

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

LEA Name

Bennett Valley Union School District

CDS Code:

49706230000000

Link to the LCAP:

(optional)

www.bvUSD.org

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 III, PART A

Language Instruction for English Learners
and Immigrant Students

(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.

Title 1 funds are used to cover a portion of the cost of the paraprofessionals that work with the 2 credentialed teachers in the iTeam (intervention team).
Title II-A funds are used to cover a small portion of the cost of Class Size Reduction in TK-3. The state provides "grade span" funding to reduce the ratio to 24:1. With Title II-A and some base funding, we are able to keep TK-3 class sized at 21:1.
Title III funds augment the "Supplemental" state funds and are used to fund a portion of the cost of materials and services for English learners.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The district gets very little in federal funding and uses it as legally allowable to supplement and enhance state funding for the programs that matter to students in terms of academic support and performance and are evidence-based.

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.

A) The District continually maintains and improves its program of instruction in the common core to meet the academic needs of all students.

B) Assessments for TK-2nd: DIBELs, STAR Reading, STAR Math, and District-Created Writing Benchmark assessments are administered 3 times per year and used to determine students who may be at risk for academic failure and to determine academic support programs to be employed. Students requiring support programs are "progress monitored" regularly to ensure that the program is helping them overcome learning deficits.

Third-Sixth: STAR Reading, STAR Math, District-created Writing Benchmark, and the State SBAC assessments are used to determine students at risk of academic failure and to determine academic support programs to be employed.

C) The District has a number of academic support programs including iTeam support with two credentialed interventionists and highly qualified paraprofessionals, EL support, Special Education, Lexia, Reading "Eggspress", Accelerated Reader, Zearn, and Khan Academy to provide educational assistance to students who need help in meeting the challenging State standards

D) The district has begun a multi-year training and implementation process in Universal Design for Learning to ensure first best instruction in a manner that reduces barriers to learning and strives to meet the needs of all students.

Refer to LCAP Goal #1

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 District is engaged in a multi-year training and implementation of CASEL's highest rated Social Emotional Learning Program called RULER (Refer to LCAP Goal #2)

Career Technical and Work-based Opportunities

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

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

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

We are a TK-6th grade district

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.

While Title II-A funds are used to help cover the cost of class size reduction in TK-3rd grades, we also provide robust training for the faculty on common core standards and best practices in implementation, Universal Design for Learning, and RULER our new social-emotional learning program.

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.

Parents of English Learners are included and engaged in a variety of ways including

ELAC: The district has an operational English Learner Advisory Committee of EL parents

EL Parent membership/representation on the School Site Council/LCAP development committee: There are two parent ELAC members on the School Site Council

Parent Engagement Seminar Series (Triple P Parenting) (Pizza dinner and child care is provided free of charge): A parenting class/parent engagement seminar series is held in Spanish and English

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.

We are a single attendance area district. Yulupa School serves TK-3rd and Strawberry School serves 4th-6th grade students. We have designated Title 1 funds to Strawberry as more academic gaps exist with older students. Poverty criteria is eligibility for free/reduced lunch.

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:

All of our teachers are effective, experienced, and credentialed in the areas they teach.

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:

All parents are represented by the School Site Council/LCAP Development Committee. All parents are surveyed annually for the LCAP and other program evaluation and the surveys are provided both on-line and in paper and in English and in Spanish. EL parents belong to the ELAC and have a voice with two representatives on the Site Council. Although we have no language group comprising 15% of our student body, translation support is available for Spanish speaking parents. Parent Engagement seminar series in English and Spanish is provided and includes childcare and pizza dinner, free of charge.

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:

We are a targeted support program and we identify students for academic through district and State assessments (DIBELS, STAR Reading, STAR Math, Writing Benchmarks, and SBAC assessments) and for social/emotional services via teacher, student, and parent referrals and child study team meetings.

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:

We work with the County McKinney Vento liaison and provide support in the form of school lunch, transportation, and academic support programs as needed.

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:

We are a TK-6th Grade district. There are transition meetings held for students with IEPs before entering kindergarten and before entering 7th grade. There is also annual conversation with parents at parent-teacher conferences.

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:

Referred third-sixth graders are assessed for GATE. Teachers and parents write Gifted Learning Plans for students found eligible for GATE. In addition, there are after school GATE classes on a variety of topics of interest so the students can have some peer-alike time in areas of interest.

We have robust library and technology programs at both skills.

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:

We receive very little Title 1 funding, and no Title I Part D.

