

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

## School Year

2023-2024

## Date of Board Approval

6/20/2023

## LEA Name

The Cottonwood School

## CDS Code:

09618380139006

## Link to the LCAP:

*(optional)*

## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by  
State and Local Educational Agencies

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners  
and Immigrant Students

### TITLE IV, PART A

Student Support and Academic  
Enrichment Grants

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

*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.

**This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.**

**The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.**

**Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.**

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 Cottonwood School (TCS) is a direct-funded, WASC-accredited, public charter school that began its operations on July 1, 2019. TCS is dedicated to providing flexible and personalized learning experiences through a variety of innovative programs. The school's primary goal is to offer standards-based education that equips students with the necessary skills for success in college, career, and life in the 21st century. Additionally, TCS focuses on nurturing the whole child, considering their social, emotional, and physical well-being.

TCS caters to independent study and homeschooled students, accommodating students from Transitional Kindergarten through grade 12. By offering programs tailored to each student's unique learning needs, TCS ensures a personalized approach to education. This approach allows students to have more control over their learning experiences, promoting self-directed learning and encouraging them to take ownership of their education.

As a public charter school, TCS receives direct funding, meaning it operates independently of traditional school districts. This allows the school to have more autonomy in designing its curriculum and implementing innovative teaching methods. Moreover, TCS has achieved accreditation from the Western Association of Schools and Colleges (WASC), which validates the school's commitment to meeting high educational standards.

Overall, The Cottonwood School strives to create a supportive and engaging learning environment where students can thrive academically, develop essential life skills, and pursue their passions with the guidance of dedicated educators.

## 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.

Our LCAP (Local Control and Accountability Plan) Goals focus on three key priorities:

Conditions of Learning: Ensuring high-quality teaching and learning experiences.

Improving College and Career Readiness: Preparing Students for success in their future endeavors.

Improving Access and Success in a Broad Course of Study: Promoting equitable opportunities for students to pursue diverse subjects.

We have developed a Federal Addendum to our LCAP to align with these goals. This addendum outlines strategies and activities specifically designed to leverage federal funding. These additional resources will complement our overall approach covered in the LCAP.

One specific plan is to utilize ESSA (Every Student Succeeds Act) funds to enhance our state-funded programs. The objective is to support students in staying on track academically, mainly through implementing our personalized learning approach. By leveraging these funds, we aim to provide students with the necessary resources and support to help them succeed and thrive.

Title I refers to a specific section of the Elementary and Secondary Education Act (ESEA) that provides federal funding to support schools with high percentages of students from low-income families.

The following are the goals and actions outlined in the context of Title I:

Goal 1, Action 1: Utilize common internal assessments to measure student progress and identify struggling students. Increase targeted academic support for students who have yet to achieve proficiency on state assessments in English Language Arts (ELA) and Math.

Goal 1, Action 4: Provide additional devices to general education students who require them to access their curriculum, attend online classes, or receive direct virtual instruction.

Goal 2, Action 2: Conduct monthly professional development sessions for teachers to enhance their culturally responsive practices. This includes support for implementing a culturally responsive curriculum, engaging in book clubs, organizing in-service days, and distributing newsletters. The aim is to ensure that all programs are culturally and linguistically responsive to the needs of students and their families, particularly English Learners, Students with Disabilities, Foster Youth, Homeless Youth, and other specific student groups.

Goal 2, Action 4: Establish a digital library program that fosters digital literacy skills development and improves academic achievement. This program will mirror college approaches to technology and information literacy centers, providing students with online access to a wide range of books. Additionally, it will include support for English Learners, such as audiobooks and books written in their native language.

These goals and actions demonstrate the utilization of Title I funds to address the specific needs of students from low-income families, aiming to improve their academic progress, provide necessary resources, enhance cultural responsiveness, and foster digital literacy skills.

Title II refers to a section of the Elementary and Secondary Education Act (ESEA) that focuses on supporting teachers' professional development and improving educators' effectiveness. The following is a goal and action outlined within the context of Title II:

Goal 3, Action 1: Enhance teachers' and administrators' professional growth and improvement systems by providing staff training related to formative, diagnostic, and interim assessments. The objective is to ensure that staff members thoroughly understand how to interpret assessment results effectively and make appropriate modifications to curriculum and instruction based on the data generated by these assessments.

The goal of offering training on formative, diagnostic, and interim assessments is to optimize the use of assessment data to inform instructional decision-making. Educators will be equipped with the necessary knowledge and skills to analyze assessment results, identify areas of student need, and make targeted adjustments to curriculum and teaching strategies accordingly.

This action demonstrates a commitment to ongoing professional development and improvement within the educational institution. It aims to empower teachers and administrators with the tools to utilize assessment data effectively and make data-driven instructional decisions.

Title III refers to a section of the Elementary and Secondary Education Act (ESEA) that addresses language instruction for English learners. The following is a goal and action outlined within the context of Title III:

Goal 2, Action 2: Organize monthly parent meetings, in addition to regular Home-School-Teacher (HST) meetings, with a specific focus on helping parents understand state academic standards and their connection to their children's academic needs. These meetings aim to ensure that parents gain knowledge about the educational content and English language proficiency requirements, allowing them to support their children's learning effectively.

