

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

LEA Name

Patterson Joint Unified School District

CDS Code:

50-71217-0000000

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 I, PART D

Prevention and Intervention Programs for Children and
Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

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.

PJUSD strategy for using federal funds is to increase low income and English learner student performance to the proficiency level. PJUSD continues to focus Title I funds toward early intervention, the acceleration of academic progress and preventive measures at the K - 12 levels. PJUSD data reveals that the gap between low-income students and their counterparts begins at the elementary level. PJUSD uses federal funds to provide supplemental funding to all sites since we are considered a Title I District. Another strategy that PJUSD has adopted is to provide college readiness opportunities and resources to low-income families at all levels. Our adopted philosophy of No Excuses Univesity focuses on implementing exceptional systems in order to achieve desired results. The six exceptional systems include developing a culture of universal achievement, adopting a culture of collaboration, implementing standards-aligned instruction, using assessment to drive instruction, having a solid data management system and finally adopting research-based intervention systems. PJUSD has dedicated counseling staff at all middle and high schools designed to promote college readiness through application support, a transition from middle to high school, and helping student navigate college requirements and turning in all required forms. As a district we have also increased student services specifically to address the social-emotional and mental wellness of our students. PJUSD recently implemented AVID Excel at both middle schools in order to address the struggles of our Long Term 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 supplements reading intervention programs by reading intervention labs at all elemntary schools. All sites are funded for Reading Specialists per enrollment numbers. The district uses Title I funds to provide after school tutoring for low income students at elementary sites, middle and at the high school level. Increased services for English Learners include primary language aides in the mainstream classrooms at the high school level for newcomers. areas. English learner coaches are also supported at the middle and high school level in order to support teachers in professional development and provide feedback on English learner strategies.

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.

Student progress is monitored in a variety of ways. Systems such as school city and Aeries have been implemented in order to house classroom, district level, and state level assessments. All sites have implemented a system where teachers meet with their administrators to review the academic progress of students. Additionally, individual students are identified in order to provide additional educational assistance. These conversations also continue through structured and unstructured collaboration. Through Aeries analytics, watch lists can and have been created to monitor at-risk students. Data analysis is conducted several times a year at site and district level in order 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).

PJUSD has adopted PBIS (Positive Behavior Intervention System). This system focuses on implementing a multi-tiered approach to social, emotional and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency, and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups. Implementation Data is collected and reviewed on a quarterly level.

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.

PJUSD continues to expand educational and training options for those students whose plan includes employment upon completion of high school. Career technical education (CTE) programs provide students with meaningful skills that can help them obtain meaningful employment while they pursue continued education or technical training. Currently, career pathway programs exist in Agricultural Mechanics, Ornamental Horticulture, Agricultural Science, Supply Chains and Logistics, and recently a Healthcare pathway. Each of these CTE programs prepares students for careers that are in high demand in the local economy and many of the classes are articulated with programs at Modesto Junior College thus providing our students with the ability to receive college courses while they are still in high school. Students who choose to participate in CTE programs at Patterson High will secure the skills necessary to obtain employment on a career ladder that, with continued education will lead to unlimited opportunities.

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 II funds are focused on providing quality professional development to our teachers in order to support their professional goal in meeting the Academic Needs of All students. Professional development is based on needs identified by both student data and teacher survey results.

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.

Each site will develop a parent engagement plan outlining engagement strategies for parents, families and community. As a district we have already developed a network comprised of a variety of community stakeholders that include businesses, non-profits, healthcare, parent groups and faith-based organizations. This network is called United Patterson and has over 70 agencies supporting our students with a "No Excuses" Philosophy.

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 considered a Title I district. This is determined by total number of students from low-income families in each of our schools. All of our schools qualify.

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:

Teacher test results are reviewed every year. If disparities exist, teacher will be reassigned to a different group of students. PJUSD is also committed to supporting ineffective, inexperienced or out-of-field teachers by curriculum coordinators, coaches and mentors.

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:

PJUSD will require for all sites to develop a parent engagement plan that will include actions as well as metrics to measure progress in this area.

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:

PJUSD currently has received a grant that supports a student service coordinator, whose job focuses on providing support to students, families and school sites in order to meet the specific needs of our neglected and delinquent students. Students are identified and list is shared with appropriate staff. Contact staff is identified and trained in order to meet the needs of the neglected and delinquent students.

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:

PJUSD currently has received a grant that supports a student service coordinator, whose job focuses on providing support to students, families and school sites in order to meet the specific needs of our homeless children and youth. Students are identified and list is shared with appropriate staff. Contact staff is identified and trained in order to meet the needs of homeless children and youth.

