

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

LEA name:

Red Bluff Union Elementary School District

CDS code:

52-71621

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

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.)

Title I, Part A, Title II, Part A, Title III, Part A, & Title IV, Part A

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.

The Red Bluff Union Elementary School District's strategy for the use of the Federal Funds is to supplement and enhance local priorities as identified in the LCAP. All students are assessed academically using multiple measures: CAASPP scores, ELPAC, and other district assessment instruments selected by the classroom teacher. Resources, services, and personnel are identified, goals are set, and actions are taken to create a comprehensive program to assist the educational for all students in the school.

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 Red Bluff Union Elementary School District aligns resources by first assessing the needs of all students and staff. A comprehensive needs assessment helps identify strengths and weaknesses of the educational program. The goals in the LCAP are identified, and prioritized and once these needs are identified, priorities are developed and put in place. Federal Funds are then identified and allocations made, to provide resources and services for those identified activities. The District uses the information from the California Dashboard to guide these decisions on which underserved student group should receive this support. The Federal Funds are used to enhance this support.

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	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:

All of our Certificated Teaching Staff are Highly Qualified and no Disparities exist at this time! The District will annually, (before the start of the school year), review all staff credentials and assignments to make sure they are assigned properly. All the staff go through an extensive evaluation to make sure they are teaching effectively!

The administration at the District/School are continuously undergoing trainings, so they can better assist staff to become more effective teachers.

New teachers to our District, participate in the "Alliance for Teacher Excellence" Program. This provides a system of support and mentoring to help new teachers successfully transition into the teaching profession. It is a two year professional credential preparation program in the California Learning to Teach System to support teachers in earning a clear credential from the Commission on Teacher Credentialing.

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:

The Red Bluff Union Elementary School District (District) has developed a Parent and Family Engagement Policy (BP: 6020), that talks about the implementation of the Title I program, its activities and the procedures for the engagement of parents and family members of the Title I students. This policy has been developed jointly with, agreed on with, and distributed to, parents and family members of participating Title I students. The School Site Council has been involved in reviewing and submitting the policy to the School Board for approval. The SPSA plan includes the Title I funds that are used for identified activities. Included in the SPSA Plan, is the School-Parent Compact, that jointly has been developed with the parents of school students and outlines how parents, the school staff, and students will share the responsibility for improving the students' academic achievement and the means by which the school and parent will build and develop a partnership to help the student achieve the State's high standards.

Much of this information about the Parent and Family Engagement plan is contained in the Parent Handbook that all students, parents and community members are given at the beginning of school, each year. The District uses the District/School WEBSITE to announce activities, events and activities and other important information so that it is available to parent, students and community Members. School information is sent home weekly to keep all informed about opportunities and happenings at the Schools.

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:

There are no N&D Programs in our District.

All of our Schools are Schoolwide Programs.

We do not operate any Targeted Assisted Schools in the District.

SWP: SCHOOLWIDE PLAN (SWP):

Each year the School Site Council (SSC) conducts a Comprehensive needs assessment of the school. The academic achievement information that is gathered about all students, including migratory, failing students, at-risk of failing, to meet State standards is used to better understand the subjects and skills for which teaching and learning need to be improved. The SSC uses data from the State's annual assessments and other indicators of academic achievement to review how effective their program has been.

Student progress in all subgroups are reviewed and the new plan is developed based on the results of the evaluation. The plan based upon the District's LCAP Goals is used to guide the SSC into the new plan.

The SSC Shall develop the content of the SPSA (EC Section 64001[g][1]. The SPSA is reviewed in this process and updated, including proposed expenditures of funds allocated to the school. The SPSA will then be presented to the governing board for approval. This process occurs during the school year. This plan is the product of meeting and conferring with all groups, the ELAC/DELAC, parents, staff and community to gather input.

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:

The Red Bluff Elementary School District has a designated Homeless Liaison that monitors all new and returning students who are in a homeless situation. This person ensures that homeless children and youth are identified, that they are enrolled in, and have full and equal opportunity to succeed in the school. The school secretary/Liaison will ensure that the student is enrolled into the school and monitor the student's attendance to make sure they attend school and are successful will in attendance. With the Liaison's help all homeless students receive the same treatment and assistance as all other District student, thereby making sure that the homeless student is treated with the same options as all other students. In this manner, the homeless student will be able to be successful in the schools learning environment. The Liaison assists in the development, review and revising of District policies to remove barriers to the enrollment and retention of children and youth in homeless situations

Title I homeless funds have been used in a variety of ways to assist students, such as furnishing school supplies, providing assistance at graduation time to ensure that the students is included and able to perform as all others at the school. New needs are identified each year as new students arrive and there needs are assessed.

