

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

LEA Name

CHAWANAKEE UNIFIED SCHOOL
DISTRICT

CDS Code:

20-76505

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 IV, PART A

Student Support and Academic
Enrichment Grants

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

Title I, Part A
Title II, Part A
Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

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

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

A broad range of stakeholder groups were engaged throughout the development of the Chawanakee Unified School District's (CUSD) LCAP, including parents, students, local bargaining units, classified and certificated staff, school board, and the communities of Madera, North Fork and O'Neals. CUSD gathered input from stakeholders at both the district and site levels through the use of written surveys and meetings at various schools. The goal was to solicit input, provide an opportunity to share school and district level data, and answer questions.

Chawanakee Unified at its annual planning meeting refocused the district goals with the intent to ensure we are educating the whole child and preparing them for post secondary. Our "Four R's", Rigor, Relevance, Resilience, and Relationships were used to develop the districts' three (3) LCAP goals:

1. Increase student achievement through the implementation of high quality English Language Arts and Math instruction and rigorous curriculum.
2. Increase student engagement by providing all students with a safe, healthy, and secure high quality learning environment.
3. Provide students with access to technology to support 21st Century Standards and to give access to all district programs.

Each goal includes a variety of strategies to support the academic achievement for all students throughout the district.

Local and state assessment data was used to determine where the most impact could be made with our Title I funding. The decision was made to focus these allocations primarily on our elementary schools with the goal of improving performance of our most at-risk students. The majority of Title I funds has been designated to target these students and provide additional social emotional support through relationships, Math and English Language Arts intervention. Focused work around Math and Literacy will continue to be a priority for the district.

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.

Chawanakee Unified School District's commitment to Rigor, Relevance, Resilience, and Relationships influenced the districts' three (3) LCAP goals and its schools' SPSAs. Supporting the District's LCAP, each of the schools' SPSAs includes goals that once obtained will ensure the success of the district's plan. This alignment supports the implementation, monitoring, and evaluation to make significant student progress.

Each SSC is charged with identifying supplemental actions and services through a comprehensive needs assessment and data analysis. This analysis is then used to determine instructional and intervention needs. In addition the analysis is used to determine professional development that will extend, enhance, or enrich the activities funded using state and local dollars. These activities are provided as school-specific and centralized services, and are included as part of each school's SPSA.

Federally-funded activities are aligned with the district's LCAP and supported by actions implemented at the schools. Once these are established, activities supported by Title I, Title II, and Title IV funding are decided upon to ensure cohesiveness to the overall plan.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students’ progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

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

Career Technical and Work-based Opportunities

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

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

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

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

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.

The poverty criteria used by the district is the Free and Reduced Lunch Application.

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district collects data internally using the student information system and district made spreadsheets and uses data on DataQuest to analyze any disparities. If there are any disparities then a root cause analysis is conducted. Once it is determined what the causes may be stakeholders engagement opportunities are held to solicit feedback on how to address the root cause. The last step would be to try to fix the root cause and make any changes to teaching assignments in the district to address the root cause.

At this time there are several inexperienced teachers, but are spread out evenly through the district. There are no ineffective or out-of-field teachers in the district. Some of the challenges the district faces when hiring certificated staff is:

1. Rural location - It can be hard to find teachers to teach at schools that are further away from town
2. Teacher retirement- we have seen an influx of retirement and had an increase in hiring. A schools percentage of experienced teachers can change year to year due to retirements.
3. Teacher request to move from one school to another.
4. District growth- the district is experience increasing enrollment. A new school has opened and several are planned to open in the upcoming years. With new schools comes new hires who may be new to the profession.
5. Teacher shortage- With fewer experienced teachers applying the district may have to hire interns or teachers on Provisional teaching permits

The district has:

3- K-8 schools- Hillside, North Fork, Spring Valley (The data from these schools can be compared and analyzed)

1- Comprehensive High School (Really its two Minarets and Minarets Charter. They share the same campus, staff, teachers and resources). (505 Students) Has 4 inexperienced teachers (8%)

1- Independent Study School that is K-12 (262 students) No other program like it to compare it to within the district- Has 2 inexperienced teachers (14%)

1- Small Necessary School- Mountain Oaks (11 students) no inexperienced teachers

1- Community Day school that serves 5th-12th grade (varies on the number of students up to 10) no inexperienced teachers

It is easy to compare the 3 elementary schools. The district does not compare the comprehensive high school to the small necessary school due to size and type of program.

