

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

## LEA Name:

Cuyama Joint Unified School District

## CDS code:

42750100000000

## Link to the LCAP:

*(In the following pages, ONLY complete the sections*

## 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

# 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.

CJUSD's strategy for using federal funds is to engage in proven strategies that will increase the performance of low income and EL students as measured on state assessments and other local measures. Specifically the district will be engaged in:

- 01.01: Purchase additional materials for classrooms instruction including paper based materials and computer based services. The focus will be purchasing on CASS-aligned science and social science curriculum.
- 01.06: Provide a path for students to acquire CCR skills at the H.S. including more opportunities for college prep courses or instruction at the H.S. (licenses to online college prep courses, equipment for career tech classes)
- 05.01: Staff all classrooms with appropriately assigned, and fully credentialed teachers in all subject areas, and appropriate to the students they are teaching.
- 05.03: Staff all appropriate instructional support positions including the library/media technician.
- 05.05: Staff a Program Coordinator position that will run the: EL Program, RTI program, Assessment Program, ASES program.
- 01.05: Provide PD for teachers and paraprofessionals on some of the following: CASS and CASS instructional strategies, MTSS, PBIS, ELD Standards, EL Redesignation, ELPAC. (focus to be determined based on needs at end of each year)
- 03.01: Continue to develop the MTSS tiered intervention system for all students (K-12) in need of strategic or intensive academic, behavioral (PBIS), and social emotional interventions. The academic interventions will include both ELA and Math and will comply with SBE time recommendations.
- 01.06: Provide a path for students to acquire CCR skills at the H.S. including more opportunities for college prep courses or instruction at the H.S. (licenses to online college prep courses, equipment for career tech classes)
- 01.05: Provide PD for teachers and paraprofessionals on some of the following: CASS and CASS instructional strategies, MTSS, PBIS, ELD Standards, EL Redesignation, ELPAC. (focus to be determined based on needs at end of each year)
- 04.01: Provide annual parent conferences that focus on educating parents on student progress as well as strategies parents can use to support student learning. Make this event more alike a parent night.
- 05.02: Staff additional classrooms with appropriately assigned, and fully credentialed teachers to prevent combo classes at the ES and additional intervention sections at the HS in ELA, ELD, and Math designed to provide support for unduplicated 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 goals in the district's LCAP are aligned to state priorities and are aligned to the governing board's goals. Data and the LCAP metrics help to identify targeted areas in need of supplemental support. CJUSD currently uses LCFF supplemental and concentration funds, to provide services that support the unduplicated student populations and are complementary to the services funded using federal funds.

CJUSD uses federal funds to support instructional activities in classrooms. Federal funding use is consistent with the rules attached to the funding source. In most cases, if the categorical funding was not available, the district would probably not support the activity.

## 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.

The following actions from the LCAP are the main services the district will provide to monitor students progress in meeting challenging state academic standards.

- 01.01: Purchase additional materials for classrooms instruction including paper based materials and computer based services. The focus will be purchasing on CASS-aligned science and social science curriculum.
- 01.06: Provide a path for students to acquire CCR skills at the H.S. including more opportunities for college prep courses or instruction at the H.S. (licenses to online college prep courses, equipment for career tech classes)
- 05.01: Staff all classrooms with appropriately assigned, and fully credentialed teachers in all subject areas, and appropriate to the students they are teaching.
- 05.03: Staff all appropriate instructional support positions including the library/media technician.
- 05.05: Staff a Program Coordinator position that will run the: EL Program, RTI program, Assessment Program, ASES program.

#### 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).

The following actions from the LCAP are the main services the district will provide to reduce the overuse of discipline practices that remove students from the classroom.

- 01.05: Provide PD for teachers and paraprofessionals on some of the following: CASS and CASS instructional strategies, MTSS, PBIS, ELD Standards, EL Redesignation, ELPAC. (focus to be determined based on needs at end of each year)
- 03.01: Continue to develop the MTSS tiered intervention system for all students (K-12) in need of strategic or intensive academic, behavioral (PBIS), and social emotional interventions. The academic interventions will include both ELA and Math and will comply with SBE time recommendations.

## 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.

The following actions from the LCAP are the main services the district will provide to assist students in acquiring career and technical education skills and work based learning opportunities.

