

LOCAL EDUCATION AGENCY PLANS.

**Section 1112(b)(1 through 13) PLAN PROVISIONS. –**

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each local educational agency plan shall complete the following information and submit the plan to the South Dakota Department of Education as part of the application for federal funding. Each component of each question must be addressed, if applicable, for the plan to be considered complete.

The Local Educational Agency (LEA) assures the South Dakota Department of Education that the information contained in this plan is accurate and complete and is signed by an authorized representative of the LEA. This plan will be uploaded into the Grants Management System annually.

LEA Representative: Karen Byrd, Instructional Coach/ Grant Data Manager

Date: 6.1.2021

Please complete each of the following components. If a component refers to another section of the ESEA, there is a link in the question itself to the referenced section of the law for informational purposes.

1. 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 local educational agency 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.

Answer:

A.) The ELA and math programs align very closely to the South Dakota State Standards. The programs' strengths explicitly address the needs of the Kadoka Area students. For example, **WONDERS** ELA program has strong phonological Awareness and Phonics components for our primary students; **Ready GEN** ELA program combined with supplemental writing plans with skill-based grammar and step-by-step writing opportunities for mid-elementary grades; and 6-12 ELA program has a curriculum that continues to build on grammar, writing and higher order thinking skills. Our ELA team realizes that writing has been a deficit learning area, according to SBAC, NWEA-Maps, and STAR data districtwide and addressing that need is essential to our students' success. Professional development for staff in the writing process is important to support teacher efficacy impacting student writing success.

Across content areas, staff meet during monthly professional development sessions, staff and team meetings to share curriculum plans and revisions, teaching strategies, intervention progress, and student strengths/needs. During the past summers KASD administration has hosted an on-site 15-hour Curriculum Camp. This opportunity allowed staff and parents to build and refine curriculum plans, collaborate with peers and address students' needs identified from Smarter Balanced, NWEA-Maps (Jk-5<sup>th</sup> grade), STAR data, classroom data, program goals, student/parent/staff surveys, and individual teacher reflections.

KASD implements the RTI process to identify students who are at risk. Staff use knowledge of core program supports (ELA and Math) and additional intervention programs to match student needs with type of support and appropriate interventionists available to work with student to meet the specific needs of students. Interventionists progress monitor and regularly collaborate during staff and team meetings with other staff related to student plans, on the level of success and then adjusts interventions accordingly. Examples of small group and one-on-one instruction to credit recovery and course content pacing can be observed as faculty work to bring all students success.

B.) To identify at-risk students, KASD will utilize the MAPS benchmark/progress monitoring assessments for elementary ELA and Math, in addition to specialized diagnostic tools. Middle School-aged students through high school will be using STAR reading and math benchmark/progress monitoring assessments and the intervention recommendations support provided by STAR to guide intervention and instruction for at-risk students. The school-level teams review the data provided by assessments and teacher input to determine individual student needs. The students who need additional interventions receive support typically outside of the whole group instruction time. Progress monitoring is utilized to track student progress and help determine successes and make plans according to needs. Kadoka Area School District is a

School-Wide Title One program, so all students in need, have the opportunity for specific, needs-based instruction.

KASD's RTI process described above includes the essential elements of progress monitoring, collaboration through team meetings that allow stakeholders to create and monitor individualized action plans for students in need, and positive communications with parents, the plans for the students' individual plan.

- C.) KASD students who are challenged academically are first assessed with a universal screener (a total of three times per year). Diagnostic assessments (from [CORE](#) and ELA/Math programs) and progress monitoring are part of the RTI process, along with team meetings to identify and build strengths and identify and address student needs. Interventions are led by certified staff (if possible) and highly trained paraprofessionals in reading/math strategies and programs. As interventions proceed, so does progress monitoring. Grade level teams review interventions continually adjusting plans based on student progress. In 2019-20, the Professional Development Survey (presented to all staff) indicated that more than interventionists were interested in being trained in specific programs and practices. Therefore, the 2020-21 PD plan included opportunities for those interested in supplemental program training through a PD menu. Staff was receptive to the menu and plans are to continue this as a PD option for the 2021-22 school year.
- D.) Two processes have been embedded into the educational plans of Kadoka Area School District (KASD): Response to Intervention (RTI) and Positive Behavior Intervention and Supports (PBIS). These two processes allow staff and students of KASD to address both academic and behavior challenges influencing student learning, including staff efficacy and community culture. Kadoka Schools have committed to building RTI and PBIS by evaluating and adjusting plans and schedules to better support teaching and learning. During the 2021-22 school year, we plan to continue to build on our positive parent engagement activities that will include the continuation of positive phone calls home, specific praise cards for students for academics and behaviors, monthly parent communication themes for formal and information conferences/conversations, open forum parent/community meetings to address issues of concern and parent education topics (accessing student information, school development plans, cultural plans, etc.). Elementary staff reviews highlighted parents' conversations sharing the power of the "little cards" (PBIS recognition cards) and how they are being used at home as well. This communication inspired the goal for the 2021-22 school year which includes involving more of the community in our PBIS support of positive behavior. Bringing all entities together to build even a more positive school culture will be the focus of this year's parent engagement and professional development efforts with hopes of making even stronger connections to all families. This growth will be reflective in our surveys and our student data. Electronic sharing of helpful educational and behavior tips for parents, and more frequent, specific school related messaging using our online robo-call system (i.e. calendar items and events) and classroom text applications like *Class Dojo*, *Remind* or *Bloomz* is an additional way the district works to share essential communications and information with families. Oftentimes these remote options lead to a more personalized conversation between school and home.