Hillside- Just opened in 18/19 School Year

69 students- 5 teachers

Free and Reduced: 44%

Ethnicity:

1.4% American Indian

1.4% Asian

23.2% Hispanic

65.2% White

8.7% Two or more races

Subgroups:

English Learners- 1%

Homeless Youth- 1%

Students with Disabilities- 4%

Socioeconomically Disadvantaged- 44%

No inexperienced teachers

North Fork

254 students- 12 teachers- 1 inexperienced teacher (8%)

Free and Reduced: 85%

Ethnicity:

1.2% African American

15.4% American Indian

0.4% Asian

23.6% Hispanic

52% White

7.5% Two or more races

Subgroups:

Homeless Youth- 15%

Students with Disabilities- 11%

Socioeconomically Disadvantaged- 85%

Spring Valley

223 students- 11 teachers- 2 inexperienced teacher (18%)

Free and Reduced: 43%

Ethnicity:

0.4% African American

5.8% American Indian

0.4% Asian

11.7% Hispanic

0.4% Pacific Islander

78% White

3.1% Two or more races

Subgroups:

Foster Youth- 1%

Homeless Youth- 6%

Students with Disabilities- 12%

Socioeconomically Disadvantaged- 43%

The school site with the the most inexperienced teachers has the fewest amount of socioeconomically disadvantaged students than the other two sites. The school site with the most need is in the middle of the other two schools. The district does not consider this a disparity with it being only one inexperienced teacher and this school site has experienced an increase in teacher retirements over the past few year. The district has done its due diligence to find experienced teachers.

When the district is hiring certificated staff it first reviews all data to determine where the need may be and if there is a disparity. If it is determined there is a disparity, the district will hold interviews in hopes of finding experienced teachers. If they are unable to find experienced teachers, the district may ask experienced teachers to move voluntarily. If there are no volunteers then the district may imposed involuntary movement of a teacher or teachers. Although, the district tries to maintain no disparities it can be hard to determine or even maintain with several factors like the teacher shortage California is experiencing, our rural area, especially for specific schools that are further away, and teacher requests to move schools.

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:

For Section 111 (d)-N/A

For Section 1116-Family Engagement Policy- The LEA parent and family engagement policy is developed with parents and each school site and is reviewed on an annual basis. This process is handled within the School Site Councils. The policies are distributed to all families at the beginning of the school year after policy has been reviewed and approved by the site councils.

Assistance to Parents & materials and training- local and state assessments are shared with the parents at yearly parent conferences. Flyers provided by CDE on how to read the reports is given to them at the same time. If the student is behind academically, meeting are held quarterly with the parents to monitor progress. Teachers work with families to understand the results of the assessments. Parents have access to online grades and assignments which they can access at any time of the day. Teachers send home weekly emails/newsletters on what is going on in class regarding assignments and tests. There is an annual Parent Night held every year to provide information to the parents regarding the state standards, assessments, grades and how to help their child be successful. Upon request parents can meet with their child's teacher or administrator to get assistance regarding these matters.

Educating teachers-Following the guidelines set by the CDE, the Family Engagement Framework, the district stakeholder committee determines the best process to include, encourage and communicate with parents. At the beginning of each year all school support staff and teachers receive training on parent involvement and the methods the committee deemed most important. This can change from year to year depending on the data collected to determine the effectiveness. Surveys and data regarding parent participation in school events, in class, at parent conferences, in parent committees and groups is collected and compared to the same data from the previous year.

