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

LEA name: Pleasant Valley Joint Union Elementary School District

CDS code: 40687916043186

Link to the LCAP: (optional)
www.pleasant-valley-school.org

For which ESSA programs will your LEA apply?
Choose from:

**TITLE I, PART A**
Improving Basic Programs Operated by State and Local Educational Agencies

**TITLE I, PART D**
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

**TITLE II, PART A**
Supporting Effective Instruction

**TITLE III, PART A**
Language Instruction for English Learners and Immigrant Students

**TITLE IV, PART A**
Student Support and Academic Enrichment Grants

*(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

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.

We use federal funds to supplement and enhance actions and services funded with state funds that are designed to close the achievement gap and support all students in meeting challenging state academic standards, as reflected in our LCAP. In our LCAP, we have two goals. The first is to “improve and support student learning to close achievement gaps and ensure all students move successfully to the next grade level.” The second LCAP goal is to “ensure a safe, welcoming, engaging and inclusive climate for all students and their families that promotes increased academic excellence and daily attendance.” The district is a single school district with fewer than 55 students in grades kindergarten through sixth-grade. For the 2019-20 school year, we have decided to focus our priorities on student academics and in providing intervention for our most struggling learners.

**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.

Our primary method of alignment has been identifying key priority areas for our school through the annual planning process. This process began in January and ran through June and was closely aligned with our budget and LCAP planning process. It involved various methods of input, feedback, and approval from various stakeholders. The goals in our LCAP support the federally funded actions by ensuring that student target groups’ data analysis remains at the core of professional development, staff meetings, and teacher collaboration time. Because we receive very little in federal funds, part of the planning process also had to involve using those funds for our greatest priorities.
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

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<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
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<tbody>
<tr>
<td>1112(b)(1) (A–D)</td>
<td>1, 2, 4, 7, 8 (as applicable)</td>
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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

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<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
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<tbody>
<tr>
<td>1112(b)(11)</td>
<td>6 (as applicable)</td>
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</table>

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

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

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<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
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<tbody>
<tr>
<td>2102(b)(2)(A)</td>
<td>1, 2, 4 (as applicable)</td>
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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

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

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<thead>
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<th>STATE PRIORITY ALIGNMENT</th>
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<tbody>
<tr>
<td>1112(b)(4)</td>
<td>N/A</td>
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</table>

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.
ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. Each provision for each program provided on the following pages must be addressed, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision within this addendum.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA’s responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

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).

Our school involves parents and families in a number of ways. The School Site Council and English Language Advisory Committee, as well as our very active PTO, provide input, direction, and leadership on many key school decisions and on parent engagement overall. These groups were very helpful in the LCAP planning process. We survey parents every year as a means of trying to ensure that all parents, not just those willing to come to meetings or events, are involved in the planning process. Survey results from parents and community were analyzed and used to revise and update our LCAP and Single School Plans. In addition, we have a significant percentage of our parents who regularly volunteer in the classroom and at school. The district website, social media, district newsletters, and teacher newsletters are also a part of getting families involved in their children's education. Information related to school programs, meetings, and other activities are sent to parents in either English or Spanish.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Attempts to encourage parents to attend meetings that do not involve school events have not been successful in the past. Our best strategy has been to incorporate parent involvement information and feedback in conjunction with events that take place at the school in which the students are also on campus. There are several scheduled throughout the school year. Because we are a rural school, it is not always easy for our parents who work in town to attend meetings whether they are during the day or in the evening. We have also made good use of the ParentSquare program which allows parents
to respond to requests for feedback in a way that does not require a great deal of their personal time. We do have a very robust PTA group of parents who helps to plan many of our school events. Roughly one-third of the parents of the students at the school participate in the PTA. Many others are part of the Facebook community. Our most consistent and reliable source of information has been from these parents as they also help us to reach out to parents who are not part of the parent group.

**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.

SWP: Describe SWP here, if SWP does not exist type "N/A" Pleasant Valley School is a school-wide Title I school. However, our school still identifies and supports students in need of additional targeted assistance in various ways. Data is retrieved from DIBELS, BAS, SBAC, online standards based assessment programs and school-created interim assessments, teacher and parent input, and this data is used to create leveled groups and individual education plans for students. School-wide strategies include reading intervention time dedicated each day for targeted and leveled instruction, additional pull-out one-on-one intervention, CCSS aligned curriculum and resources, and PD and teacher collaboration in data analysis. For the 2019-2020 school year, these efforts were expanded through the MTSS process. Ongoing monitoring of student data occurs throughout the school year using benchmark and Fountas and Pinnell assessments. Monitoring of student progress allows for students to enter/exit interventions and support quickly. TAS: Describe TAS program here, if TAS program does not exist type "N/A" N/A Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A" N/A

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.).
The district provides homeless families with access to support services and resources. When needed transportation to and from school and to these support services is provided by staff. We currently do not have any children who qualify as homeless.

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.

N/A

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(a) 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.

