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

LEA Name

Keiller Leadership Academy

CDS Code:

37683386039812

Link to the LCAP:

(optional)

https://4.files.edl.io/5742/06/19/19/152719-5eb44482-29aa-4b6c-bb74-c9511ab1ac84.pdf

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

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.

On the CA Dashboard, KLA students were in the yellow for math, but were 69 points below the standard. Title funds are used in a MTSS program using aides and instructional specialists to teach math instruction based on student need. Additionally a teaching position was created to teach Project Lead The Way in secondary and science for primary to help augment the school's science program to better prepare the school's population to meet the demands of the NGSS on the CAST. KLA's English Learners performed in the orange on the 2018 Dashboard. Students with the highest needs are in ELD reading groups with the EL specialist in addition to integrated and designated ELD.

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.

KLA uses the LCAP parent survey and the CA Dashboard to determine needs. The school then examines how well the federal programs are working based on this evidence. Adjustments are made to those programs and to the overall program. Once the changes and additions have been decided for the upcoming year, then the LCAP is revised and drafted taking into consideration federal, state and local funds. Advisory boards including the ELAC, SSC, Board of Directors, Technology Committee and parents during our spring open house are then all asked to review and comment on the LCAP before final approval.

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 *(as applicable)*

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

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

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

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

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

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

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

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

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

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.

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:

KLA evaluates teachers annually using the California Standards for the Teaching Profession. The teachers and school administrators also look at interim and state testing data by classroom teacher. Any teachers whose students are underperforming are coached by one or more of our coaches and/or instructional specialists. Additionally, our board actively works to maintain competitive salaries to attract effective, qualified teachers to our school. The school also partners with the county office of education to ensure teachers can clear their credentials in a timely manner.

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).

Address the ESSA provision:
Keiller Leadership Academy has multiple ways parents can participate in our school. Parents can join our Parent Volunteer Team and help out with classroom projects and school wide events. They can also be chaperones for field trips. Additionally, there is a monthly parent series that teaches parents about the social and emotional development of their children. These sessions are conducted by our counseling team. Finally, we offer math and literacy classes for parents to learn about how to help their children

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Each year Keiller asks parents about how they can best be contacted to be informed of school events, when they would like to attend meetings, and what types of parent classes they would like to see take place at the school on our annual LCAP survey. Parents are informed of events going on at the school through a weekly email called Keiller Klipz, the autodialer system, Constant Contact emails and bulletins from the directors which both all in English and Spanish. There is a full time parent involvement coordinator whose job it is to keep engagement high by facilitating the Parent Volunteer Team. The PVT has a board, their own budget and organizes parent volunteers who participate in a weekly volunteer day (when on campus activity is permitted). The PVT reviews and approves our family engagement policy annually. This policy is available in the enrollment packet which goes out to parents annually. Their president also sits on our School Site Council and they are one of the boards who review and make revisions to our LCAP annually. The team is open to all parents to attend and parents can make requests for other ways to participate through this committee.

Each year at a required orientation meeting and at open houses parents are informed about the LCAP, CAASPP test, the school's current scores, how to help their child achieve on the test and how to be involved with the school through the PVT. The LCAP and EL plan are also available on our website. During our monthly parent series meetings, parents are given training on topics such as social-emotional development, social media literacy, and high school requirements. KLA has parent literacy and math classes where parents are given tools to work with their students at home. Both ELAC and the SSC are open to all parents. Through these boards parents can participate in the decision making process for KLA's LCAP and Single Plan for Student Achievement (SPSA). KLA has an active ELAC. This board helps create the annual needs assessment survey for the school and reviews and revises the LCAP annually, receives training about the CAASPP test, ELPAC test and ELD instruction. They are called upon throughout the year to provide advice to the administration on the LCAP and SPSA in addition to covering the other required legal topics.

KLA holds parent teacher conferences twice a year where parents sit with teachers and are shown how to read data provided from assessments and are given ideas on how to best help their student at home. IEP meetings are held annually. Accommodations for parents who need special assistance or need to meet outside of school are arranged as determined through consistent and timely parent contact prior to the meetings. When a migratory student leaves for a period of time our attendee clerk informs teachers and counselors. The counselor sets up a meetings with the student and family before the departure (if possible) and upon their return to campus.

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:

To meet the needs of KLA's population, funds are devoted to hiring additional teachers to keep class sizes lower that that of the surrounding district schools. KLA analyzes its data from the CAASPP test annually, benchmarks two other times during the year and has numerous other assessments that fall in six-week summative cycles. The data from these assessments is used to determine the needs of the students. These needs are met through our MTSS program which includes our WIN (What I Need) time in primary and our REACH class in secondary. In primary each grade level has a set time in the day where all teachers, coaches and aides teach small groups of students the content topic that is needed for that specific group based on student test results. The students are reassessed, regrouped and then taught their next needed level or skill every six weeks. In secondary the REACH class is a class that is either and intervention or enrichment class for students based on their needs as determined by the CAASPP test and other local indicators.

