

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

LEA name:

Sequoia Charter Elementary School

CDS code:

54-72116-6054340

Link to the LCAP:

(optional)

www.sequoiaunion.org

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, 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.

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 LEA 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 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	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:

The administration works with the Tulare County Office of Education and CCTC to ensure that incoming teachers are certified, and prepared to meet the needs of all students regardless of their academic, socio-economic or ethnic diversity. The staff is evaluated and areas of need determined both within group settings and as individuals. Plans are set in motion to provide support for individuals through peer coaching, Professional Learning Communities (PLC), Professional Development or administrative assistance. The whole staff participates regularly in professional development throughout the year. The professional development is based upon expectations from the state, staff surveys, and observations. Staff is supported in seeking outside conference opportunities for growth as needed. Student Assessments and PLC's are reviewed to look for areas of improvement for the staff. We have begun the process of an internal WASC Review to look at the whole of our program beginning in the 2018-2019 school year, and will continue the process through the 2019-2020 school year. We seek to answer three questions each year: What are we doing well? What can we do better? What else do we need to do?

Additional focus is placed on supporting our teachers who are on a STSP, PIP or in an Impact Program. We had three teachers for the 2018-2019 school year that fell under the ineffective/inexperienced, or out-of-field category. The teachers were supported by the school administration, a mentor teacher, the County Office, and their college mentor. They were encouraged to shadow a lead teacher, visit other classrooms, utilize the school professional library, and participate fully in Professional Development and Professional Learning Communities, as well as seek out conferences that would support their effort to grow as an educator.

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:

Our outreach program and support system is multifaceted. The Administration makes itself readily available to parents and families, in person, by phone, and by email. The administration, EL Coordinator, Special Education Coordinator, and SARB Team Members all conduct home visits as deemed necessary to provide parents and families with academic and social support. The LEA makes food donations at key times during the year for families at most need. All teachers make positive contacts with parents and families. Special Education Coordinator, Mental Health Wellness Triage Coordinator, and School Psychologist conduct routine family meetings/visits/follow-ups in addition to ensuring that all IEP's and 504 Meetings are held in a timely and productive manner. The EL Coordinator makes phone calls, home visits, as well as conducting push-in and pull-out classes with EL Students. In addition, parents of students involved in the learning lab, are routinely contacted so as to be informed of student progress. Educational Nights are conducted during the school year, to welcome families to the school, to show what their students are learning, and to invite them to participate in the educational program. The parents and teachers have conducted a Parent Teacher Field Trip Review to clarify the purpose of trips (parents) and costs (teachers), so that both completely understand rationale and cost for each trip. The purpose of these events will be to help parent understand how to help their students, and to gain a better understanding of the school curriculum.

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:

The LEA makes every effort to ensure that the needs of "ALL" students are being met. The LEA Registrar is also the Homeless & Foster Youth Liaison. Our Special Education Teacher, Mental Health Wellness Coordinator, and Psychologist Services work alongside the Liaison to help both the students and their parents. Although we have at times just one or two students that fall into these categories, when they enroll in the school system this team works in tandem with the classroom

teacher and the parents to ensure that their academic needs are being met. The team also works with the families supporting them with assistance with outside support services when, and as needed.

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 has three foster youth for the 2018-2019 school year. The students are assessed, and records reviewed so that we might be able to determine how best to meet the needs of the each student. This includes developing a rapport with the Foster Parents to ensure that they are appraised of what is being done to support the student both academically and socially. This effort is accomplished through a team effort that includes the Foster Youth Liaison, Mental Health Wellness Triage Coordinator, Psychologist, Administration, Classroom Teacher, Foster Parents and the Youth.

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:

Sequoia Charter Elementary is a TK – 7 School. We strongly advocate for all our students. We work with students and parents as they transition from Transitional Kindergarten through to 7th Grade.

We discuss the changes in expectations with parents for their children as they transition from Primary grades up into the 3rd-5th grade academic level. We have a 6th Grade “Camp,” during which both students and parents get to hear about the differences for the students upon entering

6th Grade. Students are introduced to their new Group of Teachers, and receive information about the differences in having 4 teachers, as opposed to one.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA uses a battery of tests and teacher observations to meet the varying needs of all students. We use AimsWeb & Renaissance 360 (to include Accelerated Reader), the state interim tests, and 1 on 1 technology to help determine where each student is academically. We conduct Professional Development and Professional Learning Community Meetings to further promote our teaching staff's ability to meet these diverse needs/capabilities. Our Library Media Services Coordinator works in concert with our Learning Lab to support teachers in the classroom, and provide focused individual and small group support as needed. We have also incorporated Internet based programing that provides independent challenging programs for each student where they are in their academic journey.

