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.

There are ten goals in our Local Control Accountability Plan (LCAP) aligned to both the eight State Priorities as well as our six District Strategic Goals. These goals address the needs of the whole child. We utilize federal funds as a means 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.

Title I funds are allocated by grade span for our four Title I elementary schools. Title I funds are used to provide after school programs for our elementary students in English language arts as well as for diagnostic assessments for intervention services. District schools utilize their Title I funds to provide support and intervention during the school day, which includes instructional aides and supplemental materials. Additionally, the schools provide a variety of educational opportunities for parents (i.e., Latino Literacy Project; Active Parenting; AVID Family Workshops; PIQE; Watch D.O.G.S.; New Parent Boot Camp; Curriculum Nights; iPad Information Nights; College/Career Days and Nights; Digital Safety; etc.) Our mental health department also offers parenting workshops during the year. Supplies for our Homeless and Foster Youth (bus passes, supplies, etc.) are also funded with Title I.

Title II funds supplement District funds used for professional development for teachers, principals, and other school leaders. Professional development is currently focused on the implementation of Thinking Maps, Write from the Beginning and Beyond, and Path To Proficiency to help close the achievement gap and improve the performance of underperforming student groups. We also focused on the implementation of the Next Generation Science Standards (NGSS) for both teachers and administrators in Grades K-12. Due to the COVID-19 pandemic, we were in distance learning for most of 2020-2021. We concentrated on supporting our students, staff, and families with troubleshooting technology as well as developed numerous videos on how to navigate and use technology in general, and our learning management system specifically. We utilized such programs as Nearpod to provide staff with Social Emotional Learning (SEL) lessons that were delivered to students during synchronous instruction. We also provided mindfulness workshops to students and staff throughout the 2020-2021 school year. In 2021-2022, we will continue professional development in NGSS, provide ongoing technology training to all certificated staff, and continue to
incorporate Social Emotional Learning (SEL) into PBIS to enhance the Multi-Tiered System of Support (MTSS) framework.

Although our District English learner (EL) percentage is low (6%), we utilized Title III funds to ensure that students receive quality Designated English Language Development (ELD) and Integrated ELD. Feedback from parents of EL students during the LCAP process included the request to continue to provide summer support for students. As a result of the Expanded Learning Opportunities Grant, in Summer 2021, we offered a robust four-week Summer school program for our low-income, English learners, foster youth, homeless students, students with disabilities, disengaged students, and students who were below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff. This provided our English learners with additional assistance in reading, writing, listening and speaking. We also have a part-time paraprofessional who works with our Immigrant and Newcomer ELs to help provide a smoother transition to our schools and community. Finally, our bilingual Parent Liaison continues to build strong relationships with our parents, taking them to conferences, helping to organize our PIQE program, and assisting with a variety of activities such as the Latino Literacy Project.

Title IV funds were used to provide professional development in the areas of SEL, mindfulness, and implementation of NGSS.

In order to determine how federal funds are spent, we identify student needs using multiple measures, i.e., state and local standardized assessments, student/parent/staff surveys, etc. Students are provided with a variety of supports based on those needs, whether through after-school opportunities or interventions offered during the school day.

The LCAP is a document linked to various related plans/grants that provide greater detail on specific activities. These include the English Learner Master Plan, Visual/Performing Arts Plan, Carl Perkins Career Technical Grant, etc. Also included in our District’s LCAP are all federal and grant dollars received which are aligned to LCAP goals and actions. The federal dollars are annually reviewed with the District English Learner Advisory Committee (DELAC), District Parent Advisory Committee (DPAC), and LCAP District Advisory Committee. School Site Councils and the Site English Learner Advisory Committees (ELACs) review plans and receive updates at meetings. In addition, we annually report to the school board regarding the Consolidated Application and the LCAP Federal Addendum for federal funds.