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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

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:

We have a robust process for addressing students at risk of failure. When a child is at risk of failure, a student study team meeting is called and appropriate specialist determine the proper assessments and plans with the parents to assist the children.

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:

NA

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:

NA

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:

NA

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:

NA

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:

We have a robust system for professional development that includes district provided workshops, County provided courses and workshops, University provided and other conferences. We have teachers from various grade levels participate on committees that help determine the appropriate professional development (ELA, Math, Science, Technology, Universal Design for Learning, RULER (our Social/Emotional program) and they get training to provide to others in a trainer of trainers model. Teachers are surveyed to determine the effectiveness of the training and next steps.

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:

We are a single attendance area district. Yulupa is a TK-3rd grade; Strawberry is a 4th-6th grade. Both schools have comprehensive support and improvement activities and targeted support for students.

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 is used extensively--by grade level teams, curriculum committees, Site Council, and the school board. Each year, we do a comprehensive end of year report that summarizes the assessment data with goals and plans for the following year(s).

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:

Our professional development is detailed in the LCAP under both Goal #1 and Goal #2. Universal Design for Learning training is being provided to all teachers and will help teachers design lessons that reduce or eliminate barriers and enhance student engagement. In addition, all teachers have CLAD or the equivalent and are fully credentialed. They participate in all the district provided training that is determined via survey, observation, committee input, analysis of data.

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:

Our services are detailed in the LCAP and include:

The Bennett Valley Union School District provides EL and migrant students an array of services including:

English Language Development: All teachers hold special credentials (Clad, SDAIE, and equivalent) authorizing them to teach EL students in their classes. ELD is an integrated part of the school day.

In addition, highly qualified paraprofessionals conduct testing with EL students (CELDT, now ELPAC), and provide support for them in academic vocabulary development (Vocabulary Links), English Language Development, and access to the core curriculum.

The iTeam (intervention team) has two highly qualified, certificated teachers who support and monitor the progress of English Learners and migrant students who are struggling with challenging state standards.

There are before school (Yulupa) and after school (Strawberry) supports for English learners in our Lexia Boost programs.

We offer class in summer school to assist beginning and intermediate English learners and those struggling with academics.

EL Parents participate in the ELAC committee, in parent engagement seminars with bilingual Triple P Parenting trainers

We have added counseling, psychological, and nursing services principally targeted to English Learners, Migrant, Foster and low income students.

Free school lunch and transportation are provided for eligible students.

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:

As in the previous question, the enhanced educational opportunities listed below help students acquire English and give them full access to the core and extended curriculum:

English Language Development: All teachers hold special credentials (Clad, SDAIE, and equivalent) authorizing them to teach EL students in their classes. ELD is an integrated part of the school day.

In addition, highly qualified paraprofessionals conduct testing with EL students (CELDT, now ELPAC), and provide support for them in academic vocabulary development (Vocabulary Links), English Language Development, and access to the core curriculum.

The iTeam (intervention team) has two highly qualified, certificated teachers who support and monitor the progress of English Learners and migrant students who are struggling with challenging state standards.

There are before school (Yulupa) and after school (Strawberry) supports for English learners in our Lexia Boost programs.

We offer class in summer school to assist beginning and intermediate English learners and those struggling with academics.

EL Parents participate in the ELAC committee, in parent engagement seminars with bilingual Triple P Parenting trainers

We have added counseling, psychological, and nursing services principally targeted to English Learners, Migrant, Foster and low income students.

Free school lunch and transportation are provided for eligible students.

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:

As in the previous questions, the enhanced educational opportunities listed below help students acquire English and give them full access to the core and extended curriculum:

English Language Development: All teachers hold special credentials (Clad, SDAIE, and equivalent) authorizing them to teach EL students in their classes. ELD is an integrated part of the school day.

In addition, highly qualified paraprofessionals conduct testing with EL students (CELDT, now ELPAC), and provide support for them in academic vocabulary development (Vocabulary Links), English Language Development, and access to the core curriculum.

The iTeam (intervention team) has two highly qualified, certificated teachers who support and monitor the progress of English Learners and migrant students who are struggling with challenging state standards.

There are before school (Yulupa) and after school (Strawberry) supports for English learners in our Lexia Boost programs.

We offer class in summer school to assist beginning and intermediate English learners and those struggling with academics.

EL Parents participate in the ELAC committee, in parent engagement seminars with bilingual Triple P Parenting trainers

We have added counseling, psychological, and nursing services principally targeted to English Learners, Migrant, Foster and low income students.

Free school lunch and transportation are provided for eligible students.

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:

NA. The district does not receive Title IV funds