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:

As a district, we have focused on transition grades for a number of years. Systems are in place to monitor process. Every year adjustments are made in order to strengthen the hand off. PJUSD is also closely working with Modesto Junior College, CSU Stan State and a county level participates with ARCHES where our higher education agencies come to meet with districts to receive feedback in how transition from high school to their institutions can improve. PJUSD is also participating in the Cradle to Career initiative in Stanislaus County in order to address the needs of our communities in order to help our students be successful in their educational endeavors from early childhood to Career. As a district, we have focused conversations around college starting at a preschool level and continue the conversation to college and career through high school. We have developed a system of collecting College/Career Artifacts from Kinder through 12th grade in order to ensure that each grade level is doing their part.

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:

PJUSD has criteria to identify gifted and talented students. Students who are identified have enrichment opportunities provided at each of the grade spans. PJUSD has adopted Common Sense Media as well as identified technology Skills at grade level based on the ISTE (International Society for Technology) standards in order to support the development of digital literacy skills and improve academic achievements.

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:

PJUSD has an Executive Director of Student Support who is the point person for delinquent children and youth. As students are identified, the names are shared with the director and a meeting is held at the site in order to identify needs and actions required to ensure success for the student.

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:

No formal agreements exist

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:

As a smaller district, PJSUD works with the Stanislaus County of Education in order to coordinate services for delinquent children and youth.

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:

As a smaller district, PJSUD works with the Stanislaus County of Education in order to coordinate services for delinquent children and youth.

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:

Del Puerto Open Valley are our designated schools that will bring back returning students. An individual Learning Plan is developed for returning children and youth in order to identify challenges and supports needed for student

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:

In our district, our Executive Director of Student Services will contact the site directly and set up a meeting with required and recommended staff and family in order to identify challenges and resources needed. This will be written in an Individual Support Plan that will guide the school site in meeting the needs of the student.

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:

Our Career Technical Education is an option for our students. These programs provide opportunities for our students to earn college credit and receive training so that students can enter the workforce directly after high school if needed.

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:

No formal agreements

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:

This portion is addressed by Stanislaus County Office of Education.

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:

This portion is addressed by Stanislaus County Office of Education.

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:

Our Executive Director of Student Services will contact Stanislaus County Office of Education in order to ensure that correct paperwork is shared with correctional facility.

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:

This process is facilitated by Stanislaus County Office of Education.

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:

PJUSD currently staffs a full-time teacher on Special Assignment to serve at the induction coordinator for new teachers. New administrators are provided support for their induction through the Stanislaus County Office of Education. PJUSD also has implemented a systematic approach to address the need for professional development. A Teacher on Special Team and District Lead Teachers have been identified to offer ongoing professional development to all teachers throughout the year. Principals and school leaders receive ongoing support and monthly management meeting. In house and out of district professional development are offered throughout the year. An Educational Service website has also been developed to share opportunities and resources for our teaching staff and school leaders.

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:

Comprehensive Support and Improvement (CSI) schools and Targeted Schools have developed plans embedded in their school plans for student achievement. Goals have been developed after data has been reviewed and needs identified. Funds are distributed accordingly as all CSI and Targeted sites are Title I.

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:

Quarterly meetings are held with identified schools in order to monitor and review progress. Data is collected on a database for easy access and review.

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:

Professional development has been identified and is calendared to be delivered on a monthly basis. Classroom walkthroughs focused gathering evidence of strategy implementation and student work has also been implemented. Data will be collected and reviewed in order to measure academic progress of students.

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:

Supplemental Instruction material has been purchased and provided for teachers. Additional academic support has also been identified and implemented for identified 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:

PJUSD is requiring for English Language Development objectives to be identified for students so that teachers understand the expectation and become familiar with English Language Development Standards. Progress monitoring will also be required through out the year so that instruction can be adjusted.

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:

All sites are required to set goals in increasing the English Proficiency of their students and student groups. Reclassification rates will also be monitored and increased over time. The expectation is that English Learners who entered our system in kindergarten will be reclassified by the time they reach middle school.

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:

We have focused our efforts on supporting safe and healthy students. There is a need to provide additional mental health support for students struggling with appropriate classroom and school behaviors. At the elementary school level we have an increasing number of students in need of early intervention for mental health support, specifically as it relates to behavioral and verbal challenges. Support provided would be achieved through contracting with Center for Human Services.