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.

Answer:

All schools within the KASD are served through Schoolwide Title I programs. This means all children with identified with academic or behavioral needs will be provided the support they to be successful in school regardless of SES, race, gender, age or special education identification. All Kadoka Area High School, Middle School and Elementary teachers in the core content areas are highly qualified and certified. Our MTSS process is supervised by math/reading specialists and administration that oversee all interventions by teachers and highly trained paraprofessionals.

Kadoka Area School District recognized the need of early education for Kadoka Area Elementary students. The Kadoka Area School district responded to this need by restructuring the schedule to include a preschool option, open to all students, and a Junior Kindergarten program for 5-year-olds. These additions have been essential in ensuring that all students can learn at their own pace and provides a solid background in foundational reading and math skills. In addition, the KASD early childhood department works with *Birth-to-Three* representatives from the South Dakota Department of Education and *Youth and Family Services Head Start* to identify, assess, and plan to provide opportunities to strengthen and promote well-rounded students and modify any details to make smooth, age appropriate goals and transitions into the Kadoka Area public school system.

Kadoka Area School District is host to the year-round Kadoka Area Afterschool Program (ASP) The program's grant was accepted and will be established in our district from 2021-2026. This program is available to all families in the district as a place for students to be engaged in a variety of enriching activities including community projects like nursing home visits, quilting with Kadoka Area quilters and historic site reconstruction; and national organizations like Kid Scouts, and 4-H to name a few. The program not only communicates with classroom teachers on a daily/weekly basis on concepts being taught but hires several certified teachers from around the district as staff. This has aided students who need additional practice with concepts and those who need homework help as many of the strategies and supports in school parallel those in the Afterschool Program, thus maintaining expert assistance. Additionally, we plan to incorporate an "intervention extension" time to the ASP plans to help address skills missed (gaps) possibly formed during COVID 19-20. The coordination of the KASD and ASP is essential in providing the best possible educational experience for our students. KASD has been consistent in offering *Friday School Tutoring Sessions* a minimum of twice per month for middle school and High School students. Certified staff are available in-house from 9:00- 12:00. These sessions are an option for all students and may be recommended by staff.

3. Describe how the LEA will carry out the responsibilities under paragraphs (1) and (2) of [Section 1111\(d\)](#). (School Improvement requirements for CSI and TSI identified schools.)

Answer:

Should Kadoka Area School District be identified as a targeted school for improvement, the staff and stakeholders would be notified first of this designation. In our district, any student has a right to go to any school, regardless of the schools' improvement status and all our stakeholders would be notified and have access to our district/school state report card status. The sharing of this information will allow stakeholders the option of school/district choice. After identification, the district would form a committee of staff, administration, Department of Education staff member and community stakeholders. This committee would meet monthly to disaggregate student, staff and other school data to review possible causes of inequities and identify needs. Resource inequities would be corrected through budgeting and planning (i.e., redistribution of resources/staff, rescheduling, restructuring). Progress monitoring of identified needs and data would continue during regularly scheduled monthly meetings. Outcomes would be dependent on success of plans and added or adjusted resources.

4. Describe the poverty criteria that will be used to select school attendance areas under [Section 1113](#).

Answer:

Kadoka Area School District is designated as a Districtwide Title One district. It is a district with less than 1000 students therefore, our district comprehensive needs assessment assists in determining which schools receive service. KASD uses the number of students eligible for free or reduced-price lunches to determine the poverty criteria.