- 01.06: Provide a path for students to acquire CCR skills at the H.S. including more opportunities for college prep courses or instruction at the H.S. (licenses to online college prep courses, equipment for career tech classes)

## TITLE II, PART A

### Title II, Part A Activities

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

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

The following actions from the LCAP are the main services the district will provide to support effective instruction

- 01.05: Provide PD for teachers and paraprofessionals on some of the following: CASS and CASS instructional strategies, MTSS, PBIS, ELD Standards, EL Redesignation, ELPAC. (focus to be determined based on needs at end of each year)

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT

1112(b)(4)	N/A
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Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

The following actions from the LCAP are the main services the district provide to promote parent, family, and community engagement in the education of ELs  
- 04.01: Provide annual parent conferences that focus on educating parents on student progress as well as strategies parents can use to support student learning. Make this event more alike a parent night.

## 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.

Poverty criteria is not used to determine school attendance areas in the district. There is only one school for grades K-8 and one school for grades 9-12.

## 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:

District data shows that 66.2% of all students are either low income, english learner, or both. The district has only one teachers per grade level, as a result all students in a particular grade level are assigned the same teacher. The district looked at low-income, and minority students across grade levels over several years and found that all grades have roughly the same proportion of low-income and minority students. Low income and minority students are not taught by ineffective, inexperienced, or out of field teachers at a higher rate because the one teachers per grade level fact would make it impossible to to do so.

The main equity concern of the district is to ensure that all teachers are adequately prepared for the student population that they have in their classrooms. This includes being trained in the curriculum and the current content standards, being effective at delivering tier I academic, behavioral, and social-emotional interventions, and being highly effective at the use of multiple instructional strategies. All teachers receive continual training in these areas.

#### 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:

- The school district will put into operation programs, activities, and procedures for the engagement of parents and



family members in all of its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents and family members of participating children.

- Consistent with Section 1116, the district will work with its various stakeholders, including parents, to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(6) of the ESSA, and that they include a school-parent compact consistent with Section 1116(d) of the ESEA.
- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, limited literacy, disabilities, of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the state Department of Education.
- The school district will be governed by the following definition of parental involvement and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition in Section 8101 of the ESSA:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

(A) Parents play an integral role in assisting their child's learning

## 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 district will consult with officials from any local institutions for neglected and delinquent children that attend district schools. These consultations will be to determine the type of services needed to provide for the students success, including conducting a needs assessment. Documentation will remain on file in the district Title I office that demonstrates institution officials are being consulted in a timely, on going manner. The following are some of the services the district will provide depending on needs:

- Tutors to work with students in addition to the assistance being provided to children who are attending public schools and receiving Title I services.
- Counseling/peer mediation services to help children in the transition from the institution to school.
- Computers and software to assist children with homework, reinforce concepts, etc.
- Books and materials such as encyclopedias, dictionaries and high interest/low vocabulary books to provide students with additional assistance. The books and materials cannot be religiously affiliated.

## 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:**

The following actions/services will be provided to homeless students on an individualized basis depending on their needs.

- Use Title I funds to meet basic needs of students experiencing homelessness (transportation to school, clothing, supplies, health) so that they may participate more fully in school.
- Hire special teachers, aides, and tutors to provide supplemental instruction to students at risk of school failure in reading and math as a supplement to regular classroom instruction.
- Make a special effort to reach out to parents in homeless situations for participation in parent engagement activities.
- Ensure that homeless students are accommodated so that they can participate in after school and/or summer programs.
- Collect data on students experiencing homelessness as part of the overall district-wide data collection system.

## 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:**

### Preschool to Elementary School

- Initiate conversations and collaborate with preschool teachers, planning ahead to meet specific student needs.
- Invite preschool students to visit on a school day and see what kindergarten is like. This could also include their parents.
- Invite parents to a series of introductory meetings. Have open discussions about expectations and philosophy.

Overview services available. Tour the school.

- Invite parents to visit a kindergarten class during the day.
- Provide quality parent engagement activities to help them become engaged in the school quickly.

