

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

LEA Name

Soledad Unified School District

CDS Code:

27-75440-0000000

Link to the LCAP:

(optional)

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.

Soledad Unified School District utilizes federal funds to support all students as well as student subgroups. Federal dollars supplement major initiatives as outlined in the district's LCAP. These monies are used for a variety of actions and strategies such as, but not limited to: professional development, supplemental materials and curriculum, coaching, development of essential standards work and data analysis, tutoring before school, after school, Saturdays, and during the school day, educational software, intervention, positive behavior intervention support, behavior software and student motivational assemblies and materials to promote positive behavior as well as providing other services to support student success.

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 local single plan for student achievement (SPSA) is an extension of the district's local control accountability plan (LCAP). SPSAs are aligned to the district's LCAP goals. Each school's SPSA strategies and actions, specific to site and student needs, are aligned to meet these local control accountability plan goals. Title I and Title III funds target underserved student populations in effort to close the achievement gap as allocated in the Single Plan for Student Achievement.

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 (as applicable)

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 (as applicable)

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

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.

Soledad Unified School District rank all eligible school attendance areas from highest to lowest based on an equation. School sites are allocated funds based on the number of free and reduced lunch students in attendance of each school site.

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:

Title II funds are used to recruit, train, and retain highly qualified teachers. All Soledad Unified School District teachers have the necessary credentials to provide instruction to all students, including student subgroups. Soledad Unified School District utilizes Title I, PART A funds to provide additional instructional support to student subgroups, such as but not limited to, before and after school tutoring and intervention during the school day, supplemental reading materials to provide reading support and reading materials at students lexile level, as well as math manipulatives and resources to provide students struggling in math more tools. Additionally, Title I, PART A funds are used to provide teachers with professional development and grade level planning to analyze data, design formative assessments, and instructional planning. Title I, PART A funds are allocated to enrichment programs, augmenting students general education with enriching activities such as the use of media tools to record, edit, and produce student driven news clips. Last, Title I PART A funds will be used to support a new dual immersion program. The program will support two strands of 50/50 English/ Spanish instruction at two sites. Funds will support supplemental materials such as technology programs, Spanish library books, supplemental English Language Arts curriculum and resources, parent involvement activities, and professional development for dual immersion teachers. The district constantly strives to assign the best-qualified teachers to underserved students.

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:

Soledad Unified School District allocates the required percentage, as set by the ESSA funding instructions, to parent involvement. Schools throughout Soledad Unified School District facilitate various family engagement evenings including but not limited to math, reading, science, and technology nights. Additionally, several sites in our school district offer various parent trainings throughout the school year on various topics such as human trafficking, drug awareness, parenting strategies, and orientation evenings for incoming middle school parents and high school parents, etc. The district is planning to enhance our parent messaging system. Some school sites incentivize parent involvement by recognizing parents for their involvement.

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:

Soledad Unified School District teaching staff participate in regular Professional Learning Community meetings. Administrators and grade level leads/ department leads take regular inventories to enable staff to monitor the fidelity of PLC. PBIS (Positive Behavior Intervention Support) to decrease the number of behavior problems and increase positive behavior is measured by Tiered Fidelity Inventory to measure the quality of Positive Behavior Supports & Interventions implementation. The district uses locally adopted assessments to measure student growth. These include NWEA (Norm-referenced assessment), Illuminate (Standards-based assessments), Interim Assessment Blocks (IABs; form the CAASPP digital library). The school site will also utilize data from specific assessments from Read 180, Accelerated Reader (STAR), English 3D to track student progress. Students identified for necessary supports will be provided services including but not limited to: academic support through Saturday school tutoring sessions, as well as before and after school tutoring, Math Bootcamps, English Bootcamps, Science Bootcamps, Accelerated Math (Similar to Accelerated Reader for intervention), IXL, IReady, Intervention support when a student needs time out of class (instructional aide pay before work or after work hours during school day, teacher pay during prep for intervention), Accelas for intervention Main Street Middle School will also monitor the numbers of students referred for Special Education Assessments. The District will provide measures to assist the process of recruiting, screening, selecting and evaluating external service providers to determine which external service providers will be used. The District will work with major providers including Solution Tree (PLC, Mathematics, Assessment, RTI), E.L. Achieve (Integrated ELD and Constructing Meaning), and Corwin Press (Principal coaching with Peter Dewitt).

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:

Each year Soledad Unified allocates a portion of Title I, PART A resources to McKinney Vento students, or homeless children and youth. Services include but not limited to: transportation, school PE uniforms, student fees that prohibit them from participating in promotion ceremonies, school clothing and/or jackets, toiletry kits, backpacks and school supplies, etc. The district is planning to provide parent workshops for parents of McKinney Vento students.

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.