5. Describe, in general, the nature of the programs to be conducted by such agency's schools under Sections 1114 – Schoolwide Programs and 1115 – Targeted Assistance Programs 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.

Answer:

KASD does not have such an institution within its district and is currently not serving children with these issues outside of the district either.

6. Describe the services that will be provided to 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 U.S.C. 11301 et seq.).

Answer:

The services that will be provided to homeless children and youths begin with their identification of student homeless status via community publicity with posters and flyers distributed. In addition, our district's school enrollment form has an option to enter homeless status. Once deemed homeless according to the McKinney-Vento Homeless Education Act and School Liaison, the district then ensures student school enrollment, regardless of required paperwork completion (shot records, etc.); are immediately eligible for school food services; and transportation for K-8<sup>th</sup> grade students will be provided, if needed.

Academic services are provided equally to all students in the district.

Kadoka Area School District is not anticipating any homeless students for the upcoming school year.

7. Describe the strategies that will be used to implement effective parent and family engagement under [Section 1116](#) – Parent and Family Engagement. *NOTE: The strategies described here should reflect what is in the district level Parent and Family Engagement Plan.*

Answer:

Our review of our Parent and Family Engagement plan begins with each schools’ committee of parents, staff and administration meeting annually to review data (summative data; parent, student, and staff surveys, etc.) and hypothesize causes of discrepancies in involvement. Based on those findings, the school committees establish parent involvement activities at a variety of times throughout the year and the day that best meet the needs of the parents. Events may include annual Open Houses, parent/teacher conferences, Family Nights, Homework Help sessions provided by classroom teachers, Open Forum parent meetings, community book studies, Parent/Teacher organization meetings, links on school website of “parent hints,” and special classroom invitations extended to parents for special events or for everyday class participation. Kadoka Area School District recognizes that parent engagement is not limited to onsite visits, but also includes school/home communications (i.e., through school purchased student planners and phone calls, text messaging using tools like Class Dojo) and activities at home between parents and students as prescribed by classroom teachers.

8. Describe how the LEA will support, coordinate, and integrate services with early childhood education programs, **including plans for the transition of participants** in such programs to local elementary school programs.

Answer:

Traditionally, the Kadoka Area School District works as partners with the Jackson County Youth and Family Services to ensure that a smooth transition is present for the incoming preschool, Junior Kindergarten, and Kindergarten students. An assessment day is traditionally scheduled in April/May. Students are assessed in pre-reading and math skills, hearing, vision, fine-motor, large-motor and language (i.e., DIAL assessment.) DIAL is administered by the school district's certified Speech and Language Pathologist, special education teacher and preschool teacher. Other assessments are offered to families by Youth and Family Services specialists, and representatives from the School for the Hearing Impaired. Early childhood special education services are also provided by the school district to any birth to 3-year-old in Jackson County either in the school setting or in the home setting.

The administration makes contacts/visits with Head-Start and preschool programs in the fall and in the spring of the year to become familiar with settings students may be transitioning from and communicate coordination of services to facilitate student transitions.

Each elementary school in the district schedules a kindergarten round-up day to assist with transitioning the incoming early childhood-aged students into the school setting.

9. 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. If the district does not have any targeted assistance programs, please indicate that below.

Answer:

All schools within the KASD are served through Schoolwide Title I programs.

Describe 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, if applicable—

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

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

Answer:

The strategies implemented to facilitate effective transitions for students from middle to high school traditionally include an annual District wide 8<sup>th</sup> Grade Orientation Day held in May. This day consisted of a comprehensive test, classroom visits and conversation with principal and teachers about expectations and curriculum. All parents are notified of the event through mail and electronic school calendar.

A similar event was held for the Kadoka site for 5<sup>th</sup> grade students to assist with a smooth transition into the middle school.

The strategies implemented to facilitate effective transitions for students from high school to higher education begin with courses outline, extracurricular clubs (i.e., HOSA, FFA, NHS) and activities which contribute to the preparation of our students for higher education and careers. In addition, Kadoka Area School District hires a school higher education and career advisor that arranges higher education facility visits onsite and offsite for college fairs. *SD My Life* is a curriculum component of junior high guidance courses and high school students' personal learning plans. Plans are developed with the higher education and career advisor. College and Tech schools visit the Kadoka site in attempts to recruit our students to attend their post-secondary education. We also have National Guard and other military branches come in to visit with interested students. Students at KAHS can participate in local Internships for credit during their senior release time. Finally, the KASD utilizes the Dual-Credit option offered through SD Board of Regent universities.