### Elementary School to Middle School

- Collaborate with middle school staff to discuss academic and social expectations as well as student needs
- Invite middle school staff to talk to students prior to the transition
- Schedule a field trip to tour the middle school
- Invite current middle school students to come back and talk to elementary students about their transition experiences

- Host student and parent meetings to talk about the differences and similarities between elementary and middle school

#### Middle School to High School

- Host visits to students from ninth grade counselors
- Provide time for eighth grade teachers and students to visit the high school
- Invite high school students for a panel discussion, allowing eighth grade students to ask questions
- Invite ninth grade teachers and counselors to meet with eighth grade teachers

## 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 will use the following data to identify gifted and talented students from the different cultural, economic, and linguistic groups within the LEA.

- School, class, and individual pupil records
- Individual tests including classroom formative and summative assessments
- Evaluation by a school psychologist
- Group tests
- Interviews and questionnaires of teachers, parents, and others

The LEA will use the following categories to identify gifted and talented students from the different cultural, economic, and linguistic groups within the LEA.:

- Intellectual Ability.
- Creative Ability including critical thinking, problem solving, overcoming obstacle, etc.
- Specific Academic Ability or excellence in particular subject areas.
- Leadership Ability
- High Achievement on summative achievement tests.
- Visual and Performing Arts Talent: A pupil originates, performs, produces, or responds at extraordinarily high levels in the arts.

The LEA will use some combination of the following programs to provide advanced educational opportunities to gifted and talented students:

- Part time groupings
- Cluster groupings
- Independent study
- Acceleration
- Postsecondary education
- Enrichment

## 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 will continue to use Title II, Part A funds and other funds, to flexibly implement evidence based actions for the professional growth and improvement of the teaching and administrative staff as well as other school leaders. These actions the district will take include:

##### For Teachers:

- Recruit effective teachers through competitive compensation, a collaborative work environment, and proactive recruitment efforts such as attending job fairs, effective online postings, and other outreach.
- Retain effective teachers, through competitive compensation, a collaborative work environment, and development of an enjoyable rewarding school culture.
- Address issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism;
- Provide PD and coaching support through the MTSS to increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities.
- Support instructional services by providing effective school library programs.
- Utilize an efficient feedback system to enable continuous improvement of working conditions.
- Provide resources for teachers to attend off-site professional development opportunities in areas of need.
- Provide induction services to beginning teachers.
- Provide instructional coaches to partner teach, share strategies, demonstrate lessons, co-plan lessons, provide feedback, and share ideas and resources.
- Utilize or improve a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that is based in part on evidence of student achievement and shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders.

### 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:

The district only has two schools, an elementary (K-8) and a high school (9-12). Because of this situation no school will be prioritized because of either comprehensive or targeted support and improvement activities.

### Data and Ongoing Consultation to Support Continuous Improvement

**ESSA SECTION 2102(b)(2)(D)**

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

To evaluate Title II activities the district uses multiple sources of data. Among these data are SmarterBalanced results and other CA School Dashboard data such as the Chronic Absenteeism rate and Suspension Rate as well as formative assessments administered by the district. In addition, teachers are consulted regularly during monthly staff meetings, grade level and subject level collaboration meetings, and through annual professional development days where time is taken to gather teacher input on a variety of district matters including teacher preparation and effective instructional practices.

In addition to the regular teacher meetings listed above the district conducts annual stakeholder meetings mid way through the school year with teachers and their local bargaining unit, principals and other school leaders, paraprofessionals and their local bargaining unit, specialized instructional support personnel, parents, and community partners, and other partners and organizations. The district also holds other formal meetings at least once a quarter with representatives of all these groups.

In addition to the regular teacher meetings listed above the district conducts annual stakeholder meetings mid way through the school year with teachers and their local bargaining unit, principals and other school leaders, paraprofessionals and their local bargaining unit, specialized instructional support personnel, parents, and community partners, and other partners and organizations. The district also holds other formal meetings at least once a quarter with representatives of all these groups.

The LEA uses services funded from Title II, Part A to support the goals of the district's LCAP, particularly the following goals:

01. Student achievement as measured by state and local targets and by participation in College & Career Ready (CCR)

**Title III Professional Development****ESSA SECTION 3115(c)(2)**

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Enhanced Instructional Opportunities****ESSA SECTIONS 3115(e)(1) and 3116**

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Title III Programs and Activities****ESSA 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:**

N/A

**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:****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:**

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N/A

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