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 LCAP is a document which reflects both District initiatives and feedback that stakeholders feel will benefit the academic, social, and emotional well-being of our students. Members of the Claremont Unified School District community are actively involved and consulted in the Local Control Accountability Plan (LCAP) process. Stakeholders review District data for the eight state priority areas and achievement data for unduplicated student counts as well as numerically significant subgroups. Parents, community members, pupils, and bargaining units assisting our English learners, foster youth, and low-Income students are all involved in the process. The process focuses on reviewing data to determine stakeholder needs. Stakeholders and advisory council members review the following data: Student demographics; Student achievement; Basic services; Implementation of
California Standards; Student engagement; School climate; Course access; and Other student outcomes. All stakeholder feedback, communication, and suggestions are recorded and categorized in charts. Stakeholder input is reviewed and discussed with DELAC, DPAC and the LCAP District Advisory Committee. The superintendent responded to emails in writing regarding questions or comments from the DPAC and DELAC. Monitoring metrics are found throughout the LCAP attached to each goal. Once needs are identified, qualifying funding is assigned to carry out the action. Federal funding is utilized along with state funding to enhance various actions.

Examples of the alignment of federal, state, and local funds include the use of Supplemental Grant Funds (SGF) for professional development, enhanced by the addition of Title II and Title IV funding. These funding sources support our work in providing our teachers with the necessary skills and strategies so that their classrooms are focused on learning as well have in place a system that responds appropriately to students for whom Tier I support is sufficient. In addition, Title IV allowed us to also support the LCAP goals. The tandem use of these funds affords us the opportunity to focus our efforts in addressing the academic, social, and emotional needs of our students, and to support professional learning for teachers in order to plan instructional improvements. All of these funding sources are used in concert to achieve our LCAP goals.

Support for English learners includes the use of Supplemental and Title III funds to provide a paraprofessional to support our Immigrant/Newcomer English learners. Title III funds and state Supplemental funds are used to provide translation services into multiple languages as well as to fund a Bilingual Parent Involvement and Homeless/Foster Youth Liaison who not only provides language interpretation at meetings, but has also been instrumental in reaching out to parents and planning such parent trainings such as PIQE, Latino Literacy Project, and PrepNOW!. Title III funds were also used to purchase Ellevation software. This software allows District staff to monitor all ELs and reclassified ELs electronically. Ellevation provides sites with EL data at their fingertips and staff are able to run and print reports as well as record meetings in an efficient manner. District staff monitor the progress of reclassified ELs for four years after they are reclassified. CLAD certified teachers are assigned to monitor Redesignated English learners on a quarterly basis for a period of four years.

We utilize a Districtwide template for all sites’ School Plans for Student Achievement (SPSAs) to ensure alignment with District goals and priorities. All SPSAs contain at least one District goal. Site administrators meet with District administrators to review their SPSA prior to approval by their School Site Council. All SPSAs are carefully reviewed by District personnel prior to submission to the governing board. Prior to COVID-19, each site also prepared a short presentation and brought a small team (parent, teacher, student, and administrator) to a regularly scheduled Board meeting where the previous year’s attainment of goals was discussed as well as the current year’s goals presented. In 2020-2021, due to the COVID-19 health restrictions, Board meetings were held virtually, thus site principals made a short presentation during the meeting and answered questions as needed. All School Site Councils are trained annually at the beginning of each year using a presentation prepared by the Los Angeles County Office of Education to ensure accuracy and consistency of training materials.
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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<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
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<tr>
<td>1112(b)(1) (A–D)</td>
<td>1, 2, 4, 7, 8 (as applicable)</td>
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</table>

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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<tr>
<td>1112(b)(11)</td>
<td>6 (as applicable)</td>
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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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<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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<tr>
<td>1112(b)(4)</td>
<td>N/A</td>
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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

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 process our District utilizes to ensure that all teachers meet state certification requirements begins with the initial application. Potential candidates are screened for their eligibility to meet the requirements for certification. Our Human Resources Department monitors the progress of all hires to ensure that requirements are met. Following the federal definitions for both Ineffective teachers - one who is either misassigned (placed in a position for which the employee does not hold a legally recognized certificate or credential or a certificated employee placed in a teaching or services position in which the employee is not otherwise authorized by statute to serve), or teaching without a credential and out-of-field teachers - one who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned, i.e. working under a General Education Limited Assignment Permit (GELAP) or Special Education Limited Assignment Permit (SELAP), data regarding current staff for 2020-2021 was checked and confirmed by Human Resources. In Claremont Unified, 99.65% of certificated and classified staff are appropriately assigned and credentialed according to state requirements & federal definitions, i.e., there was one (0.35%) total teacher misassignment (one teacher of ELs). There were no teacher vacancies for the 2020-2021 school year.

