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

LEA Name

Piedmont Unified School District

CDS Code:

01-61275-0000000

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE II, PART A
Supporting Effective Instruction

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The 2021-22 LCAP highlights the ongoing work related to developing high-functioning collaborative teams of teachers, support staff, and administrators (PLCs) and building a multi-tiered system of support to address students' social-emotional, academic, and behavioral needs. During the pandemic, many students continued to perform at high levels, but more students than previously struggled during Distance Learning. Furthermore, students of color spoke up about wanting the following actions to take place: hiring more diverse/BIPOC teachers/staff/administrators, diversifying the curriculum in order to include more ethnicities and cultures, and educating white teachers and staff on how to talk about race. PUSD administrators share these concerns and is forming a Diversity, Equity, and Inclusion (DEI) Council to address them.

Over 13% of Piedmont students have individualized education plans; however, some of these students' academic, behavioral, or social emotional needs could have been served by Tier I, Tier II, or Tier III interventions, rather than through designated special education services, if more comprehensive systems of support were in place. A portion of Title II federal funds will be used for certificated salaries of support staff to work with teachers (MTSS/PLC Specialists) and to provide intervention support and materials for English learners and immigrant children and youth.

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.

PUSD plans to align their use of federal funds with state funding (LCFF) and local funding (Piedmont Education Foundation grant and Parent Club) all in service of building collaborative teams (PLCs) and providing academic, behavioral, and social-emotional systems of support (MTSS) at each school site. The following efforts are planned for 2021-22:

1- Formation of a DEI Council consisting of teachers, classified staff, administrators, high school students, and community members to address racial and educational equity- PEF funding and General Fund
2- MTSS/PLC Specialists supporting teachers in PLC work, including identifying essential learning outcomes (ELOs) in content areas, addressing the social-emotional needs of students, and supporting equity and social justice work - Expanded Learning Opportunities (ELO) Grant and Title II funds
3- District Health Council reconvened to address the K-12 health standards - ELO Grant and General Fund
4- Admin and MTSS Specialist attending MTSS State Conference - ELO Grant & District Professional Learning funds
5- Site administrators sending teams of teachers to PLC at Work and RtI at Work trainings - PEF Grant funds and Parent Club funds allocated for professional learning
6- District-led Common Collaborative Time (CCT) designated for ELO work - no additional cost
7- Professional learning opportunities on behavioral and social-emotional systems of support - ELO Grant and District PD funds
8- PUSD Admin Team book study of Coaching for Equity - no additional cost
9- LCAP meetings to include discussions on the work of PLCs and MTSS in an effort to develop a shared understanding of how these systems and structures support high learning for all students
10- Agendas for other district-level committee work (eg. K-12 MTSS Leadership Team, Instructional Leadership Team, School Advisory Council) developed through the lens of the district focus on MTSS. Admin leadership will make explicit connections on the aspects of the committees' work that is in service of providing academic, behavioral, and social-emotional supports for all students.

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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.

PUSD's allocation for Title I is determined by Census Bureau poverty estimates which is based on economic and demographic indicators. Title 1 funding for Piedmont was suspended due to not meeting the 2% poverty threshold.

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:

With minimal exceptions, PUSD teachers have many years of experience and teach in their field of expertise.

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:

PUSD has an active parent community with many parent organizations: Advanced Learner Program Support (ALPS), Black Youth Family Collective, Parent Clubs, Parents Raising Awareness of Special Education (PRAISE), Piedmont Antiracism and Diversity Committee (PADC), Piedmont Arts Fund, Piedmont Asian American Club (PAAC), Piedmont Education Foundation, Piedmont Makers, and Piedmont Racial Equity Campaign (PREC). PUSD promotes parent support group members' attendance at LCAP meetings. The LCAP Committee will continue to include representatives from the community groups listed and members of each School Site Council. LCAP Committee reports will be provided throughout the year at regularly scheduled Board meetings.

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:

PUSD has few students of this profile. Students in need of services would be supported on a case-by-case basis.

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:

PUSD has few students of this profile. Students in need of services are supported on a case-by-case basis.

Student Transitions

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

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

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

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

(B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education:

1- Transition from middle to high school- Parent Education for incoming 9th graders, visits from high school student leaders to 8th-grade classes, transition meetings for students with 504 plans and IEPs, and orientation meetings for incoming 9th graders.