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:

KLA has an open enrollment policy and accepts homeless and foster youths. The attendance clerk works with families and care givers to help students maintain their attendance through a tiered intervention system outlined in our Learning Continuity and Attendance Plan (LCP). KLA has a Wellness Team comprised of Counselors, Education Specialists, Campus Safety and any additional auxiliary staff as needed. The Wellness Team will be responsible for providing mental health and social/emotional supports and resources to students and families as needed. The Wellness team will do home or wellness checks on a case-by-case basis. The Wellness Team focuses on high needs populations, such as Foster and Homeless youth. These students have scheduled time with the counselors and/or behavior specialist and receive daily check-ins as well. KLA provides supplies for students in need. This can include uniforms, bus passes and school supplies along with counseling and information about where to seek additional resources for the family. This is an item in our LCAP to ensure funds are set aside annually.

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:

KLA works with our two closest feeder schools to help students make a smooth transition to high school. The students have a presentation on course options and fill out choices for their courses for our feeder school even if that is not the school of their choice. The counselor helps all 8th graders fill out their high school application and ensures families are aware of the deadline well in advance of it closing. Later in the year high schools come out to highlight their sports programs to students. Finally at the end of the year, multiple panels of high school students who previously attended KLA is brought in to speak to the 8th grade class about what to expect when in each grade of high school.

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:

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:

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:

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Successful Transitions
ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Educational Needs
ESSA SECTION 1423(5)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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:

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:

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:

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:

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:

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:

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:

KLA has provides professional development in various ways. Some teachers and administrators are sent to trainings each year. This year we have two teachers attending GLAD training, a team attending the CAASPP Academy, and a team attending the California Assessment Conference and. Additionally, the school brings in presenters to develop and coach teachers about the curriculums used on campus and additional onsite professional development on math and language arts is provided. Each new teacher is provided a coach to work with and KLA partners with San Diego County Office of Education for teacher induction. To ensure growth is being made, teachers are evaluated two times each year using the CSTP (California Standards for the Teaching Profession). Teachers who need improvement are assigned a coach to help guide their improvement. Additionally, the average score from all evaluations is calculated and measured as one of KLA's LCAP metrics in the LEA's goal 2 which addresses having high quality teachers. This metric is evaluated each year during the LCAP annual updated. To evaluate systems of support, KLA has an Instructional Leadership Team (ILT) where teacher leaders are a part of the decision making process for the schools instructional needs.

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:

KLA is a charter school.

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:

Each year the data from the CAASPP and ELPAC are analyzed by the administrative team, the Instructional Leadership Team and the SSC to determine where there are the greatest needs in student achievement. From this data, the overarching professional development for the upcoming year is decided. Data from our benchmark tests is gathered and analyzed in November and February. This data determines what coaching and professional development topics will be addressed for content specific or grade level teams during our Wednesday minimum days. In 2019-2020 the use of Title II part A funds was reviewed by the SSC, board, and ELAC through the review (and when appropriate, approval) of the SPSA at their meetings. In 2020-2021 the use of these funds will be delineated in the LCAP giving parents, teachers and stakeholders a clearer view of how this funding is used to strengthen the overall program at KLA.

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:

KLA has a compressive ELD professional development plan in place. The EL Coordinator attends professional collaboration meetings at the county office of education monthly to ensure she has the most up-to-date information about English learners and is informed of available trainings. The EL Coordinator then provides professional development on these topics to the whole staff including administrators, teachers and aides during our Wednesday minimum day PD time throughout the year. She also meets with grade level or content area teams during prep time to co-create ELD lessons that utilize the strategies learned in professional development sessions. The EL Coordinator then coaches teachers in implementing these lessons to varying degrees depending on the teacher's needs. Teachers then sit with the EL Coordinator and reflect on the lessons taught to evaluate their effectiveness. This year other teacher leaders also attended GLAD training and then presented learned teaching strategies to the staff. All English learners are evaluated throughout the year using the ELD standards. Teachers report EL progress to parents three times a year on the ELD report card which is sent home with each grading period.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

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:

KLA uses Benchmark Advance and teacher created curriculum to teach designated and integrate ELD at the primary level and Amplify ELD for its core ELD instruction at the secondary level. In 6-8 English 3D will be used to supplement this program. Additionally, KLA has also adopted the DRA Progress Monitoring and SIPPS reading programs. English Learner students' CAASPP and ELPAC scores are evaluated annually. Any student whose scores reflect that reading is a difficulty are given the DRA and SIPPS placement test. These students are then placed into levied small groups for additional pull-out instruction using SIPPS and evaluation using the DRA Progress Monitoring.

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:

KLA analyzes state data from both the ELPAC and CAASPP to determine which English learners are in need of additional support to meet state standards. These students are placed into additional intervention groups which address their specific learning needs based on analysis of claims and student classwork.

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:

KLA uses the Title IV funds to support well-rounded education by using it to pay a portion of the salary of a STEM teacher.