework.

Goal #2: Ensure that all students develop 21st Century learning skills and are academically prepared and have the mindset for successful high school, college, and career pathways.

Goal #3: Ensure that all students, staff, parents, and community members are engaged as partners in the academic achievement of academically successful outcomes for 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.

The District will work to ensure that all federal funds are used in a manner that supports the growth of students in protected classes/demographics within the school district. Funding proposals will be run through a review by staff, School Site Council members, Parents, and School Board Members each year. Federal and State funds will be used in tandem as needed to ensure that students of color, "At-Risk," Migrant, and or English Learners are receiving an appropriate education, that supports both their academic and social growth. Programs include, but are not limited to the following:

1. Web-based Supplemental Programs for the whole school
2. Staff performing supplemental support (small group/one on one)
3. Improvements with technology
4. Focused supports for "High Needs Students" both during and after 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.

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

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

### Career Technical and Work-based Opportunities

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

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

### TITLE I, PART A

#### Poverty Criteria

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

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

Sequoia Union Charter School utilizes the Title I policy as the criteria for students being a part of the Title I services. The policy is indicated with those students who are categorized through the Lunch Program as being Socio-Economically Disadvantaged.

## 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:

The Sequoia Union Elementary School District works with the Tulare County Office of Education and the California Commission on Teacher Credentialing to ensure that incoming teachers are properly certified and prepared to meet the needs of all students. Currently, all teachers in the LEA hold at least a Preliminary Teaching Credential in the subject area in which they teach. Support for educators in their initial induction programs, as well as all permanently certificated individuals, is provided through mentor/lead teachers, professional learning communities, product specific training, and professional development aimed at serving unduplicated pupils such as ELD training through the TCOE ELD Title III Consortium.

Beginning with the 2021-2022 school year, additional support for facilitating teacher growth and effectiveness will be provided through several additional LCAP actions. A Learning Director will assist teachers in creating year long cohesive learning plans, interpreting data to drive classroom instruction, providing model lessons for educators to observe, and providing feedback on classroom observations. An LCAP action item providing funds for teachers to attend off-site conferences and trainings will allow them to network with educators in different geographic areas, access new ideas and strategies to help them grow as educators, and contribute to their identity as highly trained professionals. An additional LCAP action will provide training for teachers in Differentiated Instruction and Universal Design for Instruction to ensure that teachers develop and maintain effective and engaging teaching practices that will meet the needs of all students, including unduplicated pupils.

#### 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).

N/A

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

The School Site Council which serves as the LEA Parent Advisory Committee (PAC) and the English Learner Advisory Council (ELAC) reviews, updates and approves the Parent Involvement Policy each year. Parents meet with teachers one-on-one each October and more frequently by parent or teacher request. Teachers communicate with parents about their child's progress via class websites, email and other electronic means such as ClassDoJo or the Remind app. The LEA maintains an up to date website and communicates with parents via email, text and phone "blasts" using the Instant Messenger application. Parents of students in grades 6-8 have access to the student information system's parent portal to monitor their students' grades and assignments. Sequoia Union employs an EL Coordinator who serves as translator for parent conferences and Instant Messenger communications. In addition, the EL Coordinator fosters relationships with Spanish-speaking families providing support through home visits and working to connect families with needed services within the community. Back to School Night and Open House are held each fall and spring giving parents an opportunity to come to campus, meet with teachers and other parents and discuss student expectations and view progress made toward educational goals.

### **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.

The LEA conducts Targeted Support Programs that generally take the form of push in and pull out interventions conducted by paraprofessionals, special education teachers, intervention specialists, and the EL Coordinator.

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:**

Students eligible for Title I Targeted Support programs are identified via local benchmarks, currently Renaissance STAR and iReady, and state level achievement tests such as CAASPP and ELPAC. In addition students with 504 and Individualized Education Plans are identified with the help of teachers, parents, the school psychologist and speech therapist. Once identified, these students receive services from a robust roster of paraprofessionals on our campus. These aids provide both push in and pull out services to assist students with basic skills and provide assistance in grasping new concepts. In addition to services provided by paraprofessionals the 2021-2022 LCAP provides for additional assistance for English Language Learners. The English Language Development Coordinator conducts intensive small group work with students identified in CALPADS as English Learners. The EL Coordinator maintain relationships with Spanish speaking families, manages yearly initial and summative ELPAC testing as well as the process of redesignating students. Through all of these job duties the EL Coordinator is able to monitor and identify based on information from families, ELPAC test scores and feedback from teachers which students are in need of additional support, and how students are progressing in their English acquisition.

### **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:**

Sequoia Union currently has a single foster youth attending school within the LEA. In general, any records accompanying the enrollment of a foster child are reviewed to determine how best to meet the needs of the student. Foster parents are consulted for additional background and open lines of communication are established to ensure foster parents are informed of actions that will be taken to support the student both academically and socially. This effort is accomplished through a team that includes the Foster Youth Liaison, Mental Health Wellness Triage Grant Social Worker, School Psychologist, classroom teacher and superintendent/principal.

