

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

## LEA Name

Novato Unified

## CDS Code:

654170000000

## 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

*(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.

The plan of action regarding the use of federal funds to supplement local priorities is to support Response to Intervention activities within a comprehensive educational program. Resources, services and personnel are identified, goals are set and actions are taken to create a cohesive program that upgrades the educational program for all students throughout a school. The three goals of NUSD's LCAP are student success, staff support and community engagement and the strategies to support these goals are research based curriculum, highly trained personnel to serve the students in most need, high-quality professional learning and authentic parent and family engagement and education.

## 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.

NUSD aligns resources by first assessing the needs of students and staff. A comprehensive needs assessment helps identify strengths and weaknesses of educational programs. Once needs are identified, priorities are put in place. Funds are then identified and allocated to provide resources and services to carryout activities. As directed by the LCAP development process, the district uses the information from the California Dashboard to guide the decisions on how to support our underserved student groups. These activities are further enhanced through the use of federal funds.

## 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 LEA will use multiple measures to assess to students progress towards meeting the standards in order to identify students who may be at risk for academic failure. In terms of developing and implementing a well-rounded program of instruction to meet the academic needs of all students, the district has ensured all students have access to standard-aligned, research based instructional materials. Additionally, the district has begun the process of creating learning targets based on the standards to guide both teachers' instruction and provide specific feedback to students on their progress towards proficiency. The schools also provide students who are struggling with intervention courses designed to remediate and accelerate student learning so they are able to regain grade level competency. NUSD is dedicated to research-based instructional methodologies like project based and inquiry based learning as well culturally relevant pedagogy to ensure students have access to an engaging, high-quality education. Also, the district has invested in data monitoring tools to ensure that teachers have student data to inform their instruction and identify specific areas to increase students ability to access the curriculum as well as close the gap in achievement amongst the different student groups.

### 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).

All schools employ restorative justice practices through both restorative circles and peer court. Additionally, teachers have been trained in restorative classroom practices and are supported through a strong partnership with North Bay Security who provide counseling and follow-up through home visits and other outreach efforts. Each school has a bilingual community liaison that works to build relationships between school and home in order to communicate school and classroom expectations in a manner that is comprehensible to families. They also employ preventative measures to ensure students who begin to show signs of distress, disengagement or disruptive behaviors are provided with tools, resources and services to intervene before larger discipline occur.

### Career Technical and Work-based Opportunities

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

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.

NUSD has identified and defined specific skills that all students should develop through their classrooms, these skills are coordinated through all instructional programs and grade-levels. NUSD refers these skills as the Graduate Profile. Additionally, the district continues to enhance existing CTE pathways as well as develop new pathways based on in-demand occupations. Two new CTE programs in development are a Medical Careers pathway and Culinary Pathway. The district also has an internship and work place coordinator who helps place students in a variety of different internship opportunities in community. Further, the district requires all students complete community service hours which often provides students with the opportunity to engage with professionals in the community.

## 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.

All professional learning provided through the district is based on state standards and assessments. This includes providing research based training on methods and strategies for English Language Development for elementary teachers to ensure they align their instruction to state ELD content standards. The district continued to provide training in project base learning where teachers design inquiry based lessons aligned with state academic standards. Ongoing rigorous training has also been provided on the following topics: Culturally relevant pedagogy practices to ensure all students can access the challenging State academic standards, development of learning targets through Marzano research to closely align curriculum with standards. Teachers also learned how to provide students with effective feedback on their progress towards the mastery standards through ongoing professional development. This year, teachers also were trained on how to use the state Interim assessments to inform instruction and better alignment to the state standards. Finally, teachers have worked and will continue to work on developing high-quality curriculum aligned to the CA standards for math, science, social studies and English as well as other state standards depending on the teachers' main assignment. All of these professional learning opportunities are ongoing and will continue for the next few years.

## TITLE III, PART A

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

### Parent, Family, and Community Engagement

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

Research indicates that when parents engage in their child's education, student outcomes improve. For parents/guardians of English learners, Novato Unified School District is dedicated to reducing the barriers that prevent parents from participating in their child's education. The district uses four major strategies to promote parent, family and community engagement in the education of English Learners.

First, every school site has a bilingual community liaison who helps support the connection between home and school. Liaisons communicate with parents in their native language, inform parents of resources available to support families within the community, and carryout outreach programs to promote parents becoming involved in a variety of school activities. Secondly, the district provides parent education classes through non-profit agencies as well as district staff. These classes focus on learning to navigate the pubic school system and college and career readiness for students. Third, the district utilizes the ELAC and DELAC parent advisory committees to engage parents of eligible students to be the voice of the English learner community by participating in school advisory committees. The district also works with the advisory committees to elicit feedback and insight on how best to serve the English Learners. Finally, the district has invested in a newcomer counselor to serve English Learners who are new to the country. This trained counselor works with newly immigrated families and students to provide access to resources to support their access to the curriculum as well as smooth transition to a new school system.