Parent Involvement Programs- The LEA takes input from the stakeholders at school site and district held meetings, from school site councils, parent surveys and school staff surveys to determine the needs of the district. Currently the district has 2 public preschools. Both preschools are Co-Op preschools that require parent participation in the class for 4 hours a month. We also have 2 parent resources centers where parents can get assistance from teachers on helping their child with their course work, a variety of different workshops on student and parent tech use, parenting classes, and enrichment classes for students.

Parents and family members with disabilities- regardless of disability all parents and families are encouraged to participate in their child's education. An accommodation can be made for any physically or other disability. Digital information on the websites are accessible for people who may be visually impaired and all school sites meet ADA regulations. It is important to have input and participation from all subgroups that our district represents. Often the district contacts these families individually to encourage and ask for their participation.

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:

SWP: Annual needs assessments are completed by each school within the District to determine School-wide programs (SWP)

needed to support student achievement. The nature of the SWP is to increase student achievement by:

- 1.Data driven instructional decisions
- 2.Professional development that fosters the use of effective teaching methods and instructional strategies
- 3.Use of intervention blocks to address specific academic deficiencies
- 4.Documentation of intervention progress is reviewed and analyzed to determine if any further interventions are needed
- 5.Use enrichment curriculum to support areas of needs and student acceleration
- 6.Strategies to increase parent involvement: volunteer opportunities, family nights, use of social media, and provide parents with ways to support their child

The district will use the Free and Reduced Lunch Application program to determine and identify the eligible children most in need of services.

TAS: N/A

Neglected or delinquent: 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:

Original response:

The district provides the following services to homeless children/youths to support enrollment assistance, attendance, and academic success:

1. Transportation from home to school, regardless of where the child lives.
2. District provided backpacks, school supplies and hygiene items.
3. Cooperative relationships with with local food banks and other nonprofits to ensure families have access to necessities.
4. Professional Development for staff around interaction and behavior support for homeless children and youth.

Additional actions:

The district has very little funds for homeless education. These funds are used on an as needed basis for students who need school supplies, clothing and food. Often this is done in conjunction with other local agencies and resources, like local food banks and non-profits.

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:

Coordinated events with Middle School and High School staff and counselors assist in preparing 8th grade students for the transition to High School. These events take place over their 8th grade school year to provide access for all students. Guidance counselors meet with all incoming students during their 8th grade year to develop peer relationships with current High school students thru activities (Link Crew/Avid), pick courses, answer questions, and address any transition related concerns. Informational activities and evenings are also held to address parental concerns regarding the transition to high school.

The district coordinates career nights and college visits with institutions of higher education, employers, and other local partners for students transitioning to life after high school. Students have access to dual enrollment and concurrent enrollment opportunities and have access to career counseling to identify student interests and skills. The District continues to run an Adult educational program while employing a college transition counselor to support our local community college and career options thru apprenticeship programs.

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 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:

Title II funds are dedicated to training teachers on intervention programs, curricula, data analysis, and implementing a multi-tiered system of support for all students. When needed these funds are also used to support teachers completing Induction programs.

Induction programs support the growth and development of instructional practice, classroom management, use of data in instructional decision making, and support of special education students and programs. While working with a mentor, new teachers simultaneously fulfill Commission on Teacher Credentialing (CTC) guidelines for obtaining a clear credential. Mentors provide individualized and small group support that is aligned with current District goals leading towards accelerating new teacher practice.

The District provides professional development and instructional coaching as well as staff collaboration time to increase student learning outcomes and support instruction, assessment, and curriculum aligned to California State Standards and Next Generation Science Standards (NGSS). Staff will continue to master these standards and customize the curriculum to best support their students. The District will train staff on the use of data systems and how to use data analysis of formative, interim, & summative assessments to inform their daily instruction, ensure gap learning is met, and to inform MTSS.

