

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

LEA name:

Bellflower Unified School District

CDS code:

19 64303 0000000

Link to the LCAP:

(optional)

<https://www.busd.k12.ca.us/>

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 Bellflower Unified School District (BUSD) employs federal funds to supplement and enhance the academic and socioemotional success of its students. The goal is to increase, in particular, low income, disadvantaged, and English Learner (EL) student academic outcomes to meeting or exceeding grade level state standards. By working with District stakeholders, the BUSD identified three District goals as stated in the LCAP:

Goal #1- The BUSD will provide all students with safe, collaborative conditions for learning: The BUSD will continue to educate students by focusing on their physical, mental, and emotional needs at each grade level. Student supports and interventions will allow for a safe and healthy learning environment. All students will be provided with educational opportunities inside and outside of the classroom as well as increased access to health and mental health services. Indicators such as the California Healthy Kids Survey (CHKS) and the LCAP Stakeholder Survey will be used annually to measure effectiveness and success in supporting student education.

Goal #2- The BUSD will provide all students with a guaranteed, viable curriculum through effective, data-driven instructional practices to ensure all students are college and/or career ready: The BUSD will continue to have high academic standards for all students by focusing on college and career readiness. Student academic achievement will be measured by state and college readiness assessments. The BUSD will also develop and support the 21st century skills of each student by providing an environment of technology and technology training. Students will continue to learn 21st century competencies in digital literacy, collaboration, critical thinking, and problem solving. The BUSD will also continue to improve the capacity of teachers and staff to better support the academic and whole child needs of all students. By continuing to improve the District's instructional program, the District will improve student learning outcomes. The BUSD student population represents a diverse group of students at varying levels of grade level proficiencies within California content standards. Developing and maintaining an equitable and accessible instructional program including academic intervention supports is necessary to promote academic success for all students.

Goal #3- The BUSD will provide ongoing communication and opportunities for stakeholders to advocate for the success of all students: The BUSD will build strong relationships with students, families, and the community to increase involvement with school site events while allowing for multiple opportunities to provide input regarding district programs and site specific student achievement goals. School and district-level surveys will continue to be used to measure effectiveness and success in increasing stakeholder engagement, involvement, and satisfaction.

The BUSD LCAP and LCAP Federal Addendum outline the variety of special programs to support our students and their parents. Programs include: English language development, academic intervention (summer and school year), parent resource classes, positive behavior and intervention supports (PBIS) for students, and mental health support services.

Federal funding sources supplement and work to support identified District goals. District use of federal funds is aligned with decisions on how the District's funds are allocated and spent. The District employs various evaluation measures to determine needs such as student achievement data, stakeholder feedback surveys, as well as school site and District committee notes.

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 Educational Services department works with school sites to plan and ensure accountability to align federal funds with goals and services.

Each District school's School Plan for Student Achievement (SPSA) is directly aligned to the District's goals as stated in the LCAP to ensure alignment in achieving goals as well as spending. Each school's SPSA includes all funding sources used to support achievement of their student groups. The District directly supports site principals in developing their site actions and services to support goals. Principals collaborate with their site professional learning communities (PLCs) and School Site Councils (SSC) with input from their English Learner Advisory Committees (ELACs) to develop and approve their school's SPSA. Each school SPSA is then reviewed by District personnel and approved by the BUSD Board of Education.

The District uses federal funding to support the achievement of at-risk students including students designated as English Learner (EL) and/or low income. For example, in District Goal #2- The BUSD will provide all students with a guaranteed, viable curriculum through effective, data-driven instructional practices to ensure students are college and/or career ready, actions and services are outlined to best support the achievement of ELs via LCFF Supplemental funds. Title I and III federal funds are used to supplement these actions and services.

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:

In the BUSD, low-income students and minority students are not being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. The Personnel department reviews teacher credentials to ensure teachers are fully credentialed, experienced, and appropriately assigned to the subject area and for the students they are teaching. Results of the analysis are explained in the response to questions below.

The District internally collects and analyzes data to identify disparities in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

In concert with the Personnel Department, the Curriculum and Instruction Department reviews school and District data from the DataQuest web page. The data is then analyzed with the Superintendent and the Assistant Superintendents.