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:

Soledad Unified School District offers students multiple of opportunities to explore career and college opportunities through field trips and career related learning experiences. Students at the middle school and several elementary sites have the opportunity to learn about careers through annual facilitated career days. High school students in ninth, tenth, and eleventh grades have the opportunity to attend college field trips to state colleges, universities, and a local community college. Additionally, the high school offers students multiple career pathways as part of the courses of study. The continuation high school takes students on a technical career field trip. The high school supports concurrent enrollment in college level courses offered through the local community college. The middle school and high school sites host orientation evenings for parents of incoming middle school and high school students.

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:

Annually students participate in digital citizenship lessons as outlined of Soledad Unified School District's technology plan. Students across the district, dependent upon each site and frequency develop their digital literacy skills through common core state standards required oral presentations and demonstrations. Students research various topics in completing assigned reports, the Internet being a source of information. School libraries provide an opportunity for students to improve reading skills through borrowing of books and use of library resources.

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:

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:

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:

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:

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.

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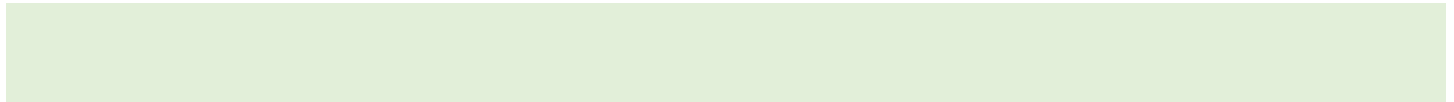


Social, Health, and Other Services

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:

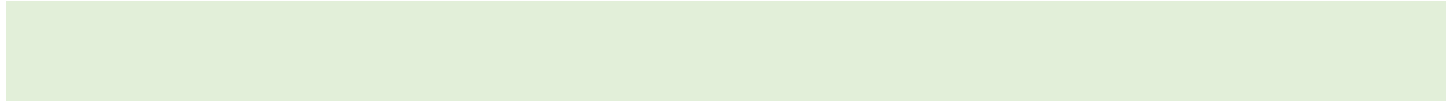


Postsecondary and Workforce Partnerships

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:



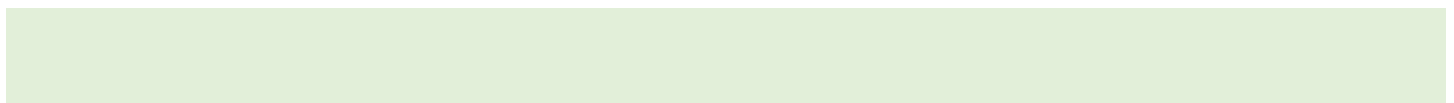
Parent and Family Involvement

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:



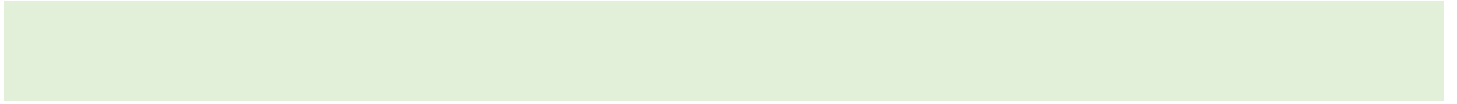
Program Coordination

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:

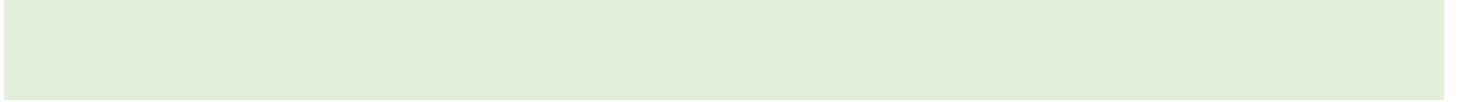


Probation Officer Coordination

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:

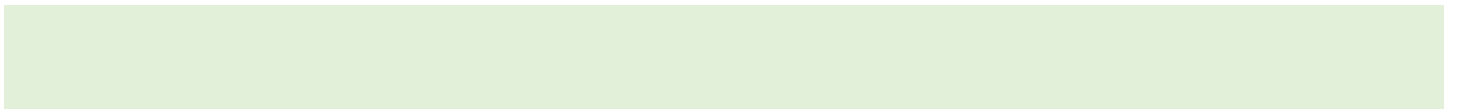


Individualized Education Program Awareness

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:

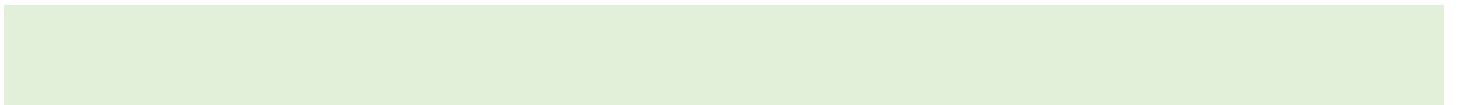


Alternative Placements

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:



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:

Soledad Unified School District provides an induction program for new teacher support as well as new teacher support for emergency / intern teachers. At the beginning of every school year the district facilitates four professional development days that serve as orientation days to newly hired teachers to the district. Orientation days provide all newly hired teachers to learn about different district departments, the local community, and provide teachers with professional development that include but are not limited to: instructional programs, lesson planning, classroom management, and other district initiatives.