We believe there is great value in principals and co-administrators participating in training alongside their teachers, and that happens frequently. Administrators who participate in training are much better equipped to support and coach implementation, making the training more effective.

Positive Behavioral Interventions and Supports (PBIS) is in various stages of implementation district-wide. Data at all schools demonstrate that this system decreases disciplinary incidents and increases the amount of time students spend in class learning.

PGI 3:

Teachers professional growth is targeted based on district wide and individual needs. Our surveys and assessment identified these specific areas. Teacher evaluations are reviewed annually to see areas of need and progress. Data is collected quarterly on student academic, behavior, and attendance to see patterns of improvement or areas of need. Teachers are supported in areas of weakness and given specific plans for improvement annually.

Principals and other site leaders have annual goals and objectives focused on our MTSS program. Principals use cycle of inquiry to analyze their data and drive their professional development needs and supports. The district provides district wide PD for sites on quarterly basis. Progress is monitored through the cycles of inquiry to meet specified growth targets set by the LCAP goals.

PGI 4:

The professional development offered to teachers are current strategic practices that enhance our district outcomes. These opportunities are developed by trainer of trainer models and/or co-taught by a supporting coach to model professional objectives. In our small district setting it is expected that all our teachers become teacher leaders and an expertise in a specific area or content that will benefit others. Our coaching model allows our teachers an opportunities to hone their craft and determine in their career ladders.

Principals are provided coaches to support district wide practices in additional to growth and development of their own school sites. Administrators are given other task to lead other professional development to train staff in best practices. They are given opportunities to explore and develop their skill set in specific areas, i.e. curriculum, personnel, facilities. They have the opportunity to define a growth path of their choosing based in their skill set in that specific area.

PGI 5:

Principals and teachers evaluation tool is specific to determine patterns of specific areas of strength and need. This is done annual in a formal process, but done on a quarterly, informal progress monitoring by the superintendent and/or designee.

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:

To ensure consistency, equality, and to support district goals, we plan much of our professional development centrally, taking into consideration input from our teaching staff and site leaders.

There are currently no CSI, TSI, or ATSI schools in the district.

The input received from stakeholders through the surveys and input sessions helps determine the prioritization of Title II, Part A funding for high needs schools.

Title II funding is continuously evaluated for contributing to positive outcomes for high needs schools through Board Reports and School Site Council Meetings.

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 uses the needs assessments, student academic assessment results and the results of surveys to determine what professional learning is needed and what has been effective. K-8 teachers administer the CORE Reading Assessment three times annually. It assess phonological segmentation, phoneme deletion, phoneme segmentation, phonics survey, and high-frequency words. San Diego Quick Assessment of Reading Ability, Oral Reading Fluency, Vocabulary screening test, and Reading MAZE Comprehension test are used to ensure reading progress. K-12 is required to take 3 benchmarks throughout the year, which have been administered using iReady.

The district surveys stakeholders annually and hold several input meetings to update and improve Title II, Part A-funded activities and consults with stakeholders quarterly to discuss progress and additional needs that have arisen.

The district coordinates its Title II, Part A activities with the goals set within the LCAP. Professional learning opportunities are determined based on data analysis and goal attainment. This includes training on data review and analysis, use of that analysis to inform instructional decisions, and informing the MTSS to support academic achievement.

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 developed its application in consultation with stakeholders in surveys and at the four input session nights.

The district did not complete a needs assessment due to the allocation being less than \$30,000.

These funds will be used for activities related to supporting well-rounded education under Section 4107. This funding will help support training for teachers in PBIS and other socio-emotional areas for teachers to support efforts to improve school climate and address the needs of all student groups needing access to the districts Multi-Tiered System of Supports (MTSS).

The district will review district and school site data on how effective the PBIS model and the MTSS is working in each school. Baseline data will be collected in 2019-2020. The objective of PBIS and MTSS is to reduce the amount of behavioral referrals, suspensions, expulsions and time out of class. The district's goals is to keep students in school and engaged in class as much as possible.