The District recruits qualified teachers through collaboration with university departments of education, among other recruiting methods such as Edjoin.org. The District is able to match years of teaching experience when hiring new teachers, which allows the District to hire experienced teachers.

District-supported teacher professional development is an ongoing commitment for all teachers. Professional development can and does center on instructional strategies, newly adopted state content standards, District-adopted curriculum, and strategies to meet the needs of diverse learners, among other topics. The District also supports preliminary credentialed teachers in the new teacher induction program allowing teachers to fulfill Commission on Teacher Credentialing (CTC) guidelines for attaining a clear credential. The results of the analysis are shown for each question below. Are minority students taught at higher rates than other students by ineffective teachers?

No, we had no ineffective teachers, so there was no difference in rates

Are low income students taught at higher rates than other students by inexperienced teachers?

No, we had no low income students taught by inexperienced teachers.

Are minority students taught at higher rates than other students by out-of-field teachers?

No, we did not have any out-of-field teachers therefore there was no difference in rates.

Are low income students taught at higher rates than other students by out-of-field teachers?

No, we did not have any out-of-field teachers therefore there was no difference in rates.

Actions to address disparities

There were no disparities relating to educator equity. The District continues to ensure all of our teachers are fully qualified and appropriately credentialed for their assignments. The Personnel Department carefully monitor staff needs and make adjustments to meet staff needs in accordance with student needs for quality education.

For example, the District follows the below guidelines in hiring and ensuring highly qualified teachers, among others.

1. Edjoin.org: advertising employment positions.
2. BTSA or Teacher Induction: structures induction program during year 1 and year 2 for teachers to clear their teaching credential.
3. Mentor teachers: assigned to each new teacher.
4. Site level: department and/or grade level collaboration within professional learning communities.
5. Professional Development: provided to support and increase content knowledge and instructional strategies.
6. Recruitment: District representatives attend teacher recruitment fairs at local universities.

Stakeholder Engagement

In consultation meetings such as with our DELAC and PAC, the District receives input relating to actions and services within Basic Services- State Priority 1. Stakeholders have not expressed concerns related to teacher quality and/or experience level. The District believes an equity gap does not exist relating to educator equity.

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 BUSD does not have a school identified for Targeted Support and Improvement (TSI). As stated in the addendum, the BUSD has one school, Bellflower Alternative Education (BAE) Center identified for Comprehensive Support and Improvement (CSI).

Parent and family engagement is an important factor in improving student academic and socioemotional outcomes. The District works to implement effective parent and family engagement practices. The District formally surveys parents annually each spring through the LCAP Stakeholder Survey. Survey results are used to inform District actions and services as stated in the District's aligned LCAP goal, Goal #3- BUSD will build strong relationships with students, families, and the community to increase involvement with school site events while allowing for multiple opportunities to provide input regarding district programs and site specific student achievement goals. The District supports parent and family engagement in a number of ways, including:

At each school, parents have the opportunity to participate on the School Site Council (SSC) with parents eligible to participate on the English Learner Advisory Committee (ELAC). The SSC and the ELAC provide input into the school's School Plan for Student Achievement (SPSA) and the District's LCAP. In order to ensure SSCs and advisory groups understand their leadership roles, members receive training on their roles and responsibilities within LCAP planning and input, school budgeting, and decision making.

All schools eligible for and receiving Title I Schoolwide Program (SWP) and, separately, Title I Targeted Assistance Schools (TAS) funds hold an annual meeting near the outset of the school year informing parents of their school's Title I participation and the requirements of receiving Title I funding. Of the 15 District schools, eight schools receive Title I SWP funds and one school receives Title I TAS funds. Parents also assist in the development of the participating school's Title I Parent and Family Engagement Policy and Title I School-Parent Compact. Parents also complete a Title I survey each fall and spring. Each school's SPSA is submitted to the District's Educational Services department for review before approval by the BUSD Board of Education.