Using the federal definition for inexperienced teachers (those with two or fewer years’ experience), we analyzed CALPADs data for 2020-21 regarding low-income students [Free or Reduced Price Meals (FRPM)/English Learner/Foster Youth - Count], Minority students [Enrollment - Primary Status Disaggregated for the following ethnicities - American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/ Pacific Islander, Hispanic, or Two or More Races Not Hispanic], and staff experience [Staff - Count and FTE by Job Classification and Staff Profile - List]. Analysis revealed that across the LEA (TK-12), 3.1% of the teachers were inexperienced. Disaggregated by level, 4.8% of elementary teachers (TK-6) and 0.6% of secondary teachers (Grades 7-12) were inexperienced. At the elementary level, when the eight elementary sites were sorted by ascending percentage of
minority students, there was no pattern in the percentage of inexperienced teachers also increasing. Site examples included 81.82% minority & 0.00% inexperienced, 77.75% minority & 3.23% inexperienced, 75.93% minority & 8.70% inexperienced, and 68.20% minority & 9.38% inexperienced. When the eight elementary sites were arranged by ascending percentage of low-income students, the percentage of inexperienced teachers did not increase. Site examples included 20.41% Low Income & 2.38% inexperienced and 30.30% low-income and 0.00% inexperienced. In both analyses of our elementary sites, there was no clear evidence of either minority or low-income students being taught by larger percentages of inexperienced teachers. At the secondary level, San Antonio High School, our continuation high school had 0% inexperienced teachers despite having a larger percentage of minority students (81.3%) and low-income (54.2%) than Claremont High School (64.8% minority and 24.8% low-income). Claremont High School had 1.0% inexperienced teachers. Thus, we revealed no disparities between low-income or minority students being taught at higher rates than other students by inexperienced teachers (teachers with two or fewer years’ experience).

While we are pleased to report that there are no low-income or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers, in the event that we ever found a disproportionate number of teachers without the appropriate credentials teaching in our Title I schools, in addition to notifying parents as required by law, i.e. parent notification when their child has been taught for four or more consecutive weeks by a teacher who has not met state certification or licensing requirements at either the grade level or subject area in which the teacher has been assigned, we would work closely with the teacher to ensure that these requirements are completed in a timely manner. We would also work to ascertain that the teacher is appropriately assigned to the correct grade level or subject area based on the pre-determined timeline for completion. If equity gaps were identified with respect to inexperienced teachers, we would convene our team consisting of representatives from Human Resources, Educational Services, site administrators, classified & certificated union personnel, parents, higher education, etc.; share the data; develop guidelines; and implement a plan to address these 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:**

Our District Parent & Family Engagement Policy is revised annually through feedback received from our parent advisory groups, including the LCAP Parent Advisory Committee (DPAC), District English Learner Advisory Committee (DELAC), & the individual School Site Councils. It is distributed at the beginning of each school year electronically, hard copy, & posted on the district website to all parents and guardians. It is based upon Board Policy and Administrative Regulations to ensure compliance with both Federal and State regulations. Additionally, in each of our four Title I funded schools, the site Parent and Family Engagement Policy is reviewed by the School Site Council at a regularly scheduled meeting and then by parents during the site Title I School meeting. Each site Parent and Family Engagement Policy is also electronically distributed to all parents and hard copies are available in the school office. Both the Parent and Family Engagement Policy and the School Compact are included in each school’s School Plan for Student Achievement (SPSA). Templates for both documents are shared with site administrators to ensure that all required components are included.
We provide assistance to parents of children attending both our Title I and non-Title I schools by offering workshops (held at various times during the day) in order to better understand a variety of topics including but not limited to understanding CA State Standards (including NGSS) and State/district academic assessments (ELPAC, CAASPP, CAA, CAST, benchmarks, etc.); ways to monitor their child’s progress and how to work with educators to improve the achievement of their children; literacy; college and career readiness; digital literacy and safety; Vaping, and STEAM. Examples include Parent Institute for Quality Education (PIQE) in English and Spanish for Secondary Parents, Latino Literacy Project, Foster Parent Workshop Series with Citrus College, a Book Club for parents, a Newcomer Parent Workshop for English Learner (EL) parents, EL Parent Learning Walks through classrooms, SEL workshops for parents, Wellness and Mindfulness, Canvas training; and workshops on Mental Health, and College Awareness. We host a STEAM Family Night for parents & students. In addition, this past year our Parent Liaison along with a small group of parents attended a virtual conference – CABE California Association for Bilingual Education. We also offer a district support group for parents of students with disabilities, and a District State Preschool Advisory Committee.