11. 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 subgroups of students, as defined in [Section 1111\(c\)\(2\)](#).

Answer:

The KASD is supporting the Positive Behaviors Intervention and Support state initiative (PBIS) for full implementation of Multi-Tiered Systems of Support (MTSS). By focusing on positive, expected behaviors, our district goal is to reduce the amount of out-of-school and in-school suspensions in a school year.

In the Elementary Schools, a behavior referral matrix (See attached) was created to assist teachers in knowing the difference between an office referral and a classroom referral. This has led to less office referrals and keeping students in the classrooms more than previous years.

We also offer State trainings for our PBIS leadership team to allow them the opportunity to gain strategies to improve our PBIS district-wide implementation and expect staff roll-out of this information during the year. A goal set for the 2021-22 school year includes a wider participation of PBIS in our community and its events. Plans include educating stakeholders on the process of PBIS, including how it effects school and community culture and student grades. Broadening the expectations of PBIS to include community events can help foster ownership and pride, thus impacting culture.

12. If the LEA determines this to be appropriate, describe how the LEA 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.

Answer:

The KASD supports programs that integrate academic and career and technical education by coordinating schedules and programs with students learning. Kadoka students may choose to participate in Career and Technical Education (CTE) through Industrial Arts courses, Internships for credit coordinated with local businesses, Work-Study jobs coordinated with local business (not for credit), and Dual Credit courses as offered through all Board of Regents universities. Beginning 2020-21, Kadoka Area is offering the option to all seniors to participate in a Senior Capstone experience.

13. Describe any other information on how the funds will be used 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.

Answer:

Other information on how the funds will be used to meet student needs includes continual professional development for staff regarding: Mental Health and Wellness, differentiation in the classroom models; technology; cultural education topics; online assessments; curriculum writing and best practices in teaching and learning.

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# ESEA References for Components of a LEA Plan

## **Component #2**      **Section 1111 (g) Other Plan Provisions.**

### [GO BACK TO COMPONENT #2](#)

- 1) Descriptions – Each State plan shall describe—
  - (B) how low-income and minority children enrolled in schools assisted under this part are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the State educational agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description (except that nothing in this subparagraph shall be construed as requiring a State to develop or implement a teacher, principal, or other school leader evaluation system);

## **Component #3**      **SECTION 1111(d) SCHOOL SUPPORT AND IMPROVEMENT ACTIVITIES.— (A & C are SEA responsibilities)**

### [GO BACK TO COMPONENT #3](#)

#### **(1) COMPREHENSIVE SUPPORT AND IMPROVEMENT.—**

- (B) LOCAL EDUCATIONAL AGENCY ACTION.—Upon receiving such information from the State, the local educational agency shall, for each school identified by the State and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes, that—
  - (i) is informed by all indicators described in sub- section (c)(4)(B), including student performance against State-determined long-term goals;
  - (ii) includes evidence-based interventions;
  - (iii) is based on a school-level needs assessment;
  - (iv) identifies resource inequities, which may include a review of local educational agency and school- level budgeting, to be addressed through implementation of such comprehensive support and improvement plan;
  - (v) is approved by the school, local educational agency, and State educational agency; and
  - (vi) upon approval and implementation, is monitored periodically reviewed by the State educational agency.

#### **(D) PUBLIC SCHOOL CHOICE.—**

- (i) IN GENERAL.—A local educational agency may provide all students enrolled in a school identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) with the option to transfer to another public school served by the local educational agency, unless such an option is prohibited by State law.
- (ii) PRIORITY.—In providing students the option to transfer to another public school, the local educational agency shall give priority to the lowest-achieving children from low-income families, as determined by the local educational agency for the purposes of allocating funds to schools under section 1113(a)(3).
- (iii) TREATMENT.—A student who uses the option to transfer to another public school shall be enrolled in classes and other activities in the public school to which the student transfers in the same manner as all other students at the public school.

SPECIAL RULE.—A local educational agency shall permit a student who transfers to another public school under this paragraph to remain in that school until the student has completed the highest grade in that school.