2- Transition from high school to college- College and Career Counselor holds individual meetings with students; College and Career Counseling Center hosts events for students.

Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills:

1- Millennium High School principal and counselor work with students who are seeking early graduation.
2- Board adoption of BP 6172.1 Concurrent Enrollment in College Classes and BP 6146.11 Alternative Credits Toward Graduation provide additional opportunities for Millennium High School and Piedmont High School students in need of additional opportunities for early college admission for students at risk or having special circumstances.

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:

(A) Identifying and serving gifted and talented students:
1- Universal screener given to all third-grader and fourth and fifth-grade students new to Piedmont schools
2- Professional Learning Community question #4: What will you do when students already know the concepts being taught?
3- Differentiation Specialist .6 FTE

(B) Developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.
1- Elementary, middle, and high school libraries staffed by credentialed teacher-librarians and library assistants
2- Digital literacy skills taught at all levels

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:

Not applicable at this time

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:

Not applicable at this time

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:

Currently this is not an area of need; however, should we have middle or high school students of this profile, Piedmont Middle School, Piedmont High School, and Millennium High School administrators and counselors will work with district nursing staff and mental health professionals in the PUSD Wellness Center to provide support for these students.

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:

Currently this is not an area of need; however, should we have middle or high school students of this profile, Piedmont Middle School, Piedmont High School, and Millennium High School administrators and counselors will work with district nursing staff and mental health professionals in the PUSD Wellness Center to provide support for these students.

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:

PUSD is a member of the TUPE Consortium. The High School TUPE Coordinator works with peer mediators to provide health education on the scientific evidence of the harms of tobacco, marijuana, vaping and juuling, and other addictive substances. Teachers and staff can refer students and students can self-identify their need for support on addressing any addictions. PUSD uses a restorative justice approach to discipline of students using substances on school grounds and counseling support is provided for students in need.

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:

Currently this is not an area of need; however, should we have middle or high school students of this profile, Piedmont Middle School, Piedmont High School, and Millennium High School administrators and counselors will work with district nursing staff and mental health professionals in the PUSD Wellness Center to provide support for these students.

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:

Piedmont High School and Millennium High School counseling staff will continue to work with students on an individual basis to support their successful transition to postsecondary schools and the workforce.

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:

Currently this is not an area of need; however, should we have middle or high school students of this profile, Piedmont Middle School, Piedmont High School, and Millennium High School administrators and counselors will work with district counselors and mental health professionals in the PUSD Wellness Center to provide support for these students.

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:

Currently this is not an area of need; however, should we have middle or high school students of this profile, Piedmont Middle School, Piedmont High School, and Millennium High School administrators and counselors will work with district counselors and mental health professionals in the PUSD Wellness Center to provide support for these students.

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:

Currently this is not an area of need; however, should we have middle or high school students of this profile, Piedmont Middle School, Piedmont High School, and Millennium High School administrators and counselors will work with the Piedmont Police Department in supporting any students of this profile.

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:

Currently this is not an area of need; however, should we have middle or high school students of this profile, Piedmont Middle School, Piedmont High School, and Millennium High School administrators and counselors will work with the District Director Special Education and Wellness Center in supporting any students of this profile.

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:

A Counseling Enriched Learning Center (CELC) has been in place for the past 3 year; however, the enrollment numbers have been low partially due to the pandemic and most students of the profile needing this program remained in distance learning during the 2020-21 school year. Beginning in 2022-23, a Counseling Enriched Classroom (CEC) will be staffed with a full time teacher, .8-1.0 FTE therapist, and two paraprofessionals. The Director Special Education will work with site administrators at Piedmont High School and Millennium High school to support students in need of this and other alternative placements.

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:

Teachers on special assignment will attend the CA MTSS Conference in July 2022 and Solution Tree trainings: PLC At Work and RtI At Work throughout the 2022-23 school year.

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:

Piedmont has no schools designated as needing comprehensive or targeted support.

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:

Not applicable

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:

PUSD is not receiving Title III funds

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:

PUSD is not receiving Title III funds

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:

PUSD is not receiving Title III funds

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:

PUSD is not receiving Title III funds

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:

PUSD is not receiving Title IV funds