For which ESSA programs apply to your LEA?

Choose From:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The district is taking several approaches to increase graduation and academic achievement rates with our Hispanic/Latino students and students with special needs. The district is investing in additional support services and supporting the collaborative class model to address the academic needs of these student groups. The district is also increasing the use of classroom technology and supporting the coaching model for teachers to improve services, engagement and achievement for students.

In addition, the district is investing in robust professional development for staff, students, and the larger community focused on equity, inclusion, and social-emotional learning to develop different strategies and continue our ongoing efforts to promote a respectful and inclusive school environment.

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.

The district has implemented several initiatives to address the identified performance gaps with socio-economically disadvantaged and foster youth students’ academic scores and suspension rates. These initiatives include increasing alternatives to traditional suspension and expulsion discipline models in order to more effectively support student growth and development. Both of the District’s schools are focusing on cultivating and sustaining inclusive and diverse learning environments.

Also, the District is supporting the number of collaborative classes offered at school sites. In this collaborative approach, a general education and special education teacher work together. They plan and team teach lessons and activities to address the development of all our students, especially those with special needs.

In addition to offering targeted academic intervention classes, the increased focus and work in the area of student social and emotional wellness is another component in supporting student positive behavior, positive choices, and positive adult support. Both schools have groups involved in training provided by Epoch Education which is meant to support a compassionate dialogue and build greater capacity to engage in difficult conversations aimed at promoting a healthy community and school environment. The alternative pathways program has dedicated themselves in increasing their knowledge and understanding of trauma-informed care to better implement evidence based school interventions.

Lastly, the District is targeting technology and training resources, including coaching support for teachers, in order to promote an increase in student engagement and achievement.

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

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<tr>
<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.
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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<th>ESSA SECTION(S)</th>
<th>STATE PRIORITY ALIGNMENT</th>
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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:

Not applicable, per the 2018-2019 SARC, 100% of district teachers are highly qualified. If this became an issue, we would increase teacher training to ensure all teachers complete necessary credentials.

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:

The district is in regular communication with all parents including those of ELL students. District Board Policy 1100 sets out the various ways our district staff communicates with parents. Additionally, District AR 5020 describes parent rights and responsibilities with regards to parental engagement in their students’ educational experience. In addition to posting the District ELL plan on it’s website, the District specifically engages with ELL families by seeking parental participation and input on various on district committees through direct emails, Principals’ Newsletters and website postings. In addition, school site administrators send weekly emails to parents detailing school events and upcoming curriculum and assessment dates. District websites are updated in a timely manner to ensure current availability of information for parents. Site ELL liaisons have been in communication with parents throughout the year. After meeting individually with students, staff then followed up with parents who wanted to talk more about the process or who had questions. Staff met with students 1:1 to offer the ELL support plans and then followed up with communications with the parents. Parents were met with during Back to School Night and a separate ELL parent information night was held in January 2019. All current, as well as incoming, ELL students and families were invited to attend. Dinner was provided to encourage attendance.

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:**

An after school Academic Tutoring Support program was developed to improve student achievement. At both high schools, we encourage student participation in both our tutoring support program and the use of our tutoring centers. We support student participation through parent, school, and student cooperation, especially in mathematics and English. The tutoring program is available to students of all grade levels and students who have a D or F in a class at respective grading periods are invited.

Effective methods have included having volunteer peer tutors attend for community service. Many students who attend feel comfortable talking to peers and asking them questions for support. We have also had one math teacher and one English teacher serve as tutors to provide targeted support in mathematics and writing — as those are two areas often desired for support by students. Another strategy has been to have a Chromebook cart available during tutoring sessions that students and tutors can use. Our instructional coach also provided support to students for using Canvas and using Google during tutoring sessions.

To coordinate with and support general education, the academic tutoring support program operates every other day after school so it does not disrupt the regular education class schedule. We have advertised the program to all teachers through weekly staff emails and school leadership meetings so that teachers encourage students to attend if extra help is ever desired by students. Additionally, both sites have tutoring centers available to all students for drop-in help before and after school as well as during free periods throughout the school day.

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**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 District’s homeless liaison works to coordinate activities with other agencies and works directly with school registrars to ensure that homeless children are enrolled immediately.

The District’s alternative pathways program focused a year of professional development on Trauma-Informed Education through the National Child Traumatic Stress Network online organization. Staff participated in four online webinars throughout the year regarding trauma-informed care and how to integrate evidence-based practices in school intervention to better serve students with a potential trauma history, such as homeless children and youth. Additionally, staff worked to increase focus on positive school attendance and more quickly respond to truancies by implementing interventions which would increase consistent attendance. This work included revamping the SARB process.

On February 28, 2019 a spring School-Community Forum was held titled “Diversity:Fixed vs. Growth Mindset.” Students, parents, community members, and staff were in attendance and the discussion was meaningful and beneficial to our entire community to help us promote a healthy and safe social climate for all.

