

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

LEA Name

Vallecitos School District

CDS Code:

37 68437 6040562

Link to the LCAP:

(optional)

www.vallecitosd.net

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.

Vallecitos Elementary School District's mission is the following:

- Develop clear and focused learning goals based on high expectations of every student and staff member.
- Monitor student learning frequently to guide instruction and improve student learning.
- Provide a safe and orderly environment and a collaborative school-wide culture.
- Build positive and productive parental relationships.
- Encourage all students to become productive citizens.

In order to achieve this mission, we use the tag line "Where Achievement Matters" throughout the district. Vallecitos has three Local Control Accountability Plan (LCAP) goals. The LCAP goals are the following:

Goal 1 - As a collaborative team, we will improve student learning in reading/language arts as measured by district summative and the CAASPP state exam.

Goal 2 - As a collaborative team, we will improve student learning in mathematics as measured by district summative and the CAASPP state exam.

Goal 3 - Improve school climate and parental involvement related to the mission, core values, and goals of the district.

Vallecitos school staff has worked hard to implement Professional Learning Communities in vertical team situations. Professional Learning Communities are organized by grade spans of kinder-2nd grade; 3rd - 5th grade; and 6th - 8th grade teachers. Vallecitos has one teacher per grade level. Since Vallecitos staff has been dedicated to the PLC process, they have also implemented Multi-Tiered Systems of Support (MTSS) through Response to Intervention (RTI) for academic, behavioral, and social emotional supports. Data used to make decisions are based on state and local data, such as the California School Dashboard, along with school surveys and input from the community.

The California School Dashboard measures eight state priorities: (1) Basic (Conditions of Learning); (2) State Standards (Conditions of Learning); (3) Parental Involvement (Engagement); (4) Pupil Achievement (Pupil Outcomes); (5) Pupil Engagement (Engagement); (6) School Climate (Engagement); (7) Course Access (Conditions of Learning); and (8) Other Pupil Outcomes (Pupil Outcomes). As a result of these priorities, certain metrics are measured on the Dashboard. Vallecitos has coordinated federal expenditures to supplement and enhance the goals identified in the LCAP and state priorities. In order to accomplish meeting the state priorities, Vallecitos is implementing the Multi-Tiered Systems of Support (MTSS) model for both academic, behavioral, and social emotional supports for students.

Our federal expenditures will focus on funding a social worker position, professional development, the purchase of supplemental software programs in English language arts and mathematics, intervention curriculum, parental engagement, and social emotional curriculum for all students. Vallecitos staff will identify systems and structures needed at each tier (Tier I, Tier II, and Tier III) for academics and social emotional support.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Federal funds used at Vallecitos help to supplement our base program. Alignment is completed by always ensuring we are implementing actions that support our three LCAP goals. Communication with staff, School Site Council, DELAC/ELAC, and parents helps to ensure we are communicating a focused and coherent message on our actions. Using Title I, II, III, and IV funds to supplement English language arts, mathematics, and school culture and climate, are consistent with our LCAP goals.

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.

Vallecitos is a Single School District and attendance areas are not factored into the poverty criteria as there is only one school in the district . Vallecitos qualifies for schoolwide Title I status.

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:

Over 66% of teachers have been teaching at Vallecitos for over 20 years. Vallecitos teachers are appropriately credentialed and experienced. Teachers newer to the field are given a variety of opportunities to ensure they are successful. They attend various training opportunities, they are subject to six formal evaluations, intended to provide instructional feedback, and they are given the option to participate in the Induction program with the San Diego County Office of Education. This allows newer teachers to acquire additional professional development hours after the work day. They are given a mentor and are expected to collect data and complete various projects directly related to improving their teaching which increases their confidence. Induction is intended to support teachers as they grow in their professional practice and transform into lifelong, reflective practitioners.

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).