We provide opportunities for the informed participation of parents & family members with disabilities as follows: 1) offer reasonable accommodations, i.e., sign-language interpreter, etc. to parents and family members; and 2) make special accommodations for communicating with families that have accessibility needs or other special needs which make corresponding with the school difficult. Although we do not have any migratory children in in our District, if we did, we would provide opportunities for the informed participation of parents and family members of migratory children by meeting with parents and family members before the student is away from school for an extended period of time. Once the student returns to school after the extended absence we would meet again to assist the parents in helping their child overcome this disruption.

We provide training & support to staff on such topics as the Guided Acquisition Development (GLAD) in the after school & State preschool programs; Social Emotional Learning to support students K-12; and on identifying and overcoming barriers to pupil engagement and creating positive school climate; and on the importance of strong parent communication and input and how to encourage parent participation at each site/level. Documents such as the District and site Parent and Family Engagement Policies, School Compact, and other communication with parents, i.e. newsletters, flyers, site information, etc., are available to parents in multiple languages. Additionally, translation as well as childcare (when held in-person) is available at meetings and workshops to remove barriers for our parents.

There is strong alignment with parent involvement and the LCAP stakeholder engagement process. For LCAP, stakeholders (parents, staff - certificated and classified, students, community members, and partners - community representatives for Foster Youth, Executive Director, East San Gabriel Valley SELPA, and postsecondary institutions) reviewed district data for the eight state priority areas and achievement data for unduplicated student counts as well as numerically significant subgroups to determine stakeholder needs. Parents, community members, students, and bargaining units assisting our ELs, Foster Youth, and Low-Income Students were involved. Input from all stakeholders was obtained via LCAP Stakeholder surveys (staff, students, and parents); Board Study Sessions and Presentations; Student Focus Group Meetings; K-12 Administrator Meetings; DELAC; DPAC; and LCAP District Advisory Committee. All stakeholder feedback, communication, and suggestions were recorded, categorized in charts, reviewed, and discussed with DELAC, DPAC, and LCAP District Advisory Committee.
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:** There are four schoolwide Title I elementary schools in our District. All four schoolwide Title I programs are compliant with all state and federal requirement such as the Parent/School Compact, Parent and Family Engagement Policy, and Annual Title I meeting. Each Title I school conducts a needs assessment that describes the methods and instructional strategies that strengthen the academic program in the school. The School Site Council and English Learner Advisory Committee at each Title I site not only provide input but also approve the SPSA which includes Title I goals and actions as well as budget. Decisions to spend Title I funds are tied to outcomes designed to increase the amount and quality of learning time, help provide enriched and accelerated curriculum, and address the needs of those at risk of not meeting academic standards. All Title I expenditures are linked directly to goals in each site’s SPSA and identified in each purchase requisition. Approval of expenditures does not occur if this documentation is missing.

Examples of services provided at our Title I Schools include, English language arts/Literacy support during the school day as well as after school, literacy instructional materials to provide intervention services for students within the school day, progress monitoring assessments to identify and monitor students for Tier 2 and Tier 3 intervention within the school day, paraprofessionals to provide intervention assistance to students, materials for parents on ways to assist their students (Reading for Success, attendance, etc.), and professional development for staff on evidence-based strategies and programs, e.g. *AVID Summer Institute, Cognitively Guided Instruction*, etc.)*.

**TAS:** There was one Targeted Assistance Program at our Community Day School (CDS) which served students in Grades 7-9. However, in 2020-2021 as well as this year (2021-2022), there were no students enrolled at CDS.

