

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

LEA name:

Big Oak Flat-Groveland Unified School
District

CDS code:

55 75184 0000000

Link to the LCAP:

(optional)

[Provide link.]

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.)*

Title 1 Part A; Title II Part A; Title III 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

Local priorities examined in the BOFGUSD LCAP indicate there is a tremendous need to provide social emotional learning opportunities to students which include counseling services and an art therapy program. In addition, professional development in areas of Trauma Informed Practices, RTI and Positive Behavior Supports are provided for all staff. The funds provided under Title 1 Part A can be targeted to students who are not achieving at their full potential by providing academic interventions and social-emotional support.

Title III funds were accessed this year through a county consortium as the limited number of Limited English Proficient (LEP) students have been increasing throughout the county, with the minimum level of funding finally being reached in the 2017/18 school year. With the changing demographics of our district and county, long term professional coaching and support for teachers and a proactive parent/community outreach component is essential to our English Learner students' success. The goals listed in the LCAP are in alignment with ESSA federal funds and supplement the work of the BOFGUSD.

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.

Title I Part A funds will be utilized to enhance Goal 2: Increase student proficiency in ELA and math. The BOFGUSD will provide students standards aligned curriculum and technology as well as select and/or develop math, reading and writing intervention materials and resources; purchase

supplementary instructional materials and benchmark assessments. Principal, classroom teachers and Title I aides will identify and screen struggling readers and utilize a research-based reading intervention program that targets the individual literacy needs of struggling students and English learners and includes ongoing assessments of student growth. Staff will develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating research-based reading intervention programs that are designed to meet individual literacy needs of struggling students and English learners, measure growth, and accelerate reading comprehension. Classroom Teachers and instructional aides will provide all students a multi-tiered instructional system in math and ELA, and provide increasing levels of support and intervention for students who need it.

Title II Part A funds will be used to support Goal 5: Improve Attendance at Each School. Our schools are building a universal behavior support program, including structures to teach behavioral expectations recognize positive student behavior, and clarify consequences. We are supporting teachers to understand universal behavior support systems. Trauma Informed and Mindfulness training has been completed with all staff. We believe increased attendance will translate to increased proficiency in ELA and math.

Community and parent outreach will be enhanced by participating in the Title III programs to ensure parents of students who are LEP are not disenfranchised from the educational system.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

The ESSA sections 1112 (b)(1)(A-D) are addressed in the BOFGUSD LCAP.

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).

The ESSA sections 1112(b)(11) is addressed in the BOFGUSD LCAP.

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.

The ESSA sections 1112(b)(12)(A-B) are addressed in the BOFGUSD LCAP.

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.

The ESSA sections 2102(b)(2)(A) are addressed in the BOFGUSD LCAP.

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

The ESSA sections 3116(b)(3) are addressed in the BOFGUSD LCAP.

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.

BOFGUSD addresses the ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. [(N/A if your LEA is a charter school or COE, or your district's educator equity data does not demonstrate disparities)]

THIS ESSA PROVISION IS ADDRESSED BELOW:

ESSA defines an "ineffective teacher" as ...a teacher who is: (a) 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 (b) teaching without a credential." All teachers employed by the BOFGUSD met the criteria for "qualified" under ESSA definitions. All students in the BOFGUSD, regardless of socioeconomic status are taught by qualified teachers. .

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:

Parent and family engagement is encouraged by the Principal at each site. Back To School Nights, parent-teacher conferences, Family Fun Nights, FFA activities, Concerts, Spring Art Show, and weekly newsletters are some examples of the opportunities for engagement. Additionally, each campus has a School Site Council that encourages parents and community members to provide input on school policies and expenditures. Parent Club and Booster Clubs also work closely with the site Principals to generate additional parent and family involvement.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Eligible children are identified through the California Longitudinal Pupil Achievement Data System (CALPADS), Foster Focus and through enrollment in the Moccasin Community Day School.

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

The BOFGUSD relies on the County Schools Office for many ancillary services and consortium programs. We operate collaboratively and benefit from the Tuolumne County Superintendent of School's experience in providing services with in-depth knowledge of the culture of our county. For over ten years, the TCSOS has not received McKinney Vento funds and Homeless Youth education services were limited. The BOFGUSD homeless youth counts have fluctuated between 0-5 students. Due to a small, one-time grant in the 2017/18 school year, great effort was made by the TCSOs to educate school site homeless liaisons in how to identify homeless youth, accurately report them in

their student information systems, and how to reduce barriers they encounter when students are seeking to continue their education despite their living situations. The increase in awareness resulted in a homeless youth count increase to 5-10 an increase of over 50%. Our district like many in the county had been under-identifying homeless youth due to a lack of understanding by our registrars about definitions of homeless and a change in how CALPADS collected homeless youth information.