By providing dedicated parent meetings, the goal is to engage parents in their children's education and create opportunities for them to develop a deeper understanding of the academic expectations set by state standards. This understanding will enable parents to align their support with their children's educational goals and assist in improving their English language proficiency.

These monthly meetings will serve as a platform for communication and collaboration between parents and educators, fostering a partnership to support the educational progress of English learner students. By equipping parents with knowledge about academic standards and their connection to their children's needs, the aim is to enhance student learning outcomes and promote a supportive learning environment.

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

#### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

#### Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

**TITLE II, PART A**

**Title II, Part A Activities**

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.



**ESSA Provisions Addressed in the Consolidated Application and Reporting System**

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

**TITLE I, PART A**

**Poverty Criteria**

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

## 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) – *Not Applicable to Charters and Single School Districts.*

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.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDE's website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
  - a. Number of low-income students
  - b. Number of minority students
2. Does the LEA have an educator equity gap –
  - a. If yes, must create a plan which must include root cause analysis of the disparity
  - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"><li>• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or</li><li>• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)</li><li>• An individual who holds no credential, permit, or authorization to teach in California.</li></ul> <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p>

	<ul style="list-style-type: none"> <li>• <b>Provisional Internship Permits,</b></li> <li>• <b>Short-Term Staff Permits</b></li> <li>• <b>Variable Term Waivers</b></li> </ul> <p><b>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</b></p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> <li>• General Education Limited Assignment Permit (GELAP)</li> <li>• Special Education Limited Assignment Permit (SELAP)</li> <li>• <b>Short-Term Waivers</b></li> <li>• <b>Emergency English Learner or Bilingual Authorization Permits</b></li> </ul> <p><b>Local Assignment Options</b> (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

## Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

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

During the 2020-2021 school year, we conducted extensive outreach and engagement with families, recognizing the challenges posed by COVID-19. This included parent surveys and Home-School-Teacher (HST) meetings to gather valuable information for the following school year. We understood the importance of gathering family input to inform our Local Control and Accountability Plan (LCAP) for the 2021-2022 school year.

Throughout the school year, we collect data from a wide range of stakeholders, including parents/guardians, students, staff, and community members. We utilize a series of meetings and surveys to gather their perspectives and priorities. Additionally, we organize virtual town hall meetings and focus groups to gather additional insights related to the LCAP.

Specifically for parents and family members, we hold meetings where families can provide input on their priorities for the LCAP. Staff members discuss the LCAP during DELAC meetings and conduct one-to-one meetings with students and families. These comments, suggestions, and the data we collect on student achievement and school climate are essential for developing the LCAP goals, actions, and services.

As a Title I school, we actively involve parents of Title I students in an organized, ongoing, and timely manner. Parents have opportunities to participate in the planning, reviewing, and improving our Title I programs and the Title I parental involvement policy. This policy is distributed annually in the Parent Student Handbook and is included in the board policy. It is also available on our school website, with hardcopies available from the school office upon request.

Our Parent and Family Engagement Policy complies with Federal and State regulations. This policy is updated annually based on feedback from our parent advisory group, the Parent Advisory Council, and any relevant updates to the Every Student Succeeds Act (ESSA).

We actively involve parents in the school's governance through surveys, ELAC/DELAC meetings, and our parent advocacy group. Parent groups may also contribute to community outreach, resource development, extracurricular programs, and community service projects. We consider parents/guardians as our partners in educating our students, and we have dedicated staff to support Title I parents/guardians in participating in school activities and meetings. This support extends to parents/guardians with limited English proficiency, disabilities, and/or migrant students. We ensure that all school information and reports are provided in a format and language that parents/guardians can understand, utilizing digital formats that can be translated using technology.

Additionally, we provide interpreters, translators, and/or American Sign Language as needed. Educators maintain regular communication with parents and families regarding school events and students' progress through platforms such as Zoom, email, phone, instant messaging, or text. We have established an ongoing process of gathering information through regular surveys to continue fostering collaboration with our school community.

To meet this requirement, LEAs must provide a description of the following:

**ESSA Section 1112(b)(3):** how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

**ESSA Section 1112(b)(7):** the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))

3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Our Targeted Support Program aims to address the achievement gap and provide additional support in mathematics instruction for students in grades 6th to 9th. We have identified this as a critical period where low-income students and some students may start to disengage from school. Our theory of action is centered on providing intensive support during these grades to ensure struggling students meet state academic standards and be well-prepared for high school, college, and future careers.

To achieve this, we have designed small intervention classes in math, delivered virtually, as we have identified math as an area with the widest achievement gap. This approach allows teachers to dedicate more time and build relationships with struggling students. In addition to academic support, we recognize the impact of socio-emotional challenges on student success. Therefore, we are also enhancing socio-emotional support within our school.

Most of our Title I funding will be allocated to improve the performance of low-income students and other students who need to meet math standards. We may also use Title I funds to facilitate parent involvement and education activities, such as parent workshops and providing access to Xello, our online college and career planning software. Additionally, we will address the needs of homeless students.