The District monitors actions and services outlined in each school's SPSA. The Title I Parent Involvement Policy and the Title I School-Parent Compact are also reviewed for participating schools. The District provides resources to school sites in supporting parent engagement opportunities. The District and school site provide parent resource classes in a number of areas through the District's

Parent University program. For example, funding is used to assist parents in working with their children at home, such as in how to best support their child's reading and literacy and use of technology. Resources and information are provided in English and in Spanish. Parents are also provided with a multitude of volunteer opportunities to be involved in their child's school.

The District and schools communicate with parents through a variety of methods. The District and schools use digital communication tools including school websites, phone text messages, and weekly school newsletters to relay school information to parents. In addition, school sites hold a number of school-wide parent meetings throughout the year further communicating information. Parents have access to a parent portal through the District's school information system, Aeries. Parents can access Aeries on a mobile app, in addition to online access. The parent portal provides parents with information on their child's daily attendance and updated academic grades including homework and test scores. Parents are able to access the parent portal in English language and Spanish language. Parents also have traditional communication methods available to them such as visiting, calling, and/or writing the school site and/or District. The District provides parents with language translation services, when necessary, to communicate with school and District staff.

Staff Education on Working with Parents as Stakeholders

The importance of parent contribution is impressed on District certificated and classified staff through formal parent engagement structures in the District as parent participation and engagement is a District LCAP goal. Our staff and teachers see high parent attendance at school parent conferences and events as well as in parent engagement structures such as school site council and ELAC at our elementary and secondary schools. We also have a number of District Board of Education members as well as District and school administrators with children attending District schools, furthering the partnership between parents as partners and our schools. Our District also benefits from the number of parents who volunteer their time and expertise in supporting school sites.

Our Special Education department also provides staff with training on how to effectively support parents within the IEP process. As mentioned, we provide translation services when necessary for parents in Spanish, among other languages. Also within our Student Services department and at school sites, our counselors are providing parent training within how to support children in academics, college and career preparedness, and how to support children in developing positive social emotional attributes.

Our District takes pride in the customer service training our school site staff and District staff provide to make our offices parent accessible and welcoming.

Alignment required in Section 1116 to LCAP Stakeholder Engagement Process:

The BUSD stakeholder engagement process, such as with parents and families is outlined in District's LCAP. A District-wide strategy to promote parent, family, and community engagement continues to be a focus in centralized and school-based efforts.

On a centralized or District-level, District stakeholder groups participated in group discussion, data and budget review, and a District-wide survey to provide input for programs and services within the LCAP. Parents and families participated in an anonymous online LCAP survey in English and Spanish during spring 2021. The LCAP survey sought feedback on District initiatives, actions, and services. During the 2020 – 21 school year, parents were asked to engage in the LCAP process through School Site Councils (SSCs), English Learner Advisory Committees (ELACs), among other forums, at each school site. The District LCAP Parent Advisory Committee (PAC) reviewed and

commented on school data as presented on the LCAP through District-level meetings throughout the year. Stakeholder involvement during the 2020 – 21 school year impacted the 2021 LCAP by continuing actions established by stakeholder involvement in prior years.

The District's Child Welfare and Attendance (CWA) Office supports migrant, homeless, and runaway students. CWA coordinates social services such as WIC, shelter, and transportation services for our at-risk student populations and their families. CWA also works with Caring Connections, a local non-profit agency, to support families whose children have been out of school for an extended period of time due to circumstances to make sure the children overcome any educational disruption. Our CWA office also works to proactively communicate with families so parents understand services they and their children can receive if they are away from school upon their return.

At the school sites, parents of migrant students, for example, are invited to attend Title I meetings where they are informed of services and programs to help provide academic support to all students performing below grade level.

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:

SWP: The District operates a community day school, Bellflower Alternative Education (BAE) Center, for students under expulsion, students who have been referred by the student attendance review board (SARB), and/or students who have had problems with behavior and/or attendance. In supporting the school's academic program, BAE has a low student-teacher ratio and provides counseling services to all students. In the 2018-19 school year, BAE operates as a Title I Targeted Assistance Schools (TAS) program. Of the 15 District schools, eight schools operate Title I Schoolwide Programs (SWP).