The LEA will set aside funds for parental and family engagement to provide parents additional training, input sessions, and opportunities to be involved in the school. Guest speakers will be utilized to address topics parents request and are interested in learning more about.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent engagement is an integral part of our school. Parents are provided various opportunities throughout the year to be involved and provide input. Parents are invited to Back to School Night and Open House to learn more about our school and their child's classroom. Parents engage with the teachers and staff on a weekly basis. The Superintendent/Principal provides parents weekly phone messages in order to keep them informed on current activities at our school. The Parent Teacher Organization organizes various activities throughout the year that allows parents to be involved in the school culture. Lastly, parents are frequently provided opportunities to provide input, based on individual Superintendent/Principal meetings, open meetings such as District English Learner Advisory Committee (DELAC), School Site Council (SSC), School Board Meetings, and parent surveys.

A school social worker was hired in February 2019 to provide the school four areas of focus: Positive Behaviors Interventions and Supports (PBIS), School Counseling, School Attendance Monitoring, and Parent Engagement. Parents will be offered a variety of classes to help them support their children. Parents are offered parenting classes through Jewish Family Services, in both English and Spanish. There are other various partners throughout the community that support drug prevention classes, literacy classes, and mental health support for families. In addition, a partnership with Palomar College provides parents with English as a Second Language classes and Citizenship classes on our campus. Vallecitos has 37% of students identified as migrant. As a result, Vallecitos partners with the San Diego County Office of Education to provide supplemental supports to students and parents. Migrant Education has monthly meetings with parents in order to teach parents how they can help support their students at home. Language services are always available to provide parents written or verbal translations in Spanish.

Vallecitos will continue engaging parents in meaningful activities. Additional workshops for parents in academic content areas, social emotional learning, and school safety topics will be available at Vallecitos.

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.

Vallecitos does not receive funds for neglected or delinquent children.

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:

Vallecitos is working toward implementation of Multi-Tiered Systems of Support (MTSS) to address the needs of all students both academically, behaviorally, and socially/emotionally. Using the framework of Positive Behaviors Interventions and Supports (PBIS) is a focus at Vallecitos. Some teachers have already received training in MTSS and PBIS, but implementation schoolwide still needs to be addressed. Funding for substitute costs will allow our teachers to receive training. Our School District Social Worker will coach the staff in moving forward. In addition, services provided by the District Social Worker will include counseling, parent engagement, attendance monitoring, and PBIS implementation. Our District Program Specialist will train teachers in various topics for meeting the needs of students with special needs.

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:

Vallecitos enhanced the student enrollment guidelines and procedures to properly identify and provide services to families who may be homeless. Through the Multi-Tiered Systems of Support (MTSS), services are available to homeless students for academic and social emotional supports. Academic interventions in Tier II and Tier III are provided for struggling students. In addition, after school tutoring may be available as an additional opportunity for learning. All homeless families are given priority in our After School Education and Safety and 21st Century Learning program. Vallecitos offers before school enrichment starting at 6:30 a.m. and after school enrichment available until 6:00 p.m.

Vallecitos has a school social worker that provides one on one counseling and offers resources to families in the community to help support their needs. Parents are referred to various agencies that provide health care, counseling, housing, and childcare support. Donations are provided to homeless students in the form of hygiene kits, food, school supplies, backpacks, and clothing. The school social worker monitors school attendance percentages and provides outreach to families struggling to get their kids to school everyday and on time. The school nurse is on site 40% of the time and supports any health related concerns from our families.

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.

Vallecitos currently offers a California State Preschool Program for students ages 3-5. The preschool program is funded with state allocations, but the program is integrated into the K-8 program. The program follows the same academic calendar, attend and have access to the same school events and activities. Vallecitos offers the California State Preschool Program (CSPP). The majority of the students from this program transition into Vallecitos school for kindergarten. Coordination of services are completed each year with the TK/K teacher, as well as the school district. Efforts to ensure the preschool program is part of Vallecitos School is a priority. Preschool students participate in all school events. Staff are trained in various areas, but also participate in training in which K-8th grade teachers participate. Frequent meetings with the preschool Director ensures appropriate planning and resources are available to all students. The Preschool Self Evaluation is completed by preschool staff every year.

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:

Students in 8th grade matriculate to Fallbrook High School. Staff at Fallbrook High include 8th grade students in school tours, visits, and orientations. Fallbrook High counselors and staff visit Vallecitos School in the spring each year to ensure they understand the 9th grade courses offered. Students are encouraged to register and select their courses prior to graduating 8th grade at Vallecitos. Eighth grade students with disabilities have transition meetings scheduled in the spring to relay information from the Individualized Education Plan (IEP) to high school staff and case managers.