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 districts new teacher development and support program offers services and resources to all new teachers, which address grade level/ subject area needs and are specific to school site. The new teachers coordinator is included in all district development and strategy meetings to ensure new teachers support services are aligned with district initiatives.

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 district is striving to use data to drive instruction. Several Soledad Unified School District teachers have been trained to participate in PLCs (professional learning community) to identify essential standards, design formative assessments, and regularly analyze student data. Data is used to adjust instruction to meet the needs of all students including the students that did not comprehend the lesson or content. Intervention is used to address the needs of students still struggling to master content while enrichment extends students learning of students that have mastered each concept. Through cycles of inquiry (regular formative assessment cycles) teachers are able to regularly review assessment data during the PLC platform and address deficit areas.

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:

Classroom teachers, school leaders, and administrators will attend a Constructing Meaning (CM), integrated and designated ELD strategies, EL Achieve trainer of trainers model. Trained personnel will be able to support further implementation of CM instructional strategies by supporting and training teachers new to EL Achieve Constructing Meaning. Additionally, dual immersion teachers will attend bilingual education conferences and receive training in new bilingual curriculum as well as visit a lighthouse school site with a fifty-fifty program for further implementation and development of our local dual immersion program. Remaining dollars will be allocated to support teachers receive professional development of EL instructional strategies and/ or supplemental materials that are purchased exclusively for the of EL students. Professional development resources will also seek to support critical learning needs in Mathematics and English Language Arts.

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:

Immigrant children and youth are provided enhanced instructional opportunities through tutoring before, after, during the school day (through intervention) and on Saturdays. Additionally, these students are provided the opportunity to participate in supplemental programs that varies from school site to school site and offering multiple pathways to reading support through use of leveled readers and reading passages aligned to student's lexile reading levels, as well as reading intervention programs. Soledad Unified School District teachers analyze data regularly through PLC (professional learning communities) process, identifying areas of deficit to address these achievement gaps.

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:

Secondary English Learners and LTELS will benefit from Constructing Meaning instructional strategies in integrated and designated ELD strategies and routines to be used during integrated ELD. We will begin a dual immersion program starting in kindergarten next year, and will grow our program each additional year as we add a grade level annually up to sixth grade. The dual immersion program seeks to serve 100 students, English only, bilingual, and Spanish speaking students. This bilingual program enriches students' language knowledge while solidifying their native language-teaching students to read and write in Spanish. Several school sites in Soledad Unified School District provide additional tutoring to students outside of school hours, including Saturday School.

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 district provides multiple opportunities for teachers of English learners (ELs) to receive robust professional development around language acquisition, English learner strategies, and reading and writing strategies to support ELs deficient areas. Our secondary schools have piloted Constructed Meaning (CM) teaching strategies to engage English learners in meaningful collaborative conversations around content. This school year (2019-20) our own teaching staff will have been trained as trainers of the CM model. This knowledge will then be shared and utilized with more teachers across our middle and high school teaching staff. Our English learners benefit from this instructional framework by providing them with instructional techniques that help them access subject information across all content areas. Students in our elementary schools benefit from GLAD (guided language acquisition design) teaching strategies. English learners benefit from learning content knowledge through pictorial input charts, chants and songs, as well as, sentence frames and graphic organizers. Additionally, school sites utilize multiple supplemental curriculum materials such as but not limited to: Kate Kinsella vocabulary toolkit, Lexia reading intervention program, scholastic news, and step up to writing. Last several school sites throughout the district provide tutoring support to English learners before school, after school, and Saturdays as well.

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 district has considered utilizing title IV funds for the following:

- 1) Playworks program to provide professional development to yard duty supervisors at the elementary level. This PE program would train supervisors and other staff to provide guided sports activities and games engage students in positive play during recess as a safe alternative to problematic activities such as physical aggression and other unsafe activities.
- 2) Gear up services would provide students at the middle school and high school similar services as comparable to the 2023 student Gear Up cohort. This would include tutoring services to students at the secondary level as well as some college field trips to increase students' awareness of college and career pathways.
- 3) Remaining funds to be used towards technology to enhance instruction and/ or parent involvement.