Each school operating a Title I Schoolwide Program (SWP) is compliant with all state and federal requirements such as the Parent/School Compact, Parent Involvement Policy, and Annual Title I meeting. Each Title I school conducts a needs assessment that describes strategies strengthening the school's academic program. The schools utilize the School Plan for Student Achievement (SPSA) process with each School Site Council and English Learner Advisory Council.

At each school, site administration and teachers collaboratively identify students at-risk of not meeting grade level state standards. Assessment indicators include student performance results as demonstrated in local assessments such as District writing prompts and state assessments such as the Smarter Balanced Assessments for grades 3-8 and the ELPAC. Educational services are provided to academically at-risk students in the form of afterschool tutoring, in-classroom instructional aides, literacy intervention supports, summer interventions, and additional school supports. The

District supports the use of research-based and research-demonstrated instructional strategies to best support non-proficient students by providing professional development opportunities for teachers and administrators.

TAS: N/A

Neglected or delinquent: N/A

BUSD has no TAS programs thus this provision is not applicable.

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:

Homeless students are identified through the District's Student Residency Questionnaire (SRQ) distributed annually to District families. Based on responses, a student and/or family situation can identify them for services under the McKinney-Vento Homeless Assistance Act.

The District's designated Homeless Liaison supports homeless students by ensuring the District complies with all local, state, and federal mandates in the area of enrollment, school placement, and food resources, in addition to the following services: free school lunches; mental health services; referrals to no-cost or low-cost medical, dental, and vision services; and referrals for housing resources.

The District employs elementary school and secondary school mental health services for all students, including homeless students. Counselors and site administrators have received professional development on Trauma Informed Practices (TIP) to develop a universal awareness of the needs for at-risk students such as homeless students. Over the last three years, the District has worked with each district school to develop a Multi-Tiered System of Support (MTSS) plan ensuring universal academic and social emotional support for students. Each school develops, implements, and evaluates their MTSS plan with stakeholder support.

The goal is for BUSD families to have access to necessary services and resources. An anchor in this work is Caring Connections, a non-profit organization supporting BUSD families in gaining access to health resources. Support is provided at each school site through a Family Support Staff member. The Family Support Staff check in with homeless students and families as well as provide resources and supports such as transportation, school supplies, and clothing. Our District staff also provide interpretation and translation services for Spanish-speaking families and assist the families in gaining referrals to community resources such as housing and mental health counseling.

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.

Transitional Kindergarten and Jump Start Kindergarten teachers are provided with the same professional development opportunities that K-6 teachers receive to ensure that students are receiving instruction in district-wide initiatives. State-funded preschool programs are housed on elementary campuses to enable students to experience the learning environment and participate in school procedures. Annually there is a kindergarten visitation day to which all early childhood students and their parents are invited to encourage transition to the elementary program.

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:

Annually, there is a middle school articulation day where 6th grade teachers meet with the middle school teachers and visit classrooms to glean academic expectations as well as discuss procedures to appropriately place/recommend students for classes.

Middle schools also have visitation days for students and parent meetings to ensure parents and students are aware of expectations as well as have an understanding of the school culture.

(A) through coordination with institutions of higher education, employers, and other local partners; and

Counselors and high school administration have access to attendance at workshops and meetings for such organizations as College Board, UC/CSU a-g, and ACT. CalAPS courses enable students to learn from individuals currently working and/or certified in their field of study. Participation in such programs as Skills USA, “empowers [students] to become world-class workers, leaders and responsible American citizens.”

(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.

Career Fairs, college nights, college and career centers and career counseling are available to further this understanding. CalAPS pathways allow students to gain experience in varied career paths. Newly developed career education programs at the elementary schools and middle school courses enable students to develop their understanding of workforce options to support students in selecting the pathways that best meet their post-graduation goals.

Dual enrollment classes through Cerritos Community College are offered on each campus and enable students to obtain college credit while satisfying their high school graduation requirements. Students may also participate in Cerritos College’s Dual Enrollment program as well. Further, students have access to Advanced Placement courses through which they can also earn college credits while completing their high school courses. The Cerritos Complete Promise Program offers students the opportunity to “smoothly transition to college”

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

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:

LCFF funds are used to identify and serve gifted and talented students as well as to support our school library programs. Our District does employ a credit recovery program called Edgenuity by Odysseyware, which is funded out of LCFF funds. The District does not use federal Title I funds to identify and serve gifted and talented students. The District also does not use federal Title I funds to support school library programs.

