

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

LEA Name

Monroe Elementary School District

CDS Code:

10-62323

Link to the LCAP:

(optional)

www.monroe.k12.ca.us

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.

Title 1 : Our strategy for this federal funding is to maintain a staff of instructional aides, including bilingual aides, and two that will instruct students with diverse needs, including, but not limited to special education needs and behavioral needs. Curriculum Instruction and Assessment personnel focuses on ensuring that students have various opportunities to practice 21st Century learning. They also have a need to practice real world experiences that enhance their readiness for the modern workplace. Enrichment electives will be implemented in order to help increase proficiency achievement for our unduplicated students by offering a broad course of study. As a result of implementing this action, we anticipate increased scores on Math and ELA CAASPP and district benchmarks for these most at risk students. The bilingual instructional aides are utilized in the classroom to support English Learners, and students struggling with behavior, social-emotional needs, and academic needs. They also assist teachers in maintaining a positive culture and climate inside and outside of the classroom, support PBIS intervention and supports, as well as keeping students accountable in their learning and engagement. Instructional Aides assist the district in community matters as well. One hundred percent of all instructional aides participate in all community events such as: parent meetings (all groups), school-wide events such as Back to School Night/Open House, Talent show, Parent-Teacher conferences, and general translation as needed to communicate with our stakeholders as needed. (State Priorities: 1, 2, 6)

Title 2: These funds provide the district a means to recruit and retain Properly Credentialed Teachers as evidenced by a teacher hired in the 2017-18 school year through a signing bonus. Due to a shortage of special education teachers, we have recruited a current classroom teacher holding a multiple subjects credential to begin an internship and coursework for special education. This teacher will be receiving a stipend paid over five years, beginning in the 2018-19 school year, to begin coursework to earn a special education credential for the district and become a Properly Credentialed Special Education Teacher. The unduplicated student population is some of the lowest performing on state and local assessments. To meet this need the LEA will increase achievement proficiency for unduplicated students by contracting for professional development in the areas of science and math. This action will increase student performance for these students on state and local assessments. (State Priorities: 1, 2, 6, 7)

Title 3: A bilingual instructional aide is utilized in the classroom to support English Learners, and students struggling with behavior, social-emotional needs, and academic needs. He/She will also assist teachers in maintaining a positive culture and climate inside and outside of the classroom, support PBIS intervention and supports, as well as keeping students accountable in their learning and engagement. Instructional Aides assist the district in community matters as well. One hundred percent of instructional aides participate in all community events such as: parent meetings (all groups), school-wide events such as Back to School Night/Open House, Talent show, Parent-Teacher conferences, and general translation as needed to communicate with our stakeholders as needed. (State Priorities: 1, 2, 6)

REAP: These federal funds help pay for things that supplement education for our unduplicated students with the idea of helping to increase achievement proficiency through items such as field trips, professional development and educational software such as: Read 180/System 44, MyAccess, Illuminate, STMath, Renaissance Learning, and SchoolWise. These programs allow students to practice using technology and access college and career readiness activities. (State Priorities: 1, 2, 4, 7)

Migrant services: These funds assist the district during the summer by helping to provide summer school for migrant students; the regular migrant grant is used for a community liaison and outreach person provided to the migrant community with opportunities for parent classes. resources for medical/dental, and general assistance with students/children needs. (State Priorities: 1, 2, 6, 7, 8)

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.

Title 1 & 3: PBIS, MTSS, EL intervention, ELD curriculum (non-new adoption), small group instruction, parent conferences, back to school night, open house, talent show, harvest festival, parent meetings, parent clubs, student clubs, and enrichment courses for students in grades 6th-8th.

Title 2: Special education teacher training, continued recruitment of classroom teacher, continuing professional development.

REAP: Field Trips: CSUF planetarium, Time Traveler's at Kearny Park, SCICON Camp, Egyptian Rosicrucian museum, Lost Lake, Monterey Bay Aquarium, Fish Hatchery, Monterey Bay Aquarium, and Hillcrest Pumpkin Patch.

Migrant services: parent meetings, technology camp, migrant camp at Scout Island, dental services, nurse services, tutoring

These activities and experiences are centered around the child getting access to real world experiences and learning, thus preparing them for 21st century placement in college or the modern workplace. Students have access to content that provides them with experiences to utilize technology and produces multimedia presentations using online sources and chrome books to model their learning with their classmates and teachers. These actives partnered with CCSS and depth of knowledge learning, will give students the opportunity to access and continuously practice 21st century skills that prepare them for college and career, reflection of practice, and the opportunity to learn by creating, collaborating, critically thinking, and learning to communicate effectively with their learning partners.

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.

Monroe is a single-school school district; as such, all funds will be allocated to Monroe.

