

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

LEA Name

Mountain View-Los Altos Union High School District

CDS Code:

43696090000000

Link to the LCAP:

(optional)

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.)

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

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.

In addition to local and concentrated funding, federal funds will allow us to better serve students and fulfill the goals, actions, and services as outlined in our 2021-2024 LCAP.

In order to increase achievement rates for all students, and especially students who are English learners, socio-economically disadvantaged, and Latino students, MVLA is investing in additional support services around:

- best instructional practices and interventions (Title II, Part A; Title III, Part A)
- professional learning for teachers and administrators (Title II, Part A; Title III, Part A)
- parent education and parent involvement (Title III, Part A)
- social/emotional services and support for students (Title I, Part A)

These areas of additional support were identified through a broad stakeholder engagement process, including input from teachers, students, parents, and district staff.

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.

Federal funds will support the goals, actions, and services in the 2021-2024 LCAP. The overarching goals that remain a focus for MVLA are:

LCAP Goal #1 Academic Excellence for all

All students have access and success to equitable, high-quality, 21st-century learning while disproportionalities are decreased.

LCAP Goal #2 Stakeholder Communication & Engagement

Increase student, parent, and partner schools engagement to create equitable culture & climate to support all students.

LCAP Goal #3 Safety & Wellness

Provide a healthy, safe, secure, and respectful learning and working environment that supports engagement, wellness, health, and school connectedness for students and staff.

LCAP Goal #4 Life long learners

All staff will be supported in collaboration and professional learning to continue to provide our students with equitable, high-quality learning and inclusive instructional environments.

Federal funds will support our efforts in addressing the performance gap with English Learners in most state and local metrics, including Algebra II completion, a-g eligibility, and graduation. To that end, the Instructional Support Team (IST) and other resources will provide regular professional learning experiences for teachers and administrators that address the needs of EL students, particularly of long-term English learners. In addition, the implementation of Ellevation will allow all staff to monitor the progress of English Learners and Reclassified students to ensure the appropriate services are provided.

Parent involvement and parent education for Latino and immigrant families have been a high priority for MVLA. Federal funds support growth in this area by providing services through PIQE and other activities that promote parent participation.

To address the needs of our socio-economically disadvantaged (SED) and EL students at Alta Vista High School (AVHS), the district's continuation school, federal funds support the staffing that works directly with these target students in and outside of the classroom. AVHS serves 64.6% SED students and 25.6% EL students.

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.

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).

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.

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.

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.

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:

100% of MVLA teachers are highly qualified. The Instructional Support Team works closely with and supports all new teachers.

Some of our most talented, qualified teachers are those who teach our low-income and minority students. There are no disparities in regard to low-income or minority students being taught at higher rates by ineffective, inexperienced, or out-of-field teachers.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

MVLA has several organizations that build strong parent and family engagement. They are foundational in supporting strong school-family partnerships in our school community. We have recently created a position of Community Outreach Specialist that will continue to build and organization outreach services and opportunities for our parent organizations. These programs include but are not limited to, El Cafecito, La LUCHA, LPO, PTSA, Tea Time, ELAS, and DELAC. All school sites receive no less than 1% of Title I parent involvement funding that is integrated into their Single Plans for Student Achievement (SPSAs).

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The MVLA District and school sites are in constant and close communication with all families. The principals send a weekly newsletter to all parents via email. The newsletter is translated into Spanish for our non-English-speaking families. All print communication from the district office and school sites is translated into Spanish as well. The school sites create many opportunities for parents to engage in the school community. A calendar of meetings, events, and presentations are included in the newsletter, website, and other communicate to families. Each site hosts meetings for a variety of booster groups, PTA, English Learner Advisory Committee (ELAC), School Site Council, Latino Parent Organization/LUCHA, and other parent organizations. The MVLA Foundation also hosts the parent speaker series where speakers will be scheduled each month at the sites to present on relevant family and school topics. Each school has a Parent Outreach Coordinator whose main role is to connect our most vulnerable families to the school community. PIQE has been offered for the last two years as means to provide parent education on the school system to immigrant families. Parents also have opportunities to connect with teachers at Back to School Night, Open House, and elect to schedule individual time with teachers through the Parent-Teacher Conference system.

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.

All of our schools annually review the effectiveness of their programs through SPSA monitoring protocols. All goals and actions in their SPSAs are aligned to the research-based practices in the LCAP, but based on site-level planning, data analysis, and student needs. None of our schools are Targeted Support 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:

The district partners with school staff to examine state and local data on an ongoing basis. Every fall, the Annual Review is developed for the sites and this source becomes the catalyst for the continuous improvement conversation as a district. Both comprehensive schools completed the WASC accreditation process in 2018/19 and have developed goals and action plans for the next 6 year. Through this work, we have identified opportunity and performance gaps among our student groups. The professional learning focus for the next 6 years will be centered around closing the opportunity gap by developing equitable practices that support all students and using data to evaluate our progress in closing that gap.