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:

Vallecitos does not currently identify or serve gifted and talented students. Vallecitos does not have a central library, but does have classroom libraries available to students. In addition, students take field trips to the Fallbrook Public Library in order to learn more about the resources available in the community. Students use online digital programs to help supplement core instruction. In language arts, students use a variety of software, such as Imagine Learning, Edgenuity, and various free websites provided by teachers. In mathematics, students utilize Edgenuity, Next Gen, Zearn, Imagine Math Facts, Imagine Math, and Khan Academy. In physical education, we utilize Sports for Learning, which integrates physical education content with social-emotional learning standards. We also utilize a coding software in the after school program called Build Something Different, along with Piper that allows for engineering and coding activities to be accessed by students.

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:

Vallecitos Elementary School District receives \$6,881 dollars in Title II funding. Vallecitos will be doing a book study on Grading for Equity in order to analyze grading practices that affect student lives. Discussions and conversation will lead the school to adjust how we report and monitor student progress in a more equitable system.

The Multi-Tiered Systems of Support Leadership Team (MTSS) will attend meetings and trainings on academic, behavioral, and social-emotional supports for students. These training sessions will incur substitute costs for the team. In addition, the district will sponsor English language arts, math, and student support training to staff and Title II will be utilized to cover those costs.

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:

Vallecitos is a one school district LEA. Therefore, funds are not distributed to schools. Expenditures are approved by the School Site Council and input is received from team members in order to decide how the funds will be used.

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:

Continuous communication and consultation is ongoing at Vallecitos. Teachers analyze their data on a regular basis during PLC meetings and staff meetings. In addition, teachers will be provided two planning days in order to ensure all essential standards, formative assessments, SMART goals, and professional development goals are completed. Data will be provided to teachers on a regular basis to include attendance percentages, NWEA Maps scores, weekly local assessments, results from online software activities, and state CAASPP and ELPAC results. The district will monitor and communicate data results from the California School Dashboard.

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:

Vallecitos Elementary will partner with the San Diego County Office of Education staff to train teachers in the ELA/ELD standards with a focus on the California English Learner Roadmap and the EL Rise curriculum. Classroom visits and lesson plans from teachers will be monitored in order to validate implementation of the new strategies learned.

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:

Vallecitos does not receive funds for immigrant children. This section is not applicable.

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:

Teachers will implement integrated English language development and the English learner coordinator will implement designated English language development for students. Language objectives and essential standards will be implemented into each lesson. A focus on GLAD strategies will be used in primary grades, along with the use of Orton Gillingham strategies. Additional strategies learned in the EL Rise curriculum that provides teachers with techniques for building strong relationships with their students and strategies for empathizing with student's home situations and background will be implemented.

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:

- (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:

Vallecitos uses Imagine Learning in K-2 grade classes to build strong foundational language skills. Imagine Learning provides initial and end of year assessments to monitor growth. It also provides lesson plans that enhance language development for students. The core curriculum, Wonders, provides lessons for English learner supports that are utilized by K-5 teachers. In addition, Mini-Corps tutors assigned to Vallecitos provide additional instructional support for migrant students, as well as instructional aides on campus.

Student data will be monitored frequently by the district, classroom teachers, and EL coordinator. The District Data Technician will provide EL achievement reports from CAASPP, NWEA, and software programs, to help guide decisions. In addition, Vallecitos works with the San Diego County Office of Education for data sharing platforms that will help teachers make informed decisions during PLC planning days.

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:

Title IV funds will help complement goal 3 in the LCAP "Improve school climate and parental involvement related to the mission, core values, and goals of the district". In order to meet our goal, Vallecitos will focus on supporting a well-rounded education and supporting safe and healthy students. With the implementation of MTSS and PBIS, professional development will focus on substitute costs for the MTSS coach and teachers trained in both academic, behavioral, and social/emotional supports for students. In addition, our SELPA Program Specialist will provide training to teachers throughout the year.

STEAM activities will be implemented throughout the day, including the after school program. Math software and math training for teachers will be charged to Title IV. Engineering and coding experiences for students will be implemented after school, using Build Something Different and Piper.