In addition, the District offers gently used laptops to eligible students or families. Students will receive a gently used laptop with a free operating system (Ubermix), Google Chrome, so they can achieve their learning objectives. We have partnered with EveryoneOn to offer eligible students or families low cost Internet so all students can access resources online 24/7.
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:

Guidance counselors meet with all incoming students during their 8th grade year to pick courses, answer questions, and address any transition related concerns. Informational evenings are also held to address parental concerns regarding the transition to high school.

Guidance counselors meet with all 9th grade students within the first semester of the school year to check on progress and their transition to high school.

Both schools implemented a Link Crew program which provides a day of transition related activities and peer bonding opportunities for incoming students. Link Crew also provides peer mentorship the continues throughout first year of their high school experience to help incoming 9th graders feel comfortable and supported.

Articulation meetings are held for all incoming students with an IEP during their 8th grade year to ensure their needs are addressed and supported and they are placed in appropriate courses. All IEP students have post-secondary transition plans that provide individualized transition services and supports.

Guidance counselors meet regularly with students throughout high school to support their post-secondary plans. Both sites have college and career centers which utilize information systems such as Naviance, to guide planning. Parent information nights are held for all grade levels with an emphasis on college planning during the 11th and 12th grade years.

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:

No funds were used for purposes listed above.
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:

Does not apply to our district

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:

Does not apply to our district

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:

Does not apply to our district

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:

Does not apply to our district

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:

Does not apply to our district

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:

Does not apply to our district

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:

Does not apply to our district

Parent and Family Involvement
ESSA SECTION 1423(8)

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:

Does not apply to our district

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.
**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.

**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.

**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.
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:

95% of teachers, including alternative program teachers, participated in four full Professional Development days during the 2018-19 school year focused on strategic plan initiatives and department specific Professional Development Action Plans (PDAPs) as evidenced by teacher attendance. These Professional Development days were held on August 13 and 14, 2018, October 8, 2018, and March 18, 2019. Each department customized their PD day by creating their own goals and actions, and had department specific training to meet their areas of need. Additionally, the district gave additional support by offering summer professional development days for teachers and course level leads. Many of the topics covered were geared towards our English Language Learners, Foster Youth, and Low Income students. Our guidance departments explored using data to ensure meaningful connection with students, as well as meeting with community leaders to gain a better understanding of the skills and knowledge/education employers are looking for and how we can best advise our students. Other department action plans included work on analyzing and disseminating CELDT/ELPAC testing data to general education teachers so they were better informed regarding EL student academic needs.

Our school sites are also holding regular brown bag lunches to discuss student equity and diversity as well as hear from students and parents of different socioeconomic and ethnic backgrounds.

Our Valor (alternative pathways) teachers are participating in a year-long training on best practices for Trauma-Informed Education through the National Child Traumatic Stress Network online organization. These teachers participated in four online webinars throughout the year regarding this topic based on our district’s greatest area of interest and need for the program: Integrated Evidence-Based Practices in School Intervention, A Trauma-Informed Understanding of Bullying, Understanding the Intersection Between Cyber-Bullying and Trauma, and Trauma Informed IEP were the topics discussed in these webinars and at later professional development days.

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:
Both school sites held sexual harassment and misconduct prevention and mandated reporter training in March 2019.

In October 2018, Dr. Nancy Dome of Epoch Education gave a presentation to Los Gatos High School staff entitled: Compassionate Dialogue - Participants earned and practiced a communication protocol for compassionate dialogue and to build greater capacity to have difficult conversations. The communication protocol helps us to promote a healthy community and school climate where individuals are freer to be themselves and can honestly share the impact of interactions that might normally divide us.

In February 2019, Carlos DaSilva of Epoch Education held a conversation with any staff members interested in learning and talking more about different strategies to continue our ongoing efforts to promote a respectful and inclusive school environment.

In January 2019, Saratoga High School held Speak Up For Change Week which gave us a chance to intentionally focus on the important issues for students that included assemblies, classroom activities, and a Cultural Fair with a huge choice of activities and events for all students and staff.

Additionally, all district staff had five dedicated social-emotional learning and technology collaborations about differentiated instruction using technology, digital citizenship, and supporting all students mental health needs.

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:

Data was gathered from all stakeholders using surveys such as our Certificated Collaboration survey, our LCAP community survey, BrightBytes staff and student technology survey, and The California Healthy Kids Survey. These results will be used to guide the focus and planning of professional development. We also held parent and community feedback evenings and held presentations at our School Site Council, PTSO and Home and School Club meetings. Finally, we solicited direct feedback from parents via online surveys, emails, and weekly newsletters.
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:

Does not apply to our District

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:

Does not apply to our District

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:

Does not apply to our District

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:

(C) 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

(D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Does not apply to our District
TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district is allocating these funds for increased counseling and guidance services. These services will support safe and healthy students by increasing our mental health services support on our campuses. Our district contracts with CASSY. CASSY provides comprehensive mental health services to all of their partner schools. This includes counseling and proactive mental health education for students (including Special Education students), consultation and training for staff, and outreach to parents and the broader community.