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 have one staff person designated as the McKinney-Vento coordinator for the district. This person works with all three sites to identify, support and conference with family and school staff to support our homeless and foster youth. In addition to the MCK/V coordinator, each site has a Student Services Coordinator that provides support. Services include, but not limited to providing: hygiene kits, backpacks, school supplies, VTA bus passes, referrals to access food, shelter, housing, mental health services, extra-curricular activities. The Mck/V coordinator also determines if a student is eligible for AB1806, the high school graduation exemption.

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.

Not applicable.

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:

MVLA partners with two elementary school districts. Collaboration and coordination takes place throughout the year to ensure a seamless transition of all students, particularly those who are of the highest need. MVLA develops a transition list that includes assessment data from the middle schools and used this document to identify support services for students before entering high school. Our Instructional Support Team meets with their counterparts in our partner district and discusses bridges and transitions between middle school to high school. The high school counseling teams visit each of the middle schools in January to discuss course options and programs in high school. Each school also hosts an informational night for all incoming parents and the district office hosts a "math night" for all families to learn about math pathways. In addition to the general meetings, MVLA also hosts separate meetings in Spanish and holds a special meeting at the middle schools for ELAC parents and other families to learn about high school expectations and services.

Each high school has a College & Career Coordinator and a College Counselor that supports the transition to post-secondary options for all students. The College and Career Center hosts a multitude of events, speakers, presentations and workshops on post-secondary options. The AVID Program works with community partners as Google and Linked In to provide internships and mentors for AVID students.

MVLA also partners with Foothill College to offer Middle College and College Now, an early-college option for high schools under AB 288. MVLA students are encouraged to take courses at Foothill under the concurrent enrollment process.

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:

Each school has a certificated librarian and a library assistant who ensures that the school library is fully stocked with print and digital materials. Their role is to develop effective library programs, The district subscribes to a variety of digital and online resources that are made available to all students. The library staff also works with the school administration and with teachers to develop digital literacy and digital citizenship curriculum for students.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

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:

Not applicable

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:

Not applicable

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:

Not applicable

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:

Not applicable

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:

Not applicable

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:

Not applicable

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:

Not applicable

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:

Not 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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

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:

Not applicable

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:

Not applicable

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:

MVLA provides in-depth professional learning for all staff. In addition, the Instructional Support Team (IST) offers a variety of professional learning experiences, including lunch workshops, retreats for course teams and departments and individualized support. Key professional learning themes this year include course team alignment, implementing the SBAC IABs (Interim Assessment Blocks), student data collection and analysis through Data Zone tool, and inclusion strategies through co-teaching training. Through the WASC process, the need to close the opportunity gap and implement more equitable practices that support the needs of critical learners, including English Learners, was a common theme for both schools. Hence, this will also be a focus for the district for the next six years.

MVLA also provides opportunities for classroom teachers and administrators to collaborate, problem-solve, and share best practices for using standards-aligned materials.

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:

MVLA does not receive adequate funding for many of the focus priorities. Supplemental base funds support the professional learning activities for the district. We prioritize funds for training and capacity building for teacher leaders and administrators around developing inclusive structures for target students and using data to evaluate those systems.

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:

We prioritize funds for training and capacity building for teacher leaders and administrators around developing inclusive structures for target students and using data to evaluate those systems.

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:

Work collaboratively with educators and administrators from our partner districts in creating strong programs for English Learners and ensure vertical alignment in course content, skills, assessment and expectations.

Dedicate a member of the (IST) Instructional Support Team to work with the teachers that have a high population of EL students, including newcomer and long-term EL students.

Provide targeted professional development opportunities for teachers assigned to ELD, SDAIE and courses with a high number of LTEL and RFEP students.

Ensure that the district's ELD program is based on State ELD/ELA Standards. Promote collaboration among ELD and content area teachers to design specialized instruction for ELs.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The ELD program is housed at one site and enrolls all Newcomer students to the district. Each newcomer is assigned to one counselor that will support them throughout their time in high school. Newcomer students are also enrolled in an Academic Support class that provides an orientation to US schools as well as social-emotional curriculum that supports any cases of trauma by leaving their countries. A mental health therapist is assigned to work with all EL students. In addition to the designated ELD courses, students take integrated ELD courses in math, science and history. These teachers work as a professional learning community to examine student progress and determine strategies to further support students. The Bilingual Secretary and Parent Outreach Coordinator also provide support to the students and their families, through individualized meetings, translation services and other parent outreach efforts.

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:

Each ELD teacher provides designated English Language Development to all English learners within the ELD class. Core content teachers provide integrated ELD courses in math, science and history. These teachers work as a professional learning community to examine student progress and determine strategies to further support 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:

Through a thorough assessment and accountability process, we closely monitor English learner progress on both English proficiency and state academic standards. Each site has a designated staff member whose job it is to closely monitor EL student progress. The areas we closely monitor at every school include: ELPAC (English Proficiency) scores, Reclassification criteria and rates, Long-term ELs, CAASPP (academic standards) scores, and grades at every reporting period. MVLA utilizes Ellevation, an online platform to track and monitor the progress of ELs. This system allows to set benchmarks for ongoing progress, identifies students for reclassification and monitors students who have been reclassified. EL performance data is shared with the Board of Trustees each year through the Annual Review.

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:

Not applicable