### Enhanced Instructional Opportunities

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

There are three ways that the district provides enhanced instructional opportunities for our immigrant children and youth. First, students are supported in additional ways throughout the school days which includes the use of Intervention teachers and para-educators to work with identified students throughout the school day.

Additionally, academic assistance is offered to identified students after school to support educational activities from the school day. Students meet individually or in small groups on a weekly basis. Finally, eligible students can attend summer school. The program for elementary students offers educational programs with a strong focus on English Language Development in the morning and enrichment activities in the afternoon. Secondary students attend a program that provides ELD and activities to help newly immigrated students learn how to navigate in a large public school.

## 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.

Novato Unified School District uses Free and Reduced Meal Program as the measure to identify low income students.

## 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. [(N/A if your LEA is a charter school or COE, or your district's educator equity data does not demonstrate disparities)]

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A - Educator Equity Data does not demonstrate disparities.

#### 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:

NUSD Title I schools will carryout all mandates regarding parent and family engagement. The district central office and Title I schools will develop, parent and family engagement policies which will be distributed throughout the LEA and Title I schools. School personnel will work with parents to develop a Parent Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards .Parents will be invited to attend an Annual Title I Parent meeting in which program guidelines will be shared. A portion of Title I funds will be allocated to parental engagement activities. School

#### 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:

N/A

### **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:**

NUSD allocates Title I Part A funds to cover costs associated with providing students resources to minimize barriers to attend school due to being identified as being homeless. Students are given Target cards to purchase clothing and Clipper Cards to be able to take public transportation to and from school. Note: For the 2017-2018 school year, NUSD received a donation of school supplies (backpack) from a local vendor fulfilled student/family requests.

### **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:**

N/A

### **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

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

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

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

N/A

## **TITLE I, PART D**

### **Description of Program**

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

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

N/A

### **Formal Agreements**

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

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

N/A

### **Comparable Education Program**

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

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

N/A

### **Successful Transitions**

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

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

N/A

### **Educational Needs**

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Social, Health, and Other Services**

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Parent and Family Involvement**

ESSA SECTION 1423(8)

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.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## **TITLE II, PART A**

### **Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

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

Novato Unified School District Title II funds are allocated to leverage high-quality teaching and learning professional development goals to build the capacity of teachers and school leaders to fulfill the expectations of student success as outlined in the in NUSD's Student Graduate Profile. A system comprised of reviewing, acquiring input from a variety of stakeholders assess professional development needs. District leaders with the support of the District Leadership Team review state required student assessments, scores from benchmark assessments, report card grades and number of students enrolled in advance placement courses, and results from surveys given to school site personnel, are used to determine what measures need to be taken to improve the quality of teaching. In order to carryout professional development goals,

### **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:**

NUSD will review all sites and student group data at each school site to ascertain where needs to are greatest.

### **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:**

NUSD will use a variety of data to monitor professional development goals based on needs. Outcomes from state required CAASPP and ELPAC assessments, district benchmark assessments will be used to monitor progress. The District Leadership Team (DLT) will meet throughout the school year to review test score data and evaluate professional development activities. Additionally, committees of teachers from different content areas will meet to discuss the effectiveness of professional development activities. District administrative personnel will review evaluations submitted from teachers after district-wide professional development activities to help them determine what was successful and what action needs to take place in order to improve future activities. Additionally, instructional coaches will work with both groups and individual teachers to build capacity of teaching staff.

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

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

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

The goal of professional development associated with educating English learners will be to improve the ability of administrators, certificated staff and classified personnel to use a research-based EL instructional program, implement instructional strategies and review state-required assessments with efficiency. NUSD will provide high quality professional development for teachers in classroom settings that are designed as well as those not specifically designed for language instruction. Thus, identified students receive similar language acquisition instruction through the school day. Professional development activities will be monitored and refined throughout the school year by NUSD's Instruction and Innovation personnel, school site administrators, and board of trustees.

### **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:**

Upon enrollment, identified students will meet with a counselor who is dedicated to working with newly immigrated students. The counselor will work with the student and parents to ensure that there is a smooth transition into a new school system. Students in secondary schools will be given a New Comer Tool Kit, which will be comprised of materials to help support their core educational program.

Identified eligible students will be offered tutoring outside of the school day. Students will meet in small groups or individually with a a credentialed teacher and receive additional English Language Development support.

### **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:**

NUSD certificated staff will be trained to implement researched-based curriculum into system of designated and integrated instruction throughout the school day for identified students. The district will also ensure all content teachers have the resources and training to provide secondary EL students with access to the core curriculum. Teachers are trained at every level to differentiate according to the needs of EL students so they are able to meet the challenging State academic standards.

### **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:

- (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:**

The district closely monitors EL students' growth year to year to ensure that they are developing their language proficiency and moving toward being fluent in English. Further, the district ensures as the student is developing their language that they simultaneously have access to the academic standards through high-quality instruction that accelerates their language development. The district uses the state required assessment to monitor both the EL students language growth as well as growth towards proficiency on the academic standards.

## **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:**

N/A District has not yet received Title IV funds.