Services currently provided:

- McKinney Vento legislation requires a once a year training. BOFGUSD employees attended training provided by the TCSOS. At these trainings, TCSOS staff shared best practices under McKinney Vento, support for implementation of trauma informed practices, and develop better identification tools especially for high school students who often go unnoticed when experiencing situations that leave them homeless.
- Resource referrals were made via the Jamestown Family Resource Center, Center for A Nonviolent Community (CNVC), and Amador, Tuolumne Community Action Agency (ATCAA) to provide housing assistance/emergency housing vouchers, meal and utility assistance, and childcare. These wrap around services were determined to be vital in keeping students who were homeless in school and connected to school personnel who could support them in this time of crisis.
- All homeless youth receive backpacks, personal hygiene supplies, school supplies, shoes, and clothing through a partnership with local service organizations.

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:

BOFGUSD utilizes services of First Five and TCSOS through a Social Emotional Learning Foundations grant (SELF) The SELF program supports early childhood development by providing on-site training and consultation for our local preschool. Additionally, SELF provides child specific behavioral intervention for preschoolers experiencing difficulties in the social emotional domain.

The program support is based on the Social Emotional Foundations for Early Learning (CSEFEL) pyramid model.

BOFGUSD staff attend quarterly meetings facilitated by TCSOS with Motherlode Job Training, the local Community College, and other local high schools to discuss concurrent/dual enrollment, work experience education and CTE pathway development.

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

Every fall, the GATE test is administered to third graders and new students at the Elementary school. Students can qualify based on test score or a written recommendation from two staff members. Once students have been identified as GATE, they are eligible to participate in a multitude of extra-curricular programs.

BOFGUSD is able to piggyback on the technological resources obtained by TCSOS. TCSOS participates in the California County Educational Technology Consortium which is the largest buying and licensing consortium of educational media in the nation. The California County Educational Technology Consortium (CCETC) is comprised of members representing county education offices from across the state of California.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not aligned

Formal Agreements

ESSA SECTION 1423(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

Parent and Family Involvement

ESSA SECTION 1423(8)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

BOFGUSD provides support for new teachers and collaborates with the Stanislaus County Office of Education, which provides professional development for the induction program for new teachers seeking to clear their credential; and an administrative services credential mentoring program. Teachers participate in professional development for the implementation of the state standards in math and reading. BOFGUSD is the recipient of the MTSS Grant of \$25,000 to be used for professional development to improve math and ELA achievement and behavioral support. Teachers participate on a variety of committees including curriculum adoption for social studies and science, as well as Trauma Informed Practice and PBIS.

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:

BOFGUSD analyzes all data through diverse stakeholder groups such as the Foster Youth Advisory Committee, the Homeless Youth Task Force, the LCAP Parent Advisory Committee, weekly staff meetings and the School Site Plan. All stakeholders participate not only in surveys but also through interviews and participation in these groups.

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:

BOFGUSD uses the following assessment data to analyze student achievement and progress; collaborate and review assessment data; and to plan instruction and prioritize programs and budget.

1. CAASPP SBAC: ELA, Math, Science, CAA: ELA, Math, Science 2. Student Information System data through Aeries and CALPADS 3. Curriculum-embedded assessment 4. Stakeholder Input Surveys 5. Healthy Kids Survey 6. Feedback from the CDE regarding Special Education services 7. WASC

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:

A comprehensive, yearlong professional development model has been adopted by the consortium members to focus attention on the needs of classroom teachers to effectively meet the needs of their students. This professional development model has been delivered in partnership with county office of education experts and includes a focus on developing an understanding of English learners by providing comprehensive instruction, which includes integration of ELD standards; developing lessons that include structures such as contextualization, structured interaction, and academic vocabulary; and working with colleagues to identify opportunities to provide appropriate structures for teaching English learners. The professional development model occurs over the year to allow teachers to apply lessons learned in their classroom and then reflect upon the implementation. The goal of the professional development is to provide consortium members the tools needed to improve the instructional program for English learners.

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

The consortium only receives funding for Title III EL funding – this section is not applicable.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Title III consortium funds will be utilized to provide educators the opportunity to analyze the ELD materials in all adoptions (Math, ELA, Social Science/History and Science) in order to meet the needs of our English Learner (ELs) by increasing English language learning opportunities through Integrated and Designated ELD. The county office will also provide support to districts as they analyze summative and formative data at district and school sites in order to monitor students' linguistic and academic progress.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW

TSCOS staff will gather data that will assist BOFGUSD in determining the school's instructional strengths and challenges; the need for future professional learning and/or revised instructional practices; determine the problem of practice to focus on for the school year. This data will be collected from CAASPP ELA/Math Spring scores, ELPAC scores (interim and initial), and Data Dashboard updates in the Fall. School representatives will meet with TCSOS staff to review academic data and progress on an as needed basis and at the request of the consortium members.

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:

BOFGUSD is considering utilizing Title IV Part A funds if funded to update technology District Wide. Currently we have IPADS at all locations, but they are almost five years old and will need to be replaced. We are looking at phasing out the IPADS and purchasing Chromebooks.