N/A

Pleasant Valley School has students in kindergarten through sixth-grade.

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.
Students are regularly assessed in their language arts and mathematical skills. During the response to intervention time when there are students who need additional services and catching up, students who perform above their grade level are placed in a group and are instructed at a level that will push them forward. Each month, every student from Kindergarten to sixth-grade is given digital citizenship instruction by the school librarian. Pleasant Valley School is a 1:1 school for Chromebooks. All students, including kindergarteners, on a daily basis, use their Chromebooks in class. The initiative has been successful in building digital literacy in the areas of reading, comprehension, mathematics, and research. As a part of their regular lessons, in addition to those lessons given by the librarian, the teachers advise their students on the best uses of this technology. Pleasant Valley School also has a very active library program. Through the librarian, the students participate in digital citizenship and research lessons.

Title I, Part A, Educator Equity

User: wendynielsen

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. Each provision identified on this page must be addressed, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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.

Response from Pleasant Valley Joint Union Elementary:
All teachers at Pleasant Valley School qualify as High-Quality Instructors. No teachers are teaching outside of their credential. All of the teachers in Pleasant Valley have been teaching for at least four years to twenty or more years.
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:
Not aligned

Formal Agreements
ESSA SECTION 1423(2)
Provide a description of formal agreements, regarding the program to be assisted, between the
(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved
with the juvenile justice system, including such facilities operated by the Secretary of the
Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:
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

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**Parent and Family Involvement**
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

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**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

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**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:

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:

Our professional development can generally be divided into two primary categories: academic/pedagogical/technical and social/emotional. The district contracts with the county office to provide the induction program, but district teachers act as mentors and trainers within the program. Ongoing professional development for all instructional staff is an integral part of the district’s strategic
plan. All teachers participate in three day-long professional development days focused on specific academic and social/emotional areas. The district provided two early release afternoons a month for teacher collaboration and professional development. When needed, the district provides a comprehensive teacher induction program. During the summer, teachers either voluntarily or by design of the district attend professional development training provided by the local university and other agencies. As a small, rural district with only five teachers, we often have to collaborate with some of our larger district neighbors. Professional development for the instructional aide staff is also provided monthly. Recently, because getting access to professional development is more difficult because of our rural location, the district has begun to contract with online resources for professional development. This upcoming summer, for example, all of the instructional aides will be completing courses through the Small Schools District Association. Teachers have received training in MTSS and TIME NGSS Toolkit and Fair Act Compliance training offered by the San Luis Obispo County Office of Education. These teachers then meet with the other teachers on campus to share the training and resources.

**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:**

Our priority for these funds is to use them to support researching and obtaining quality professional development and training in assessments, interventions that support our intervention program. We work with surrounding districts and the county office, as well as other grant opportunities, to provide this support to the district.

**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:**

Our teachers and Site Council review academic growth data annually to ensure that the professional development teachers and instructional aides are receiving translates into student academic success. Regularly scheduled PLC days are used to analyze data and to look at individual student performance. Reading data is analyzed every six weeks. Writing and mathematics are analyzed three times a year.

**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:

ELD is an integral part of professional development in the district. Professional development in English language arts, math, and other curricular areas is designed to address the individual needs of all students including English learners. In the past, because we are a very small school district/school with only five teachers and one administrator, we have contracted with the county office of education for support in ELD professional development. This past school year, the district participated in the MTSS program and attended workshops that provided trainings in multi-tiered systems of support, which were intended to ensure success for all students through a series of supports of increasing intensity. English learner students are included in the MTSS process. During the current school year the district has had eleven English language learners. None of these students are classified as newcomers.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116
Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

This past year, the district had two students who qualified under the immigrant status. Instructional opportunities for these students are the same as addressed in the previous section.

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:
The district receives less than $2,500 in Title III funds. We participate in a consortium that is managed by the County Office of Education. These funds are used to fund, in part, the salary of a bilingual instructional aide. This aide, in addition to her other regular classroom assistance duties, has a regular schedule where she pulls out struggling English language learners to work one-on-one with them using lessons prepared by the classroom teacher.
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:

The district does not have an achievement gap between its English language learner students and the non-English language learner students. At the beginning of each school year and throughout the year, teachers are provided relevant data on all students including English language learners. In conjunction with our RSP teacher who helps organize our intervention programs, teachers review individual student data as it is collected throughout the school year on benchmark, SBAC, DIBELS, BAS, online standards-based assessments, and local assessments. Instructional decisions are made based on this data. The teachers and the administrator identify students who are in danger of becoming LTELs or who are already considered LTELs. Because we are such a small district/school and have a smaller population of English language learners, we are able to address student progress more quickly than larger districts.

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.
Funds from Title IV have been used for professional development for the instructional aides who work with individual students and groups of students in our RTI model. They will be taking online classes beginning this June offered through the Small School District Association. In addition, funds have been used to push our 1:1 initiative down into the kindergarten and first-grade so that the kindergarteners and first graders can begin to learn 21st Century technology and writing skills.