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:
Upon enrollment in the District, parents or guardians of homeless children and youth are informed of educational and related opportunities to participate in the education of their child/children. We have adopted policies and practices to ensure that homeless children are not stigmatized or segregated on the basis of their homeless status. We also offered a variety of Foster Parent workshops in collaboration with Citrus College to address the unique needs of foster parents and educate them on the resources available in our district to better assist both the parents and the students in their care.

We have a Homeless/Foster Youth liaison whose role is to ensure that the homeless youth are identified, enrolled in schools, provided with or have access to preschool, health care, dental care, mental health, housing, transportation, and other appropriate services. We utilize our reservation funds for such services as bus transportation, school supplies, and graduation cap/gown when necessary in addition to any of the needs outlined above if/when they arise. If necessary, assistance is provided to students who move so that the student may continue their education in the school of origin (e.g. transportation). Our Homeless/Foster Youth liaison monitors the attendance of the homeless youth and meets with families as needed. District personnel are provided with technical assistance and information relative to the support for our homeless youth. Our liaison also works closely with our District Nurse, site Health Assistants, and site administrators to ensure that they are aware of the local resources and monies available to serve our homeless youth.

**Student Transitions**

**ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)**

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

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

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Our District has state preschool programs at two elementary school sites and offers transitional kindergarten at four of our elementary schools. However, Title I, Part A funds are not allocated to these pre-school programs. These programs do benefit our young students by helping them to be better prepared for kindergarten and beyond. Preschool teachers across the District spend time collaborating on assessments and curriculum planning. The District offers kindergarten orientation/informational sessions at school sites to help families better prepare their child to transition to kindergarten.

Our intermediate school (grades 7 and 8) hosts an information night for grade 6 students and their parents to help provide a smooth transition to grade 7. Grade 6 students are given an end of year math assessment and have the option of sitting for a placement assessment to determine which
students may be placed in an accelerated math course during their middle school years or who may require additional support. These assessments, along with other multiple measures, e.g., Smarter Balanced math scores, grade 6 math grades, etc., provide students with several options for their math courses.

Our comprehensive high school hosts a parent night for parents/guardians of incoming grade 9 students to help them understand the workings of the high school. This is held in conjunction with the Freshmen Student Orientation prior to the start of school. As with the transition to grade 7, students entering grade 9 also have options for either acceleration or support in mathematics. All grade eight students are given an end of year benchmark and have the option of sitting for a placement assessment to determine placement in accelerated math courses. These assessments, along with other multiple measures, e.g., Smarter Balanced math scores, grade 8 math course grades, etc., are used to assist in the selection of the appropriate high school math course.

Our high school also coordinates college readiness events for families, such as college financial aid guidance, Just for Juniors which reviews the college application process for both students and parents, a college fair with over 50 colleges in attendance, and Career Tech Showcase. Students in our high school have access to Advanced Placement, International Baccalaureate, and Career Technical Education (CTE) courses which allow them to earn college credits and advancement opportunities. In addition, we have a dual enrollment program agreement with a local community college for students at both our comprehensive and alternative high schools. We also have an agreement with the Claremont Colleges for students, who have exhausted all curricular options at the high school, to enroll in courses at the colleges for a significantly reduced rate.

In 2021-2022, we transitioned from Naviance to SchooLinks. Students, parents, and staff in grades 7-12 now have access to SchooLinks which is an online platform through which all students are able to explore colleges and careers. Our high school students will use SchooLinks to complete all college applications and scholarships. High school staff, including counselors, will utilize SchooLinks to manage letters of recommendation and other college documents that students require during the application process. Our College and Career Technician and Counselors in Grades 7-12 use will use SchooLinks curriculum during dedicated time in the school day to provide students with access to career interest, strength surveys and inventories, as well as career technical education pathways.

The District has worked diligently to promote clear communication with all stakeholders regarding the transition to high school. These activities include, but are not limited to: Orientation presentations to grade 8 students by high school counselors, staff, and students to help them learn about the high school; College and career pathways; Support systems and extra-curricular opportunities; Parent meetings for families with students in grades 6-8 to explain the academic and social components of the transition to high school; Pre-testing meetings for teachers and administrators to clarify the course placement process and the directions for placement testing; and IEP transition meetings for students receiving special education services.