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:

No disparities exist currently at Monroe Elementary

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:

- A close community is a central part of our Monroe Mavericks and educational program. Families (parents, grandparents, uncles, aunts, younger and older siblings) are welcome and encouraged to participate in our school. They enrich the school program in many ways. They provide valuable assistance to our teachers; contribute to our school governance; organize events; give students a rich source of encouragement; and help build a warm, supporting community through their friendships. Our Monroe community is a family model because students, staff, families and alumni are all part of an extended family, working and learning together in service to a common mission. The Parent and family engagement policy was developed by the Site Council with the input of the parent representatives there, presented to ALL families in two consecutive weekly newsletters for feedback, discussed at the annual “Coffee and Donuts” meeting with the Administrator, and ultimately passed by both the Site Council and Executive Board. The policy is reviewed annually and sent through the same review process described above, whether or not there are changes.
- Parents and guardians are informed about State standards, State and local assessments, ways to monitor their child’s progress, and ways to work with their children to improve achievement in the following ways: written information that accompanies annual State testing results sent to each child who was assessed, face-to-face communication in conjunction with twice yearly parent conferences, written information with three-times-yearly progress reports, periodic weekly newsletter information, and Student Success Team (SST) meetings with families as needed.
- We purchase a parent communication system (Blackboard Connect), to facilitate seamless communication with all our families in their preferred format (e-mail or text or phone call) and preferred language: English or Spanish.
- Staff are instructed in the value and utility of contributions of parents; in how to reach out to, communicate with, and work with parents; and in how to build ties between parents and the school in the following ways: our interview and hiring process, coaching and mentoring of new staff by supervisors, participation at community events like Harvest Festival and Monroe's Got Talent and, feedback from parents and families, and feedback from the Administrator.
- Parental involvement programs and activities are coordinated with our Community Liaison.
- We measure this in two ways as part of our LCAP Annual Measurable Outcomes: encouraging each family to attend all events per school year and counting participation at family events through sign in sheets.
- Once a year we collect feedback from parents and students via a brief school climate survey. The data is reviewed by the Site Council, teachers, and school board.

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:

Monroe has designated our Title 1 Program to be Schoolwide. The unduplicated student population is some of the lowest performing on state and local assessments. To meet this need the LEA will increase achievement proficiency for unduplicated students by contracting with the county office for professional development in the areas of science and math. This action will increase student performance for these students on state and local assessments. The unduplicated students have a great need for various opportunities to practice 21st Century learning. They also have a need to practice real world experiences that enhance their readiness for the modern workplace. Enrichment electives will be implemented in order to help increase proficiency achievement for our unduplicated students by offering a broad course of study. As a result of implementing this action, we anticipate increased scores on Math and ELA CAASPP and district benchmarks for these most at risk students. The LEA will offer Reading Intervention during the school day for 1st--8th grades. The LEA will offer math intervention/RTI during the school day for unduplicated students. This action will increase student performance for these students on state and local assessments. The LEA will offer After school tutoring for all grades, in all subject matters. The LEA will offer bilingual paraprofessionals in grades TK--4th in order to assist with learning and comprehension. The LEA will offer summer school for K--7th grade in order to assist with learning and comprehension. The LEA will support classroom instruction for unduplicated students by purchasing books, materials and supplies to help supplement their education.

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 currently do not have any students that are from foster homes, group homes, homeless shelters, or community day programs. Eligible students are identified through the enrollment process. Should any such students enter our school, we would convene an SST meeting early in the school year to provide the best possible environment for the child.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We give our eighth grade parents application and enrollment information from the Caruthers High School that our students typically attend via our school communication system. We have a transition IEP meeting for any students that qualify for special education services.

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:

We serve all students under a whole school coordinated model. We do not have a dedicated gifted and talented program. Students who are at or above grade level in reading and math receive interventions that challenge them to go beyond and enrich them academically. .

We do not have a central school library program. All students develop digital literacy skills in the context of their regular classroom. The Administrator recently attended a digital and information literacy conference to learn strategies for supporting teachers in digital and information literacy education.

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:

School District does not receive Title 1 Part D funding

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:

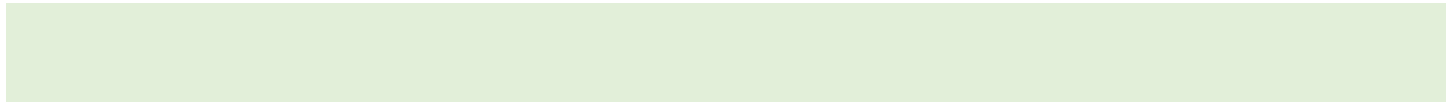


Social, Health, and Other Services

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:

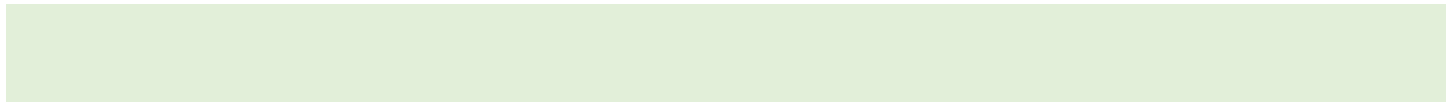


Postsecondary and Workforce Partnerships

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:



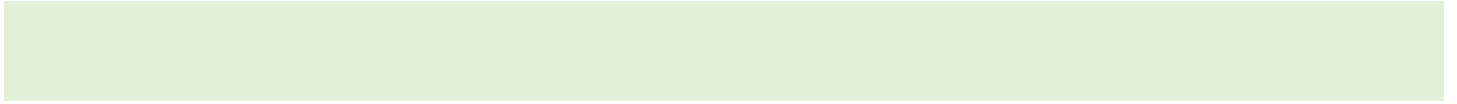
Program Coordination

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:

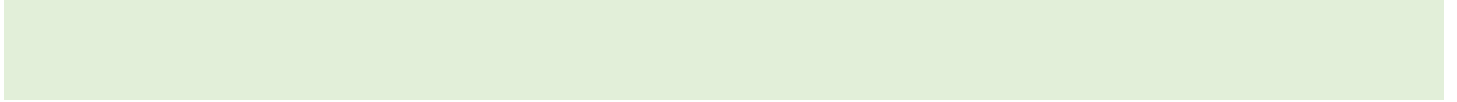


Probation Officer Coordination

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:

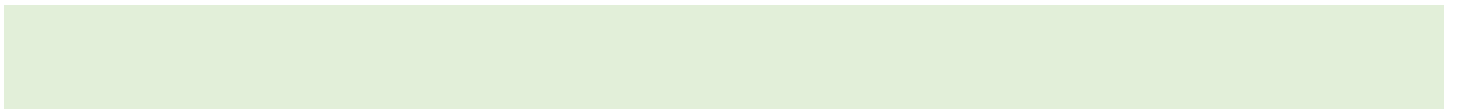


Individualized Education Program Awareness

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:

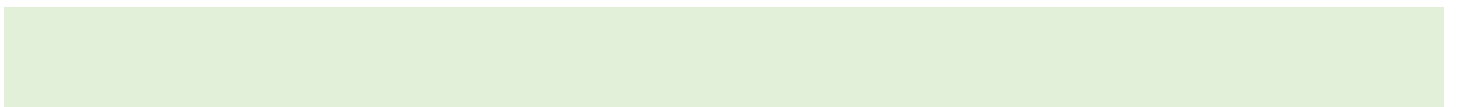


Alternative Placements

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:

Title II funds are dedicated towards training teachers on intervention programs, curricula, and/or data collection or towards implementing a multi-tiered system of support for all students. Teachers offer peer mentoring for one another, in addition to seeking out professional growth opportunities that help each individual continue to grow as an educator. When there is a collective need, the Administrator recruits professional development workshops and coaches to come to campus to provide training to all the staff. From 2017-2020, Title II funds are dedicated towards training teachers on intervention programs, curricula, and/or data collection or towards implementing a multi-tiered system of support for all students.

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:

Monroe Elementary School is a single school school district.

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:

Our teachers, Site Council, and APA (all parent's association) review student academic growth data and teacher surveys annually to ensure that the professional development teachers are receiving translates into student academic success.

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:

Teachers will receive PD in the implementation of ELD instruction utilizing district adopted programs and materials. Teachers will be instructed in the design of a scope and sequence of language skills to support a systematic approach to ELD instruction syntax, grammar, functions and conventions of English to support conversational as well as academic language.

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:

Monroe has not had any immigrant children in over 5 years and does not receive immigrant funding. If immigrant children enroll in Monroe School then; teachers will receive PD in the implementation of ELD instruction for newcomers utilizing district adopted programs and materials. Teachers will be instructed in the design of a scope and sequence of language skills to support a systematic approach to ELD instruction syntax, grammar, functions and conventions of English to support conversational as well as academic language.

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:

The LEA will offer bilingual paraprofessionals in grades TK--4th in order to assist with learning and comprehension. Teachers will be instructed in the design of a scope and sequence of language skills to support a systematic approach to ELD instruction syntax, grammar, functions and conventions of English to support conversational as well as academic language. The English Learner (EL) Coordinator monitors and tracks the academic achievement and developing language fluency of students not yet reclassified as FEP and assists in the development of Academic Improvement Plans. MES utilizes Read 180/System 44 for 4th-8th grade students taught by a credentialed staff member. In primary grade levels, our site employs a Reading Specialist to help support early reading practices. Monroe employs five bilingual instructional assistants that service all students. Monroe also provides after-school tutoring through credentialed teaching staff to support struggling students. The after school program (ASES) also provides a quiet place for students to complete homework and participate in enrichment activities.

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:

Monroe is a single school district; all funds go to all children in district.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Have not yet received this funding and have not yet planned for this funding source.