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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 LEA participates in Teacher Induction Programs provided through the State and Tulare County Office of Education. We have Teachers involved in "Impact" a teacher preparation program. The Administration involves all the teaching and Classified Staff in "Quick Reads" to ensure that they are familiar with our obligations to students related to Suicide Prevention, ICS (FEMA), CERT, and Social Emotional Learning. The District now utilizes weekly Professional Development and monthly Professional Learning Community days as well as preparatory time throughout the school year to provide professional growth and learning opportunities. The District moved to a Minimum Day Schedule each week beginning in the 2018 -2019 school year. The Administration, Lead Teachers and Curriculum Coordinator meet regularly to conduct a critical review of the training being conducted and additional training that will be scheduled and provided throughout the school year. Teachers are given the opportunity to lead Professional Development meeting, and or to help plan meetings. The goal is to ensure that staff not only receive necessary training, but that such training is implemented with fidelity, as well as to ensure that "ALL" staff comprehend how to implement each facet of each program. Peer Coaching, Peer Observation, and Peer/Administrative Support are also provided.

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:

Unrestricted funds and their use are clearly outlined in both a local Strategic Plan and the LCFF/LCAP. Student needs are met through the use and collaboration of the Learning Lab, Speech Pathologist, School Psychologist, Special Education, Mental Health Wellness Triage Coordinator, Library Media Coordinator, and the Classroom Teacher. They work in concert to provide necessary information to parents to ensure their understanding of the academic and social support being

provided to each student as is necessary and in compliance with State and Federal Requirements. Informal meetings, IEP's, 504 and SST meetings are used in a productive and positive manner to ensure that no student falls behind.

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 LEA utilizes data derived from AimsWeb, local benchmarks, Renaissance 360, CELDT/ELPAC, and CAASPP Test results in conjunction with Teacher Observations, IEP's, 504's, and Learning Lab Staff to drive our educational program. Through a critical analysis of this data the LEA is able to answer three basic questions, as stated earlier: What are we doing well, what can we do better, & what else do we need to do.

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:

Refer back to previous responses. Every effort is being made to ensure that the LEA is utilizing a sound academic program that meets the needs of all students. Professional development is based upon data that demonstrates needs on a personal and institutional level. We interact with the community at large through both formal and informal means to ensure that they both understand the intent of the program and that they have "Buy-in."

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:

This represents a very small portion of the Sequoia Union Student family. However, the LEA has dedicated staff aimed at the direct support of these students. This effort is supported by the Learning Lab, Special Education, Psychologist, Speech Pathologist, Mental Health Wellness Triage

Coordinator and the Classroom Teacher. The Administration works to ensure that support staff receives relevant and appropriate training (either local, County Level, or outside the county) as needed, to meet the needs of this student population.

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:

As stated throughout this report, the LEA makes every effort to meet the needs of all students. Implemented during the 2017-2018 School year is a unique program specifically aimed at meeting the needs of Non-English Speakers. Outside of the traditional academic program are Field/Study Trips. Many Non-English Speaking students miss key opportunities for tactile growth because they have arrived to Sequoia Union in a grade level that will be going on certain trips as they were relegated to previous grades. This creates a learning gap for these students. To compensate for this gap, the LEA sends these children on these key learning trips as chaperones. This allows the child to gain valuable insight, and not feel like they are being demeaned. The student returns having experienced places and activities first-hand, thus they are better able to both appreciate and understand the learning at their own/current grade.

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:

All students are supported through staff interaction with and review of data related to CELDT/ELPAC, Learning Lab, 1 to 1 Technology, CAASPP, AimsWeb and Renaissance 360. Bilingual Teachers/Paraprofessionals share this information with staff and parents to ensure that the whole of the LEA understands what support is needed for the students, and that parents understand how they are best able to support their child(ren). The LEA makes every effort to make CCSS's understandable to parents regardless of the language capacity.

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 LEA has begun a Self-Study/WASC Review during this 2018-2019 School Year. Funds have been used to ensure that the district is meeting the obligation in Suicide Prevention Training, CERT Training, Social Emotional Learning, and assuring that all staff are CPR/AED Qualified. LCAP funds are also used to support the California Arts Standards through Music and Drama Programs. The Library/Media Coordinator transitioned to a Resource/Library/Media Coordinator working directly with teachers supporting both ELA and technology needs. Staff continue to be trained in the use of supplemental Web-Based Programs that support all students whether they are working below, at or above grade level. LCAP Funds also support outside activities to include but are not limited to History Day, Science Olympiad, Spelling Bee, and similar extra-curricular events. In addition to LCAP Funding the LEA reached an agreement with the state that allowed for the installation of a California Irrigation Management Information Satellite (CIMIS) to be installed on the campus. This provides the school with educational support from UC Davis Professors, bolstering our Science Program.