These are once again planned and scheduled for the 2021-2022 school year and will be conducted either in person or virtually, as needed, due to COVID-19 health restrictions.
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:

Although we do not use Title I funds to identify and serve gifted and talented students or to support our school library programs, we do use these funds for other non-required, allowable, District operated services at Title I schools prior to allocating funds to eligible schools. These services include: Operation of after-school intervention programs; Literacy intervention program used during the school day; Professional development on evidenced based instructional strategies and programs (AVID Summer Institute, Cognitively Guided Instruction); and Additional parent/family engagement activities (Families in Schools Summit, CABE Parent Institute, Parents for Quality Education – PIQE program, Reading for Success, etc.).

TITLE I, PART D – The LEA does not receive these funds.

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:

Our District does not receive Title I, Part D funds.

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:
Comparable Education Program
ESSA SECTION 1423(3)
As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Successful Transitions
ESSA SECTION 1423(4)
Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Educational Needs
ESSA SECTION 1423(5)
Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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:**

Our District does not receive Title I, Part D funds.

**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:**

Our District does not receive Title I, Part D funds.

**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:**

Our District does not receive Title I, Part D funds.

**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:**
Our District does not receive Title I, Part D funds.

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:

Our District does not receive Title I, Part D funds.

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:

Our District does not receive Title I, Part D funds.

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:

Our District does not receive Title I, Part D funds.

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.
Our District has an inclusive system of professional growth and improvement for teachers and administrators.

Certificated Staff:
New teachers participate in the California Teacher Induction Program via the Foothill Consortium with the support of both internal and external mentor teachers. New and veteran teachers also participate in grade level (TK-6) or department (grades 7-12) planning meetings, PLC meetings, and staff meetings each month. These meetings allow staff members the opportunity to discuss instructional strategies, work collaboratively to examine student work, analyze student data by target groups, and grow professionally. Teachers across the District also meet annually as District grade level, collaborative teams (TK-6) to discuss instructional strategies, assessments, etc. Teachers have the opportunity to share with others what they have learned from both District and off-site professional development opportunities. We also utilize a trainer of trainers model with our elementary and secondary Teachers on Special Assignment (TOSA) that allow a more tailored professional development experience for each site. The District has a Professional Development Committee which consists of elementary and secondary teachers, administrators, and District personnel. The role of this committee is to review evaluations from past professional development activities, share needs from sites, and review input from teacher professional development surveys to determine specific training areas. This past year, certificated staff participated in the following professional development activities funded by Title II, Title IV, and Supplemental Funding:

1) *Write from The Beginning and Beyond (TK-8), Thinking Maps (TK-12), and Path to Proficiency (TK-8)*
2) Next Generation Science Standards (NGSS) Implementation Training (K-12)
3) Kagan Training (K-12)
4) *Amplify* curriculum training (TK-8)
5) *iReady* Training (K-6)
6) Nonviolent Crisis Prevention & Intervention (NCPI) Training (K-12)
7) Positive Behavioral Intervention and Supports Implementation (K-12)
8) Response to Instruction and Intervention (RtI²) (K-12)
9) ELD and ELPAC training
10) *AVID Summer Institute Digital XP* training

Principals and other school leaders
Professional development for principals and other site leaders is provided via various means. During monthly K-12 administrator meetings this past year, we worked on Next Generation Science Standards Implementation. In addition, the District Leadership Council attended a two-day Leadership Advance which focused on such topics as difficult conversations, new initiatives, and leadership. We also had monthly secondary school administrator meetings and elementary administrator meetings where time was set aside for site walk-throughs and debriefs. Principals are asked to attend the same professional development offerings as the classroom teachers to ensure an understanding of the expectations for teaching and learning. Principals are provided with opportunities to develop their understanding in a collaborative environment and opportunities to develop the language for teacher feedback. New principals are further supported by regularly scheduled meetings with District personnel.

The Educational Services Department is charged with gathering data to evaluate the effectiveness of all actions and services in the LCAP each year. A careful analysis of professional development based on staff feedback and implementation in the classroom is part of that process. We examine what was effective in moving us toward our goals as well as where the data shows we need to...
intensify our professional learning efforts. We know that we need to continue efforts in the implementation of NGSS and History/Social Science Framework implementation.