The liaison also will coordinate transportation as needed, and provides community resources information to the student and family.

Student Transitions

ESSA SECTIONS 1112(b)(8) 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) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through 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:

Title I, Part A, funds are not used in the early childhood education programs in our District /School. Meetings are scheduled several times during the year for parents to meet and understand the elementary school programs. These are offered in both English and Spanish for our student population. Conference are held with Parents to explain the options available in the elementary school programs, as they are enrolled.

Middle School students travel to the local High Schools and visit to make sure they are familiar with the programs and opportunities available to them when they transition to the High School of Choice.

Career Counseling occurs with all of our students, throughout their High School experience. Many opportunities for visiting, and participation in college level programs are offered, through Community College classes. Throughout the school year, students are allowed to visit and have chances to go and experience post graduate schools in our area.

Tehama Department of Education offers to all schools, a grade 6-12 program called Bridge to College and Career's Program, that actively conducts outreach trainings with schools to help student understand eligibility, financial aid, or anything related to transitions from High School to College and Careers.

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 student programs.
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title I, Part A funds are not currently used to fund Gifted and Talented programs.

Title I funds are not currently used in school library programs.

The LEA monitors the need for additional resources in these two programs and addresses these needs in the District LCAP.

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:

N/A. (NOT APPLICABLE)

Formal Agreements

ESSA SECTION 1423(2)

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

funds.

The Red Bluff Union Elementary School District is taking advantage of the Federal Transferability of these funds.

These funds were placed into Title V, Part B, Subpart 1, Rural and Low-Income School (SACS 4126) program.

This will allow the District to use the "Alternative Uses of Funds Authority Participation" in Title V, Part B Subpart 1.

New teachers to our District, participate in the “Alliance for Teacher Excellence” Program. This provides a system of support and mentoring to help new teachers successfully transition into the teaching profession. It is a two year professional credential preparation program in the California Learning to Teach System to support teachers in earning a clear credential from the Commission on Teacher Credentialing. This opportunity is also available to our returning staff.

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:

N/A-Not Applicable

Red Bluff Elementary does not have any CSI or TSI Schools.

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:

N/A

The School Site Council reviews the Districts Goals and then uses the comprehensive needs assessment to decide there needed Professional development needs! This is done by reviewing all available student data, with input from all parties. Then the recommended Professional Development is incorporated into the SPSA and presented to the School Board for approval.

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:

The ----- School District belongs to the Tehama County Department of Education Title III Consortium (LEA). All of our funds are at the LEA and we do not control them.

These funds are not passed through to our District to do with as we wish, because of this the CONSORTIUM holds monthly meetings and makes the decision as to how these funds will be spend and for what activities!

The Consortium meets with Private Schools, and contacts them for their use of their Title III funds. The balance of these funds goes to the Consortium. The exact activities that are available are decided at the monthly meetings. The 2019-2020 school year will have a focus on using these funds to help provide coaches at the school sites, so that the activities are ongoing throughout the upcoming school year. The coaches will provide ongoing Staff Development. Exact activities will be determined at the Consortium meetings and not by individual District.

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 ----- School District does not receive any Title III funds that are specifically earmarked for Immigrants. The Title III funds that are for EL's are not specifically used for Immigrant students at this time. Any immigrant student that are in the District will be handled by the District's traditional EL program. We do not have Immigrant students at this time.

Title III Programs and Activities

ESSA SECTION 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 California EL Roadmap is being rolled out in our district and this supports the strengths and capacities of our English Learners by sharing the responsibility of all educators in our system. Our district also provides Designated ELD time on a daily basis to increase English Learners' proficiency by providing instruction focused on the ELD Standards.

English Proficiency and Academic Achievement

ESSA SECTION 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:

- (A) 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
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The way our district will assist English Learners in achieving English proficiency will be providing quality, integrated English Language Development embedded into our curriculum, as well as set aside Designated ELD time with a focus on the ELD standards. The ELD standards are aligned with the Common Core ELA standards. We work to monitor students' progress measured by the data on the English Language Proficiency Assessment of California (ELPAC) as well as through teacher observation and another reading/writing assessment that measures their progress next to their grade level peers.

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:

The Red Bluff Union Elementary School District is taking advantage of the Federal Transferability of these funds.

They will be transferred to the Title V, Part B, Subpart 1, Rural and Low-Income School program.(SACS 4126)

This will allow the District to use the “Alternative Uses of Funds Authority Participation” in Title V, Part B Subpart 1.

These funds when transferred, will be used in our schoolwide program to offer additional assistance to students who are not achieving at their grade level. Many come from low income families and these funds will allow the identified students to more effectively use technology in school and the work place. The students will be able to function at a higher level in the classroom and will allow them to feel better about themselves and their surroundings.