

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

LEA Name

Mueller Charter School

CDS Code:

37680236037980

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

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.

Mueller Charter School's LCAP identifies four goals; pupil outcomes, conditions of learning, student engagement, and stakeholder engagement. We chose to continue with 3 of our previous goals. The last goal shifted to promote more student, parent and community voice with an equity lens at the forefront. The major themes in this year's LCAP are outlined below:

- Adaptation and response to student and community needs will continue to drive our approach to attaining equitable outcomes for all students. We seek to continue to see academic growth and progress for all students.
- Access and expansion of services to comprehensive K-12 systems of services including social emotional, psychological, physical health and well-being.
- A continued focus on the development of 21st century skills, technology skills and VAPA with a continued focus on preparing students for college / career and beyond.
- Advocating for the mission of the charter from an equity lens, which promotes student, parent, and community voice.

Each of our goals has actions and services that align with our Resiliency Monitoring System, supporting our core and supplemental programs taking into account the impacts of COVID 19 during this unprecedented year. Mueller Charter School's strategy for using federal funds along with LCFF monies is to increase student outcomes for our critical groups including our socioeconomically disadvantaged students and English Learners. Mueller has focused federal Title monies in conjunction with state funding on literacy, technology and strategies for supporting our English Learners as both preventative and intervention measures.

Data indicates the continued achievement gap between students who are socioeconomically disadvantaged and their peers begins prior to entering school. In addition, we also see this trend with our English Learners in comparison to our English Only students. We recognize the impact of COVID-19 on our student's academic gains and seek to both restore the instructional growth we saw prior to COVID. This year we continued to use local measures and data to determine student needs and areas of growth. Using our local measures data allowed us to track the progress of students and connect them to supports and interventions.

Mueller continues to use federal funds to provide additional funding towards supporting our socioeconomically disadvantaged students across elementary, middle and high school. Funds are allocated strategically to support our highest need students. In addition, Mueller has continued our emphasis on provide a strong student support system through our comprehensive counseling programs. Aside from providing social emotional supports, counselors promote college readiness, access to support for the college application process, workshops, transitions supports from middle to high school.

Our English Learners continue to be an critical area of focus since we serve a high percentage of EL's. We understand the distinct needs and necessary supports that need to be provided to assure out EL's demonstrate academic growth. The programs in place for English Learners have been successful in the past in closing the performance gap. However, we have seen the a continued need to assure that our English Learners are performing equivalent to their English only peers. Our strategies seek to restore the growth that was made pre-covid while closing the gap that occurred this academic school year. Mueller plans to build upon the current plan of having strong supports and interventions for socioeconomically disadvantaged students and newcomers, along with targeted supports to prevent long term English learners at the middle and high school levels.

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.

LCAP actions are developed in conjunction with input from various stakeholder groups. These groups review data and support in creating actions and services that will benefit student outcomes but also including a specific focus on socioeconomically disadvantaged students and English Learners. Data analysis gathered and needs assessment results drive the conversations and ultimately, the actions and services put in place to support students. This year added another layer of dimension with the impacts of COVID-19. Stakeholder groups recognized a need to target approaches and interventions based on the distinct challenges and needs from the academic year. Mueller Charter School is committed to continuing to supplement our existing programs. We are committed to continuing an extended school year, after school intervention and small group supplemental instructional supports. We continue to fund intervention positions to support our highest need students in additional small group instruction.

Federal Title funding is utilized for school counselors, technology personnel, professional learning, beginning teacher support, software subscriptions, and health and wellness support for homeless youth.

Mueller uses federal Title funds to provide after school intensive academic interventions for English learners and students who are socioeconomically disadvantaged. Additional instructional minutes are provided to English learners and students who are socioeconomically disadvantaged at the elementary, middle and high school levels. Increased services for English learners include specific software to support second language development. Middle and high school grades receive ELD support which is provided during an additional class period within the school day. Professional learning for ELD is provided for teachers TK-12th grade.

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.

This will be addressed In the consolidated application.

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:

This is not an issue for Mueller Charter School, Mueller has met all highly qualified teacher requirements. (low income students and minority students are not being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.)

Parent and Family Engagement

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

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

Parent engagement will continue to be an area of focus for Mueller. We have allotted funds to support with parent and family engagement. These activities include parent workshops, home visits (virtual), and parent advisory committees such as Mueller's parent council and community council.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

This year due to COVID-19, we focused on providing layered communication to parents to relay important information as it was available. We plan to continue this strategy to promote parent and family engagement. We also utilized numerous surveys throughout the year to gather parent input. We will continue to provide surveys to assess parent/student needs. The Mueller Charter School Parent Compact is distributed annually to all parents and guardians as part our Home Visits at the beginning of each new school year. This year due to COVID-19 we conducted "virtual home visits" to support the home- school connection and to support family engagement. The Parent Compact is based upon practices that are identified as supports necessary for student success. It is updated annually based on recommended changes from stakeholders and through feedback received from parent advisory groups. Additionally, Mueller Charter School provides parent chaperone training (during a non-covid year), parent education nights and workshops, parent academies to support parents in helping their children succeed in school. This year due to COVID-19, parent trainings continued via a virtual format.

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.

N/A

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:

Mueller Charter School does not receive Title I, Part D funds.