The following write up describes how the District proposed to use funds listed on the ConApp 2019-20 Title I, Part A Allocation & Reservation form – Other Authorized Activities (\$1,388,210): The District uses Title I funds within allowable reservations to 100% fund seven (6) District provided intervention teachers to work at each of our Title I elementary schools, supporting academically at-risk students within the classroom in early literacy and numeracy. The Title I funded intervention teachers provide direct services to academically at-risk students at each of their assigned Title I schools.

The District also uses a portion of Title I funds to supplement fund one District-wide teachers on special assignment (TOSAs) to provide direct academic services to academically at-risk students at one Title I high school and provide additional direct academic services to academically at-risk students at Title I elementary schools.

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:

The BUSD is not eligible for and 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
(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:

The BUSD is not eligible for and 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:

The BUSD is not eligible for and 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:

The BUSD is not eligible for and 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:

The BUSD is not eligible for and 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:

The BUSD is not eligible for and 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:

The BUSD is not eligible for and does not receive Title I, Part D funds.

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:

The BUSD is not eligible for and 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:

The BUSD is not eligible for and 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:

The BUSD is not eligible for and 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:

The BUSD is not eligible for and 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:

The BUSD is not eligible for and 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:

The District provides professional development to staff, teachers, and administrators aligned with District LCAP goals, such as Goal #2: The BUSD will provide all students with a guaranteed, viable curriculum through effective, data-driven instructional practices to ensure all students are college and/or career ready.

Professional development is developed and provided at both a District-level and school-level to improve student instruction. School site professional development is aligned with District goals and is specific to meeting the needs of student groups. In order to support school-level professional development, District schools receive supplemental funds based on the percentage of unduplicated students (English Learners, Foster Youth, and Low Income) enrolled. Schools use the funding to meet specific student needs based on school data in their School Plan for Student Achievement (SPSA).

Professional Development (PD) for Teachers

Teachers regularly participate in professional learning communities within grade spans at each school site. The collaboration is used to share instructional practices, develop common formative assessments, and review student achievement data, among other actions. New teachers receive training on District initiatives and are enrolled and supported through the BTSA (Beginning Teacher Support and Assessment) program. Advanced opportunities for professional development are also provided through this program as mentor teachers receive trainings in how to support their mentees. Instructional rounds are conducted by administrators and, at some sites, by teachers to identify areas of growth and improvement.

Teachers, staff, and administrators are surveyed on an ongoing basis to provide feedback on professional development needs and topic identification and are asked to provide evaluative input after trainings. The feedback allows the District to make adjustments to professional development offerings to ensure continuous professional improvement for its employees. In addition, the District has a collaborative relationship with employee bargaining units, the Bellflower Teachers Association and the California School Employees Association, to further identify professional development needs.

PD for Principals:

A focus of principal professional development is providing universal and targeted support for school principals. On a universal level, for example, school principals participate in monthly district-level meetings to evaluate school goals and participate in a professional learning community (PLC) on a number of District initiatives including Multi-Tiered Systems of Support (MTSS) to better support whole-child education. As school and district leadership act as a PLC, the meetings are also used to analyze school and student group data in developing systems of support for students. Principals also participate in the district's Instructional Rounds visits to school sites and classrooms to share and improve teacher instruction.

Principals also participate in professional learning outside of the monthly district-level meetings in areas such as PBIS, English Language Development (ELD), and co-teaching. The District also supports principals by providing targeted support. The District differentiates professional learning for school principals depending on need.

PD for Other School Leaders:

Other school leaders, such as district leadership, receive comprehensive professional learning. Part of the professional learning occurs within a job-embedded professional learning community (PLC) model whereby district leadership participate in bimonthly Instructional Rounds visits to school and classrooms and use an observation and discussion protocol. The District also utilizes our District teachers on special assignment (TOSAs) within content areas to provide content knowledge and instruction professional learning to leadership. District professional learning also includes social emotional training focusing on developing healthy relationships for students, early identification and intervention for at-risk students, and suicide prevention, among other professional learning offerings.