**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:**

Funding is prioritized across the District based on individual student needs. However, the number of students in high need does vary by school sites. The baseline of tiered supports is defined in the District LCAP and the additional needs for sites are provided through School Plans for Student Achievement (funded based on the unduplicated count of high needs students by school site). District level support available through the LCAP includes: Tiered staffing; Tiered professional development; Tiered instructional programs; Tiered parent engagement; and Tiered student engagement and behavioral supports. This design facilitates both transparency and monitoring of program effectiveness as well as the responsible use of support funding. This structure allows us to monitor students based on need whether these needs are academic enrichment or intervention, social emotional support, or guidance with meeting graduation requirements or college/career readiness.

We do not have any schools identified as Comprehensive Support and Improvement (CSI). Danbury Special Education School has been identified as an Additional Targeted Support and Improvement (ATSI) school. The site administration at Danbury has met with district administration and stakeholder groups to share information, analyze data, and gather input/feedback. In conjunction with such stakeholder groups as SSC and site ELAC, decisions were made regarding prioritization of needs and allocation of funds.

**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 analysis of the effectiveness of professional development is based on staff feedback from the evaluations of professional development sessions, input from the District Professional Development Committee, and evidence of implementation in the classroom as part of classroom walkthroughs. The frequency of this analysis is dependent on the method of analysis, e.g. evaluations of professional development sessions from staff is dependent on the frequency or the session (one-time, monthly, etc.); input from the District Professional Development Committee is four times a year; and evidence of implementation in the classroom as part of classroom walkthroughs is monthly at the secondary administrator and elementary administrator meetings as well as how frequently site administrators conduct formal and information observations of staff.
We use several consultation mechanisms with stakeholders (staff, parents, school leaders, etc.) to determine both effectiveness and areas of improvement. The overarching structure for consultation is the LCAP process where we consult with all stakeholders as we develop our plan. Consultation with parents as part of both the LCAP Parent Advisory Committee as well as the District English Learner Advisory Committee has provided insight into areas of focus for professional development.

LCAP consultation with staff and bargaining units also adds professional development topics to the list. Our staff is very open about sharing their ideas for various trainings that would assist them in better meeting the needs of their students, e.g. Thinking Maps, Path to Proficiency, NGSS implementation, etc. We value their input and find it very useful.

Our analysis of professional development data provides important information about what was and was not effective, along with changes needed for the following year. This information is used to plan the professional development activities for the next school 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:**

In order for administrators, teachers, parents, and the community to meet the needs of EL students at all proficiency levels, they must participate in a comprehensive standards-based professional development program. Title III funds are used to design a professional development plan that integrates research and scientifically based, high-quality instructional practices. Through Title III the District is able to do the following:

1) Provide professional development in Thinking Maps and Write from the Beginning and Beyond to teachers who service ELs. Training in Thinking Maps - EL Path to Proficiency will be continued this coming school year.

2) Provide all teachers, especially those who service EL students, with professional development in the area of engagement strategies using Kagan strategies.

3) Teachers, staff, and parents have the opportunity each year to attend the California Association for Bilingual Education (CABE) conference, where the most current research, strategies, and materials are presented and discussed. This information is shared with stakeholders at sites and with District personnel to ensure that the training in new skills and knowledge is delivered Districtwide and brought to the local application at the sites.

4) The Director of English Learner Programs is able to attend the California Assessment Conference each year to keep current on research and best practices.
Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

"N/A" - CUSD is not eligible to receive funds under this subgrant.

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:

We provide the following programs and activities that will help English learners increase their English language proficiency and meet the challenging State academic standards:

1) In the elementary schools, teachers provide additional and appropriate services to help students toward language acquisition and access content through SDAIE and small group ELD, including robust academic vocabulary instruction. English learners are assessed on a regular basis to monitor progress and may continue to receive services to become proficient in English and to strengthen academic skills. Carousel, a Beginning ELD curriculum, was purchased with Title III funds and continues to be used for our elementary students.

2) At the secondary level, students receive ELD instruction in their Designated English class and throughout their day through Integrated Instruction. Title III funds were used to purchase technology to assist English learners in accessing Designated and Integrated ELD. These purchases were in addition to the technology purchased for the general population of secondary students.

