

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

LEA name:

Golden Valley Orchard

CDS code:

34674470132399

Link to the LCAP:

(optional)

[Provide link.]

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.)

1. Title 1, Part A; Title II, 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 LEA uses evidenced-based 3-tiered, Multi-Tiered System of Support (MTSS) approach to support students who need additional academic, behavior, and emotional support. Within the MTSS, the school's Response to Intervention (RTI) program specifically addresses academic support for targeted students. Tier 1 incorporated schoolwide and classroom level of support which provides the basis for identifying and supporting at-risk students. At this level the school incorporates parent education, differentiated instruction, additional adult support in grades K-3 from instructional assistants, and a relationship-based looping model where a teacher remains with the same class over multiple years to help support a student-centered developmental model. Local assessments are completed three times per year in grades 3-8, and twice per year in grade 1 and 2. These assessments help identify gaps in content, provide intervention plans, and to prioritize more intensive interventions. Tier 2 includes both at least weekly push-in and pull-out services from credentialed Educational Support Specialists, speech pathologist, and school psychologist. Tier 3 increases the intensity and frequency of these supports. Examples of some Tier 3 supports may include 1:1 academic support, behavior plans, counseling services, and social groups. Progress monitoring tools are used on a frequent basis to measure the effectiveness of the interventions. Goal 2 in the LCAP outlines out goal to provide a high-quality educational system and comprehensive instructional public Waldorf-inspired program to increase achievement in the classroom through the use of multiple measures including local and state assessments and accountability target. Goal 2 has a broad goal impact and assists the school in meeting state priority 1. Action 3 of Goal 2 specifically describes the RTI program at the school. Goal 4 of the LCAP works in conjunction with Goal 2. Goal 4 specifies that the school will promote the complete education, both academically and socially by providing support systems to ensure that all students successfully access the curriculum. This goal addresses state priorities 1 and 6 and incorporated the support systems in place for social-emotional and behavioral student needs.

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.

Key LCAP actions and services to support these goals include professional development and training for certificated and classified staff working with students with academic, behavioral, and social-emotional needs, mentorship opportunities, assessments (Fastbridge assessments for ELA, Math, and SEL), trained staff to support the social-emotional and behavioral needs of students, and intervention services provided by staff from the Educational Support Services team.

This funding will be used to augment ongoing efforts implemented by the school funded by state LCFF Supplemental funding as well as funding from local sources. The school does not currently participate in any other federal grant programs.

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:

Not applicable. LEA is a charter school.

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:

Increased opportunities for parent and family participation and involvement are planned at the classroom, school, and charter management organization levels. The school continues to seek input from all stakeholders to help refine strategies to address identified areas of need through parent groups and surveys. Parents are involved in Parent Circle, a group that helps support the needs of the school, staff, and students. Annual festivals, concerts, plays, and other gatherings are held on campus to help foster family engagement as well as to help celebrate the rich educational program at the school. There is a robust pool of parent and family volunteers for one-time and ongoing school projects. The school will develop a schoolsite council to elicit feedback and input from administration, classified staff, certificated staff, and parents on needs and focus areas that are identified. The SSC will develop a parent and family engagement policy, ensure that the policy is distributed to all parents on an annual basis, educate the community on how families can help support the academic success of their child, provide information on assessments uses at the school, and give frequent input on the

progress toward goals created to address areas of need. Parents and families are involved and knowledgeable about their child's education through frequent and clear communication through utilization of the Parent Square platform to inform parents and families regarding classroom, school, and organization activities. Parent Square also allows two-way communication between families and school staff. Teachers hold Parent Evenings to educate families on the curriculum and Waldorf-inspired pedagogy. Parent-teacher conferences are conducted at least twice per year. Parent education opportunity topics are decided on from feedback on parent surveys and input from school staff. These opportunities are offered at least once per grading period. Staff, parents, and students participate in annual local surveys to give feedback. From these surveys, areas of need are identified, and goals and actions are developed. Staff receive ongoing professional development and training in meetings to give an overview of programs, ways to communicate with and involve parents and families, the importance of family involvement, as well as ensuring the education of the whole child in a developmentally appropriate manner.

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: N/A

TAS: N/A

Neglected or delinquent: N/A

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:

As homeless students are identified, the school will provide support services to help mitigate the negative impact of poverty. This includes provisions for transportation to the school of origin as well as support services for the reduction of absenteeism to allow students to participate in school activities academically, socially, and emotionally. The school will work with child welfare agencies as needed.