Evaluation of Professional Growth and Improvement:

The Office of Curriculum and Instruction collects data through various methods to evaluate and amend our professional development offerings. For example, the office collects data observed during our bi-monthly administrator-led and teacher-led Instructional Rounds visits to schools and classrooms. Data collected from observation, student performance outcomes, as well as professional development surveys, among other surveys, assist the Office of Curriculum and Instruction with analyzing and building professional development to continuous improvement. In addition, the office evaluates the effectiveness of actions and services in the District's LCAP on an annual basis.

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:

Under the federal Every Student Succeeds Act, (ESSA), school districts are required to 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). Priority for professional development funding is based on data collected from the annual professional development survey, areas of need identified by instructional rounds, and priorities identified during LCAP stakeholder input opportunities.

Title II funds are not distributed directly to schools. Because we are a small school district, we plan much of our training centrally. Working with stakeholder input as well as state and local student assessment data, Title II funds are used to target the areas of greatest need. Our professional development centers on closing the achievement gap therefore schools with the highest percentage of low income students and students at risk of not meeting grade level content standards receive the most focus. Our school participating in the Comprehensive Support and Improvement (CSI) program, our community day school, is an example. The identified school and, if necessary, future schools will receive a per student model based on the number of students counted under Section 1124 (c). At this time, the Bellflower Alternative Education (BAE) Center has been identified by the state for comprehensive support and improvement (CSI) due to a high suspension rate of low income students in the 2017-18 school year. BAE received a “red” on the California School Dashboard.

BAE is our District’s community day school providing an education setting for students who have been expelled from a school, students referred by our school attendance review board (SARB) or probation, and other students at risk in the areas of attendance and behavior. Less than 10 students are generally enrolled at BAE on any given date during the school year.

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:

The District employs data evaluation to identify causal factors positively and/or negatively impacting student achievement in the effort to improve actions and services for students. Data is regularly reported to stakeholders such as the Board of Education, parents, and employee bargaining units. Data is disaggregated by student group such as socioeconomically disadvantaged to identify greatest areas of progress and need. The District consults with stakeholders through a variety of advisory and committee input sessions and surveys described below to best use Title II, Part A funds to support student achievement.

For example, the District consults with our District Parent Advisory Committee (PAC), our District English Learner Advisory Committee (DELAC), our District Advisory Group (DAG), which includes certificated and classified staff, and a community stakeholder group, Citizens’ Task Force (CTF), allowing the District to put forward and receive meaningful dialogue with business and local government. Each of the aforementioned stakeholder groups meet on a monthly basis or bimonthly basis. Data is regularly reported to our stakeholder groups including our governing board and bargaining units. We believe disaggregated data guides correct allocation of resources to ensure student success. An additional stakeholder consultation is conducted by each school site within their School Site Councils (SSCs). Our District template for the School Plan for Student Achievement (SPSA) follows the outline of the LCAP template which aligns school actions and services to District goals. SSCs are able to review and consult with each school site on actions and services.

The District uses local benchmark assessments in core academic areas and the California School Dashboard indicators as data points to inform instruction for all students as well as being used to consult with stakeholders on District areas of student success and necessary areas of student growth.

Staff and stakeholders participate in the annual review of the LCAP. Stakeholders, in a number of settings, review student data as measured within CAASPP, ELPAC, CHKS, and local assessments to continue to refine the District's LCAP and use Title II, Part A monies effectively to support professional growth.

Consultation and achievement data evaluation metrics include:

LCAP Stakeholder Input: The annual LCAP process involves survey feedback from District and school level committee members such as the Parent Advisory Committee (PAC) and District Advisory Group (DAG) to improve activities as seen in the LCAP goals, actions, and services. Survey feedback is provided by all District stakeholder groups- parents, teachers, students, staff, as well as Board of Education members and community members in the annual LCAP Stakeholder Survey conducted each spring.

Professional Development (PD) Surveys: Teachers and staff are surveyed after school-level and District-level PD sessions. An annual PD survey is also completed by grade TK-12 teachers and staff. Survey results are used to plan future PD sessions to ensure the content is targeted to teacher and staff needs.