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:
Our District is committed to ensuring that all schools assist English learners in achieving English proficiency and meeting the challenging state academic standards. To ensure that EL students are making satisfactory progress, Title III funds pay for the following:

1) Students are grouped by language proficiency level for Designated ELD instruction. Beginners in elementary school are supported with Carousel, a curriculum purchased with Title III funds, while beginners at the secondary level are supported with an ELD course built into their schedule.

2) The Director of Intervention & EL Programs supports all programs related to RtI and English learners through strategies learned at conferences such as CABE and the California Assessment Conference. Conferences are funded through Title III; the Director position is not.

3) ELs are supported through an extended year program paid for with Title III funds. Summer offerings provide additional options and opportunities for ELs.

4) In addition to our student management system, Q, our District utilizes Ellevation, a database funded with Title III. Using Ellevation, District staff are able to monitor all ELs and reclassify them electronically during EL meetings with teacher and parents. Ellevation provides sites with additional and easy access to EL data along with the ability to produce and print reports and record meetings in an efficient manner.

5) Translation services are provided for all families, not just those families beyond the 15% threshold for federal compliance. All languages are translated in order to support each family and student in their academic achievement. Those not required by compliance guidelines are funded through Title III.

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:
Title IV funded activities for 2021-2022 were determined using a comprehensive needs analysis based on feedback gathered via such methods as surveys (LCAP Student, Staff, and Parent/Community Member Surveys) & stakeholder meetings (LCAP Advisory Council, LCAP Parent Advisory Council, District English Learner Advisory Committee, K-12 Administrative meetings, etc.). Based on the 2021-2022 CDE allocation and carryover from 2020-2021 totaling $128,350, we have planned these activities for 2021-2022 in each of the three designated areas.

1) Well Rounded Education ($50,500): Our Science, Innovation, and Technology Teacher on Special Assignment (TOSA), funded through supplemental funding, will continue to assist teachers in the development of STEM activities, including the purchase and use of Gizmos site license (interactive science simulations) for Grades 7-12 students & teachers to use in Science and Mathematics classrooms. Teachers in Grades 6-8 will be implementing the newly adopted NGSS aligned curriculum and will receive ongoing professional development on its use. Teachers in TK-5 will be piloting a NGSS aligned curriculum in Fall 2021 with the anticipation of adoption in Spring 2022. Professional development activities in NGSS will focus on the implementation of the digital resources. The effectiveness will be evaluated via regular surveys of teachers and students, increased level of student engagement as evidenced by informal observations & walk-throughs conducted by site/district administrators, increase student achievement on district and state assessment, as well as stakeholder feedback collected during and after these activities. The focus again this year will be on the integration of NGSS into other content areas, including the Visual & Performing Arts. The objective of this activity is to provide teachers with concrete examples of ways to connect and integrate content from math & science courses into other areas in order for students to begin to see that science & math are not isolated subjects but work together to solve problems. The effectiveness of this activity will be evaluated via surveys of teachers & increased level of student engagement and co-curricular integration as evidenced by informal observations and walk-throughs conducted by site and district administrators.

2) Safe and Healthy Schools ($40,000): Implementation of Positive Behavioral interventions and Supports (PBIS) will continue. In 2020-2021, sites continued to maintain fidelity of implementation using the Tiered Fidelity Inventory (TFI), with two elementary schools receiving Platinum certification and the remaining eight schools (five elementary and three secondary) receiving Gold certification. In addition, Social Emotional Learning (SEL) has been added to PBIS to enhance the Multi-Tiered System of Support (MTSS) framework. SEL lessons are incorporated in weekly lessons at all grade levels. Consultants will provide ongoing training and support to teachers and administrators on trauma-informed schools and mindfulness strategies. The effectiveness of this program will be evaluated via surveys of staff and students.

3) Effective Use of Technology ($29,217): As a result of remote learning for most of the 2020-2021 school year, we are now completely one-to-one iPads. Professional development will focus on assisting in teachers in the continued effective use of technology and to increase proficiency in using the iPad as an instructional tool. Evaluation of effectiveness will include surveys of teachers and increased level of student engagement.

Additionally, $8,633 is allocated to our 3 participating private schools based on enrollment for use in one of the areas outlined above using the same specified objectives and metrics for evaluation. Funding restrictions were explained during the consultation meeting held in May and all expenditure requests are submitted to us in advance for review and approval.