The LEA follows identification, enrollment, and continued support procedures as detailed in the Homeless Youth Education Policy. The LEA will routinely review the policy to remove any identified barriers to enrollment and outline strategies on retaining and serving students in homeless situations as necessary.

The Executive Director serves as the Homeless Liaison for the families enrolled in the LEA. The Homeless Liaison provides outreach to families and coordinates services between the family and other agencies. The LEA is committed to providing a high-quality education with all of the supports necessary to ensure that homeless youth have the opportunity to succeed. In order to help homeless youth, that Homeless Liaison will assist in procuring referrals to health, dental, mental health, substance abuse services, counseling services, housing services, and any other appropriate services.

The Homeless Liaison assists parents and families to immediately enroll the student even without the required documents. The Homeless Liaison will work with previous schools to obtain records, obtain the necessary immunizations or immunization records, or other documents after enrollment. The Homeless Liaison encourages parents to be involved in their child's education and ensures that parents are informed of educational and related opportunities to assist their child to be academically successful.

With reservation of funds for homeless education, the LEA provides individual devices, internet access, bus passes, clothing, shoes, food, laundry supplies, toiletries, and school supplies as they are need and necessary. The LEA provides extended learning opportunities that include homework assistance, academic intervention, recreational activities, and social-emotional learning groups at no charge to students that are identified as being homeless. The LEA covers any cost associated with field trips and other school day activities for homeless students.

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.

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) 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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Kindergarten students are assessed using a first-grade readiness process based on local benchmarks. This ensures that kindergarten students are ready for first grade and a smooth transition is provided when moving into elementary education. A kindergarten mentor teacher work with both kindergarten and first grade teachers to help assist in successful transition from

kindergarten to first grade for all students. Students that are not meeting the expected kindergarten benchmarks are encouraged to be referred to the SST process to develop a plan on how to address areas of concern and ensure a smooth transition to the grades.

The school collaborates with local high schools regarding the transition of 8th grade students to the high school environment. Middle school math classes are leveled to help target areas of concern, accelerate instruction, provided differentiate instruction more effectively, and ensure that all students graduate from the school prepared for high school math content standards

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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 LEA provides a strategic system of professional growth and improvement systems to California's Quality Professional Learning Standards. Professional growth and improvement are based on data that align professional learning priorities, design and assessments to content and pedagogy for all students, especially significant subgroups of White, Two or More Races, Hispanic, Students with Disabilities, EL, and SED students. The system uses an evidence-based approach which focuses on specific topics throughout the year for sustained learning that enables teachers, staff, and administrators to acquire the new content, practice the strategies, and assess whether the professional development improved practice and student outcomes.

The teachers meet in grade level and departmental teams to ensure collaborative learning process for teachers to positively impact student learning throughout the school. The special education, educational support services team, and teachers collaborate to focus on students with significant learning and/or behavioral needs through manageable caseloads, differentiated curriculum, accommodations and modifications ensuring that they meet the goals of student learning. The LEA, with input from all educational partners, will set goals for the following year based on student

achievement, behavior, and attendance data. Then through a collaborative process, the teachers, parents, staff, administrators, and community will then determine how to utilize funds and how to dedicate resources for professional learning to accomplished identified goals. This is evident in the annual LCAP. The LEA utilizes the system of professional growth and learning in alignment with state and federal requirements and resources.

The LEA has a system of support for teachers, administrators, and school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities. Each staff member works with their supervisor at the beginning of the year to establish goals that include opportunities for professional growth and development. For clerical and classified staff, they learn to share responsibilities to support each other, attend job-specific trainings, collaborate with colleagues from other school sites, attend conferences and workshops related to their jobs. For new teachers, this may include completing a new teacher induction program, clearing their credential, taking additional classes, completing a master's degree, working with a veteran teacher who will mentor them by lesson modeling, peer observation and co-planning lessons. Veteran teachers receive an opportunity to serve as a mentor teacher, lead professional development sessions in an area of expertise, serve as a teacher leader, serve on committees, attend conferences of their choice as decided by their identified annual goals that are approved by their supervisor, and often times return from conferences/workshops and present covered material to the other teachers and staff. New administrators are provided an opportunity to clear their Administrative Services Credential, attend administrator/leader trainings/workshops, and work with seasoned administrators. Administrators can advance by attending trainings, workshops, and conferences such as those presented by California Charter School Association and Charter School Development Center. The LEA determines how this system promotes professional growth and ensures improvement by evaluating the success of each staff member at the end of the school year to determine if they met or exceeded their established goals, reviews multiple measures of student data, and analyzes the data over time. The administrators ensure proper participation by verifying sign-in sheets, observing strategies in the classroom, analyzing data, and determining that professional growth is occurring and improvements in teacher capacity and student achievement is realized. Most importantly, the LEA uses input provided by staff, teachers, and administrators following a professional learning session and again later in the school year to determine if professional learning is implemented and sustained.