Student Achievement Data: Student achievement is analyzed and used to inform District and school site actions and services to students. Examples of student achievement data include SBAC results (grades 3-8; grade 11), District grade-level summative exams by subject area, and results measured in the California School Dashboard.

Annual Surveys: Each spring the District surveys parents, students, and staff. Parents and staff complete the LCAP Stakeholder Survey. Students in grades 5, 7, 9, and 11 complete the California Healthy Kids Survey (CHKS). Survey feedback is analyzed and shared District-wide to identify areas of progress and need.

The Educational Services department, which oversees Title I and III, and the Special Education department are consulted when developing the annual professional development survey and when planning annual professional development.

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 Curriculum and Instruction department facilitates professional development opportunities for teachers, administrators, and staff to increase capabilities in best supporting the academic and English language fluency progress of English Learners (ELs). Professional development and instructional planning is completed through teacher grade-level professional learning communities (PLCs) at school sites, minimum day schedules, District-wide meetings, and other dedicated collaboration time during the school year. The collaborative time is used to review student data, refine student performance goals, as well as evaluate and improve the impact of instructional strategies. The District employs an administrator-led instructional rounds protocol to observe classroom instruction and evaluate the use of instructional strategies in supporting student learning across all school sites. At a few school sites, a teacher-led instructional rounds protocol has been developed and implemented further supporting classroom instruction through educator collaboration.

Professional development also targets designated teacher instructional leaders to improve systems for monitoring and providing interventions for EL students deemed as at-risk of not meeting grade level standards in English language development. At each site, school administration maintain EL records with the District guiding the reclassification process. The District has provided professional development to teachers and administrators on the California EL Roadmap, which provides an overview on meaningful targets for EL instruction.

Title III funding supports one District ELD Teachers On Special Assignment providing teacher support through demo lessons, additional on-site professional development, and district-wide professional development in early literacy strategies, English language development, and Guided Language Acquisition Design (GLAD) strategies. Further examples of professional development include: analysis of ELD standards; lesson planning; and development of foundational literacy skills.

In designating Title III, Part A funds, the District consulted with and received feedback from stakeholders such as the District English Learner Advisory Committee (DELAC) in addition to using student performance data. The District also uses the LCAP Stakeholder Survey to determine and designate Title III funding.

During the 2017-18 and 2018-19 school years, the Educational Services department transitioned the District from the California English Language Development Test (CELDT) to the new English Language Proficiency Assessments for California (ELPAC) in assessing and monitoring EL student progress.

During the 2018-19 school year, the Educational Services department supported the use of one (1) EL Instructional Leader, a designated teacher, at each elementary school to support and increase EL student performance. Professional development for the EL Instructional Leaders included four days where teachers determined and shared essential teacher instructional practices in best supporting student English language acquisition.

Student outcome data is reported to District stakeholders including our Board of Education, parents, and employee groups. At a District and school level, student outcome data is disaggregated in order to analyze and target resources to certain student groups, such as ELs.

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 LEA is not eligible for Immigrant funds.

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 District implements programs and supports as outlined in the Title III plan to increase the English language proficiency and academic outcomes of English Learners (ELs). The EL program consists of designated and integrated ELD instruction as well as regular student literacy intervention, when necessary, to move EL students' language reclassification to Fluent English proficiency. The District's ELD program provides teachers credentialed in ELD instruction and the use of bilingual instructional aides supporting and assisting the ELD teacher to best support EL students.

The District is currently focusing on each school developing and implementing a Multi-Tiered System of Supports (MTSS) intervention plan to support student achievement for at-risk students such as EL students. In assisting the development of each school's MTSS plan, the Educational Services department compiles annual student achievement data on all ELs and specific EL subgroups such as newly arrived immigrant students and Long Term ELs (EL students in an EL program 5+ years). The student achievement data is disseminated to school administrators to inform student supports. For example, in grades 4 to 6, LTEL students receive targeted in-school literacy instruction when having met multiple student performance indicators.