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:

Mueller Charter School has invested in support services and staff which include certificated and classified employees to provide supports to our homeless youth ensuring that their basic and educational needs are met. These staff members provide case management and outreach as well as referrals for services. Title 1 funds are utilized to purchase the necessary resources including: school supplies, clothing, shoes, personal hygiene supplies, emergency food assistance and city transit passes during the school year for homeless students. A full time school nurse works with the families and provides referrals to low- or no-cost medical, dental and vision services. Our school social workers and support staff work closely with families to make sure that students have the necessary resources they need. In addition, they provide referrals to outside agencies as well as social emotional supports.

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.

Mueller Charter School has a state pre-school on campus which is provided by the Chula Vista Elementary School District. Having this program on the campus helps students and their families become familiar with Mueller's programs. Transition from pre-school to Transitional Kindergarten and Kindergarten by the Kindergarten team of teachers. Transitioning students are assessed and provided resources to support their learning over the summer prior to starting school. Parent workshops are provided during the first month of school to Kindergarten parents, sharing strategies for how to help their children be successful in school.

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:

A) Mueller continues our focus in preparing students for college, career and beyond. As part of our approach, we will continue to invest in school counselors at all levels in the implementation of comprehensive school counseling programs. School counselors provide supports to students through college presentations, college visits (virtual and in person during a non-covid year), support for the college application process, workshops and support with completion the college application process. Counselors support middle school students with the transition from middle to high school by providing support and guidance as well as providing necessary information.

B) Mueller will continue to provide career and strengths based inventories to assess career interest so that students may begin thinking about their college and career path. We will continue the partnership with our nearby community college that provides access to to college courses on site for high school students. In addition, we will continue to develop the CTE program to better prepare students. In addition, the Bayfront campus has a Math Intervention teacher providing support for students in the area of math transitioning from middle school to high school.

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:

Mueller Charter School offers opportunities for teachers to become GATE certified, developing their skills for providing differentiating instruction to students. There are 14 GATE Certified staff members at the K-8 campus. (LCFF funds are used to support library programs at Mueller.) Mueller invested in a IT position to support students, staff and families in the area of technology. This position is crucial to our implementation of programs that develop digital literacy skills and ultimately, improving academic achievement.

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:

Mueller Charter School does not receive Title I, Part D funds.

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:

Mueller Charter School does not receive Title I, Part D funds.

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:

Mueller Charter School does not receive Title I, Part D funds.

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:

Mueller Charter School does not receive Title I, Part D funds.

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:

Mueller Charter School does not receive Title I, Part D funds.

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:

Mueller Charter School does not receive Title I, Part D funds.

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:

Mueller Charter School does not receive Title I, Part D funds.

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:

Mueller Charter School does not receive Title I, Part D funds.

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:

Mueller Charter School does not receive Title I, Part D funds.

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:

Mueller Charter School does not receive Title I, Part D funds.

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:

Mueller Charter School does not receive Title I, Part D funds.

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:

Mueller Charter School does not receive Title I, Part D funds.

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:

Mueller Charter School provides professional learning and trainings utilizing multiple funding sources. These funds are used to assure that teachers have the necessary training and skills to provide high quality instructional for all students. Professional learning is determined based on needs assessment and data trends. It varies every year based on organizational trends and staff needs. Professional development opportunities are provided to all staff members including teachers and certificated staff as well as non-certificated staff. Staff development evaluation is informed by staff surveys. There was a focus this year in technology integration for use during a distance learning model due to COVID-19, culturally responsive teaching, English Learner Supports as well as social emotional learning.

Title II funding supports professional learning for teachers in the areas of English Language Development and Mathematics. These areas will continue to be an area of focus in the upcoming school year. In addition Beginning Teacher Support and Assessment (BTSA), a teacher induction program through CVESD is partially funded. Staff members are provided opportunities to attend conferences and workshops focused on improving student outcomes. These learning opportunities are personalized to Mueller's instructional focus or initiatives for the year. They may include: integrating technology, supporting English Learners, literacy skills support, NGSS, equity and inclusion, restorative practices, trauma informed practices, and culturally responsive teaching. Each teacher and staff member is also allotted funds every year to use towards individualized professional learning opportunities.

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

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

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:

English Language Development is a critical element of Mueller's professional learning yearly plan. We intentionally plan for training in the implementation of ELD in English-language arts, math, and other curricular areas. Professional learning is designed to address the individual needs of all students including English learners by utilizing data to determine trends and areas of focus.

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:

Specific, intensive interventions are provided during after school tutoring sessions for ELA, ELD, and Math for all students including immigrant children and youth.

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:

Mueller Charter School consistently looks for ways to improve our instructional practices to better support English Learners and their progress towards English Language Proficiency. ELD is an integral part of instruction. Title III funds are used to purchase research-based software programs designed to address the individual needs of all students including English learners. We also invest in additional supplemental tools to better support our English Learners.

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:

In addition to the core ELA and ELD adopted curriculum, teachers have access to a variety of supplemental supports to assist English learners with English proficiency. Among those available to teachers, Title III funds are used to provide language proficiency licenses that assist newcomers with foundational English development. In addition, Mueller provides additional tutoring, small group support, and ELD support with content support and for EL students struggling with assignment completion.

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:

Mueller Charter School uses both LCAP and Title IV funds to support special projects as needed in efforts to keep students safe and healthy. The funds are also used in Title II and Title III areas if spending exceeds available funds. This includes initiatives or items that may include school improvements that result in additional school safety for all students.