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:

Not applicable for Charter Schools

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 decisions made about the use of supplemental federal funds including updating and improving activities supported under Title II, Part A are discussed at the school level in grade level and departmental team meetings, with parents in annual town hall meetings, and with parents and staff through surveys that advise decision making at the LEA. The schoolsite council will be made up of parents, teachers, classified staff, parents, and community members. The SSC will provide feedback and input on the school program, the activities supported by federal resources, and promote school and community partnerships. The SSC will discuss academic performance, provide input on the school program and supplemental services to make improvements with Title funds as part of the LCAP conversations at the LCAP town hall meetings in the fall and spring each year. Parents, teachers, staff, and students complete an annual needs assessment which provides feedback on the LEA goals and services. The results of the survey are discussed at the town hall meeting each spring. Staff meet weekly and discuss the effectiveness of professional learning as part of the school culture. The decisions consider the needs of the LEA based on student achievement data to include CAASPP, ELPAC, CAST, Fastbridge assessments, attendance data, discipline referrals and suspensions, and student demographic data to include significant student groups. Further, the LEA will review the activities specifically supported by Title II by reviewing the professional learning provided, a summary of staff evaluations, and the evidence of professional learning through summaries of sign-in sheets, observed strategies in the classroom, improvements of teacher capacity by meeting identified goals and improved student learning. The student achievement data, student demographic data, and professional learning data is used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

- (A) The LEA has several relationships that support the school in implementing activities under this subpart. The LEA uses their own staff for art, foreign language, drama, handwork, gardening, drama,

and music education to ensure a well-rounded education and funds are used to stock the classes with paints, charcoal, pastels, paper, brushes, musical instruments, sound systems, lights, costumes, textiles, sewing machines, gardening tools and supplies, scripts, and other arts materials.

The LEA partners with School Steps to provide site-based speech and language services, school counseling and psychologist services, social groups, and social emotional lessons and supports. The LEA partners with Catapult Learning to provided social-emotional lessons and small group interventions. Catapult Learning is also providing small groups academic interventions and after-school academic enrichment opportunities for students. Teachers receive professional development from School Steps and Catapult Learning staff to have a deeper understanding of the services and supports being provided so that the work being done by community partners can be supported within the classroom.

(B) The LEA will use Title IV funds to support access to art, handwork, language, gardening, music, drama, SEL, extended learning opportunities, and site-based interventions. As a comprehensive K-8 school, the LEA offers broad access to courses to ensure that all students receive a well-rounded education. The LEA provides students, especially those in identified student subgroups, the necessary supports and interventions to be successful in these classes that are offered.

(C) The LEA is committed to making sure that all students are safe and healthy. The Title IV funds will be used to promote a supportive school climate by providing site-based services for social-emotional learning. The school is committed to reducing the use of exclusionary discipline and promote supportive school discipline through Positive Behavior Intervention and Supports (PBIS). The approach to PBIS has been found to decrease suspension rates, preventing violence, and an increase in student self-esteem and self-regulation. This type of support has long-term benefits that includes bullying and harassment prevention, drug and violence prevention, suicide prevention, conflict resolution and fewer mental health issues caused by trauma.

(D) The LEA will use Title IV funds to support high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement. The LEA will use funds to support curriculum designed to teach keyboarding skills, engage students in thoughtful conversation and problem-solving on topics of media literacy and responsible usage of the internet and technology.

(E) The LEA will periodically evaluate the effectiveness of the activities carried out under this section. The LEA develops the LCAP and all of the subparts in consultation with all of its educational partners during town hall meetings, surveys, engagement meetings with school leadership, teachers and staff during professional development sessions, and at the administrative level reviewing the most common strategies or obstacles to success. The educational partners including teachers, parents, staff, and administrators complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year plan to meet the LCAP goals and objectives as measured by the measurable outcomes in order to determine which services should continue, change, or be replaced.