Teachers receive professional development to help plan and scaffold instruction for EL students. In 2017, the District purchased new English Language Arts (ELA) and English Language Development (ELD) TK-12 instructional materials in both print and digital formats. Professional development was initially provided by the curriculum publisher and is now augmented with professional development from District ELD teachers on special assignment (TOSAs). An additional layer of professional development is provided to teachers in the use of thinking maps, Path to Proficiency training.

Through the use of Title III funds, the District also funds a digital platform monitor EL student performance and English language acquisition. The platform allows District and school administration, in addition to teachers, to track and manage student data specific to supporting EL students.

The District continues to fund the purchase of supplemental ELD materials to improve academic language in all core subjects for EL students.

In 2018, as measured on the California School Dashboard, the District reports English Learner Progress as: Level 4 - 35.3% well developed; Level 3 - 34.8% moderately developed; Level 2 - 18.4% somewhat developed; Level 1 - 11.5% beginning stage.

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:

At a school and district-level, EL students are monitored to ensure development in English language proficiency. A number of data metrics such as the ELPAC and the SBAC are used to identify areas of strength and growth within instruction and curriculum.

The District has adopted state approved instructional materials aligned to ELA/ELD standards. EL students receive ELD instruction within the four ELA strands of reading, writing, speaking, and listening. The District also supports ELs in increasing English language proficiency by providing EL students with primary language support in core curriculum until there is an adequacy in English language proficiency.

District staff facilitate district-level professional development as well on developing effective formative assessments and monitoring EL progress through the Aeries Student Information System. In addition to ELD program professional development, effective implementation of the ELD program is supported by new teacher induction as well as District ELD Teachers On Special Assignment (TOSAs).

Frequent monitoring of EL students, particularly long term ELs (LTELs), by school sites and the District through the use of Ellevation monitoring system assist the District in understanding if students are making satisfactory progress in English to be eligible for reclassification. The District and school sites review student progress towards English proficiency three times per school year. Data is uploaded into Ellevation which digitally houses student performance data as seen in course/content grades, SBAC scores, benchmark scores, ELD assessment data as well as feedback from classroom teachers and intervention teachers. Site principals and a District Director review the Ellevation monitoring reports and sign off on each student report. Parents, in addition, receive communications highlighting their child's movement towards proficiency.

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 BUSD applied for Title IV, Part A funds on the Consolidated Application (ConApp) with the California Department of Education (CDE). The District received an allocation of \$197,577 for the 2018-19 school year and used the funds to supplement Title II, Part A funds. Transferring Title IV, Part A funds supports the District’s goal of providing all students with a well-rounded education, supporting safe and healthy school conditions for student learning, and supporting the effective use of student technology. In making the decision to transfer Title IV, Part A funds to Title II, Part A, the BUSD conducted a needs assessment and consulted with District stakeholders including the Parent Advisory Council (PAC) and the District Advisory Council (DAC).

Program objectives and intended outcomes are evaluated using a number of metrics, including: annual evaluation feedback from teachers and staff on professional development as measured in school level and District level surveys; annual feedback from students on school connectedness and safe schools as measured in the California Healthy Kids Survey (CHKS); student assessment data as measured on the California School Dashboard, e.g. test scores, graduation rates, suspension rates.

Professional development is provided through a variety of options such as online learning via recorded workshops, in-person training, and collaboration time within and across school sites.

ESSA Section 4107: In alignment with the section, the BUSD is using Title IV funds to support administrator and teacher professional development to support a well-rounded student education within, in particular, the new state science standards, ELA/ELD standards, and integrated math. The BUSD plans to use, at minimum, 20% of the program funds to support student access to a well-rounded education.

ESSA Section 4108: The BUSD is using Title IV funds to support administrator and teacher professional development in the areas of restorative justice, PBIS, and Universal Design for Learning (UDL) to better develop and support safe and healthy students. Professional development has and will continue to be completed to improve District indicators on safe and healthy schools as measured in the California Healthy Kids Survey (CHKS) and the California School Dashboard. One goal is to reduce instances of bullying and harassment as well as reducing student suspensions by employing restorative justice practices at school sites. The BUSD plans to use, at minimum, 20% of the program funds to support student access to a well-rounded education.

ESSA Section 4109: The BUSD is using Title IV funds to purchase technology such as software applications for student use.