### **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.

N/A

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:**

The LEA corporates with our feeder high school in Exeter to make sure students entering high school from Sequoia Union are properly placed and prepared for what is expected of them in high school. Each year our eighth grade teachers complete a set of forms for each outgoing eighth grade student containing test score information and suggestions from current teachers about high school placement. This cooperation ensures that students will be placed in the proper set of courses upon entry into high school. In addition, each spring Sequoia Union participates in Exeter High School's eighth grade visitation day where students are bussed to the high school campus to receive tours and information about academics and extracurricular activities that will be available to them in the fall.

### **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:**

Sequoia Union Elementary School District provides mentor or "Lead" teachers who serve to support new teachers as they progress through their required induction programs. In addition, the LEA provides time for professional development, professional learning communities, and team collaboration each Wednesday afternoon. Students are on a minimum day schedule each Wednesday in order to allow a two and a half hour block of dedicated time for teacher growth and improvement. Examples of typical Wednesday professional development activities for the 2021-2022 school year will include: a monthly session with a consultant for the district adopted ELA program meant to help new and existing teachers become familiar with, and make the most of, the components of the ELA program; a monthly session with the Tulare County Office of Education Title III ELD Consortium consultant to assist teachers in developing, implementing and refining their instructional skills in both Designated and Integrated ELD; and sessions provided by our Learning Director to assist teachers with the development of curriculum maps and pacing guides. In addition, teachers are offered opportunities to attend off-site trainings and conferences allowing them the opportunity to network with educational professionals from different schools and learn skills specific to their concentration, grade level, or area of need. Teachers who attend off-site conferences are encouraged to share their newly acquired knowledge and skills by providing a presentation or training for their colleagues back on campus.

### **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:**

The need to implement a model of continuous professional improvement on our campus has been recognized in our LCAP this year. The creation of a Learning Director position will provide a much needed administrative support role to our single administrator campus, giving more time and attention to the responsibility of monitoring the professional growth of our teachers. The Learning Director possesses an Administrative Credential and understands how to use data and observation to evaluate where a teacher is in his or her practice and collaboratively develop goals for each individual's growth. In addition, both self and peer evaluation tools will be used to reflect and identify strengths and room for growth. A program of peer observation and model lesson demonstration is also planned so that educators can learn from their colleagues.

## **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:**

Sequoia Union Elementary School District participates in the Tulare County Office of Education Title III Federal Addendum Consortium. Any Title III funds awarded to the LEA go directly to the consortium which then provides Title III services to the district. The consortium provides professional development that begins with assessing the needs of the site. Assessing needs may include looking at ELPAC Data, examining supports and features in curriculum used at the site, evaluating the structures currently in place to support English Learners, and classroom walkthroughs and observations. Once an assessment as to the needs of our site is made, the consortium can begin to provide professional learning based on those needs. Topics may include understanding ELD standards, understanding and implementing Integrated and Designated ELD, and lesson planning. Once professional learning has been provided, the consortium consultant can then provide classroom coaching and support, and progress monitoring of the development of language proficiency at our site.

### **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:**

Access to the Student Success Center (SSC), Rosetta Stone software, EL coordinator.

### **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:**

The consortium will work with the LEA to help teachers develop a clear understanding and implementation of Integrated and Designated ELD with the goal of Designated ELD time provided to all English Learners each day. Teachers will work to provide Integrated ELD throughout their daily instruction to give additional support to English Learners working to understand the content. The EL Coordinator will work with the consortium to improve the effectiveness of Designated ELD time receiving coaching in both pedagogy and applied strategies. Consortium consultants will work with the LEA to provide ongoing coaching and support in the LEA's implementation of effective programs and activities.

### **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:**

The consortium will assist the district in using CAASPP and ELPAC results to identify instructional goals for EL students. Consultants will assist teachers in creating action steps to take with each English Learner and show them how to monitor that learner's progress. In the case of our district, the consortium consultant will also work with RTI staff to assist those personnel in understanding and meeting the unique needs of English Learners in an intervention context. Working together the EL Coordinator, the classroom teacher and the intervention staff will provide a support team to English Learners that will help them to increase their language acquisition and academic achievement.

## TITLE IV, PART A

### Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

We are not partnering with any institutions for the purposes of Title IV. We are utilizing the federal transfer-ability option to move funds to Title I Part A for allowable use. We are not using Title IV funds for activities related to supporting well-rounded education under Section 4107, but we are utilizing the federal transfer-ability to move funds to Title I Part A for allowable use. We are not using Title IV funds for activities related to supporting safe and healthy students under Section 4108, but we are utilizing the federal transfer-ability to move funds to Title I Part A for allowable use. We are not using Title IV funds for activities related to supporting the effective use of technology in schools under Section 4109, but we are utilizing the federal transfer-ability to move funds to Title I Part A for allowable use.