**(2) TARGETED SUPPORT AND IMPROVEMENT.—**

(B) TARGETED SUPPORT AND IMPROVEMENT PLAN.— Each school receiving a notification described in this paragraph, in partnership with stakeholders (including principals and other school leaders, teachers and parents), shall develop and implement a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system established under subsection (c)(4), for each subgroup of students that was the subject of notification that—

(i) is informed by all indicators described in sub- section (c)(4)(B), including student performance against long-term goals;

(ii) includes evidence-based interventions;

(iii) is approved by the local educational agency prior to implementation of such plan;

(iv) is monitored, upon submission and implementation, by the local educational agency; and

(v) results in additional action following unsuccessful implementation of such plan after a number of years as determined by the local educational agency.

**Component #4      SEC. 1113. 20 U.S.C. 6313 ELIGIBLE SCHOOL ATTENDANCE AREAS.**

[GO BACK TO COMPONENT #4](#)

(a) DETERMINATION.—

(1) IN GENERAL.—A local educational agency shall use funds received under this part only in eligible school attendance areas.

(5) MEASURES.—

(A) IN GENERAL.—Except as provided in subparagraph (B), a local educational agency shall use the same measure of poverty, which measure shall be the number of children aged 5 through 17 in poverty counted in the most recent census data approved by the Secretary, the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.), the number of children in families receiving assistance under the State program funded under part A of title IV of the Social Security Act, or the number of children eligible to receive medical assistance under the Medicaid Program, or a composite of such indicators, with respect to all school attendance areas in the local educational agency—

(i) to identify eligible school attendance areas;

(ii) to determine the ranking of each area; and

(iii) to determine allocations under subsection (c).

**Component #6** (c) ALLOCATIONS.—

[GO BACK TO COMPONENT #6](#)

(3) RESERVATION OF FUNDS.—

(A) IN GENERAL.—A local educational agency shall re-serve such funds as are necessary under this part, deter- mined in accordance with subparagraphs (B) and (C), to provide services comparable to those provided to children in schools funded under this part to serve—

- (i) homeless children and youths, including pro- viding educationally related support services to children in shelters and other locations where children may live;
- ii) children in local institutions for neglected children; and
- (iii) if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day programs.

**Component #7** SECTION 1116 – PARENT AND FAMILY ENGAGEMENT

[GO BACK TO COMPONENT #7](#)

(a) LOCAL EDUCATIONAL AGENCY POLICY

(1) IN GENERAL.—A local educational agency may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) WRITTEN POLICY.—Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency’s plan developed under section 1112, establish the agency’s expectations and objectives for meaningful parent and family involvement

(b) SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY.—

(1) IN GENERAL.—Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

[Click here to go to the SD DOE Title I page to see the required components for both the District and School Policies.](#)

[GO BACK TO COMPONENT #9](#)

(c) ELIGIBLE CHILDREN.—

(1) ELIGIBLE POPULATION.—

(A) IN GENERAL.—The eligible population for services under this section is—

(i) children not older than age 21 who are entitled to a free public education through grade 12; and

(ii) children who are not yet at a grade level at which the local educational agency provides a free public education.

(B) ELIGIBLE CHILDREN FROM ELIGIBLE POPULATION.— From the population described in subparagraph (A), eligible children are children identified by the school as failing, or most at risk of failing, to meet the challenging State academic standards on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by the local educational agency and supplemented by the school.

(2) CHILDREN INCLUDED.—

(A) IN GENERAL.—Children who are economically disadvantaged, children with disabilities, migrant children or English learners, are eligible for services under this part on the same basis as other children selected to receive services under this part.

(B) HEAD START AND PRESCHOOL CHILDREN.—A child who, at any time in the 2 years preceding the year for which the determination is made, participated in a Head Start program, the literacy program under subpart 2 of part B of title II, or in preschool services under this title, is eligible for services under this part.

(C) MIGRANT CHILDREN.—A child who, at any time in the 2 years preceding the year for which the determination is made, received services under part C is eligible for services under this part.

(D) NEGLECTED OR DELINQUENT CHILDREN.—A child in a local institution for neglected or delinquent children and youth or attending a community day program for such children is eligible for services under this part.

(E) HOMELESS CHILDREN.—A child who is homeless and attending any school served by the local educational agency is eligible for services under this part.

**Component #11      SECTION 1111 (c) (2) STATEWIDE ACCOUNTABILITY SYSTEM.—**

[GO BACK TO COMPONENT #11](#)

(1) IN GENERAL.—Each State plan shall describe a statewide accountability system that complies with the requirements of this subsection and subsection (d).

(2) SUBGROUP OF STUDENTS.—In this subsection and subsection (d), the term “subgroup of students” means—

- (A) economically disadvantaged students;
- (B) students from major racial and ethnic groups;
- (C) children with disabilities; and
- (D) English learners.