Our academic support program offers resources and interventions to ensure students meet academic standards. These include tutoring services, personalized educational plans, personalized curriculum options, intervention instructors, virtual academy instructors, instructional administrators, online academic support, instructional materials, technology, curriculum development, academic incentive programs, Career & Technical Education (CTE) Pathways, and college and career preparation. These evidence-based intervention programs aim to support all students, specifically focusing on the lowest-achieving students and student groups at risk of not meeting grade-level proficiency.

We actively engage parents through community connections opportunities, parent education meetings, workshops, and classes. We utilize multiple communication methods and provide incentives to encourage parent engagement. Our strategies encompass counseling, additional teacher professional development, parent engagement opportunities, and supplemental curricular materials. Social-Emotional Learning (SEL) classes are conducted weekly, and we prioritize curriculum development, professional development, parent meetings, training, and the availability of SEL specialists and psychologists.

Our utilization of Title I funding is geared explicitly towards providing intensive targeted support to address the achievement gap among unduplicated, high-need students. We can identify students in greatest need of support by leveraging data from CALPADS, Home Language Surveys (HLS), Household Data Collection (HDC) forms, and Housing Questionnaires. Socioeconomically disadvantaged students, English Learners, and Foster youth students who need to make adequate progress toward grade-level academic standards receive targeted support to help them achieve their academic goals. This includes academic and social-emotional intervention and support and actively involving parents and the community in the educational process.

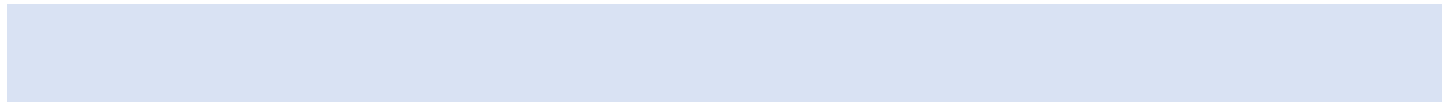
## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

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:**



### **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:**

TCS recognizes the importance of providing equal educational opportunities to all students, including those who are homeless. With the support of Title I funds, we are committed to implementing programs and services aligned with the provisions of the McKinney-Vento Homeless Act. Our goal is to ensure that every child of a homeless individual and every homeless youth has access to the same free and appropriate public education as other children.

To promote inclusivity and accessibility, we actively inform parents through outreach materials, websites, and social media platforms that our school is open to enrolling and providing services to all students. We provide contact information for additional enrollment information, and we emphasize that a student's Individualized Education Program (IEP) or report card is not required prior to enrollment or participation in any attendance lottery.

As part of our commitment to serving homeless students, we designate a Mobile Youth Coordinator (MYC) from our leadership team. The MYC receives annual training on appropriate enrollment practices and techniques for homeless students and families. They guide families through the enrollment process, regardless of documentation, and provide pamphlets informing them of the services available. The pamphlets also include contact information for our homeless liaison, ensuring parents and students know who to contact for assistance.

The responsibilities of the MYC include:

We identify homeless students through coordination with school personnel, other entities, and agencies.

Ensuring homeless students are enrolled and given equal opportunities to succeed in school and various programs. Any enrollment disputes are mediated according to the law, Board policy, and procedure.

Ensuring that homeless families and students receive all eligible educational services. We inform parents/guardians about available educational services and opportunities and provide meaningful opportunities for them to participate in their children's education. We offer technology, supplies, and counseling to support homeless students academically and socially-emotionally.

At TCS, we provide additional services to homeless students, including educational planning, assistance with participation in school programs and college entry programs, tutoring or instructional support, expedited evaluations, referrals for medical, dental, counseling, and housing services/programs, coordination between schools and agencies, and assistance with obtaining or transferring records for easy enrollment.

We uphold the rights of homeless students, which include:

- Equal access to all educational programs and services, including transportation and school nutrition programs.
- The right to continue attending our school for the duration of their homelessness or the current school year.
- The right to return to our school if TCS was their most recent previous school.
- The right to receive all eligible educational services.

By providing these rights and services, we aim to ensure that homeless students have the support they need to thrive academically and personally while overcoming the challenges associated with homelessness.

## **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) 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:**

At TCS, we support students and families during transitions to ensure a smooth and successful educational journey. Here's how we address various transitions within our school model:

#### Transition to TCS:

At The Cottonwood School, we understand the importance of a smooth transition for our students and their families. That's why we provide detailed information about our educational model through engaging videos and materials during the enrollment process. The initial meeting with the homestudy teacher (HST) is a fantastic opportunity for parents and students to become familiar with our school policies and expectations.

But we don't stop there. We believe in personalized education, which is why we work closely with our high school counselor to develop an Individual Learning Plan (ILP) for each student. This plan takes into account their unique needs and goals, ensuring a seamless transition from their previous school programs to our flexible and rigorous academic curriculum at TCS.

We're committed to supporting our students every step of the way, and the ILP plays a crucial role in ensuring their success. We're here to provide guidance and create an environment where they can thrive academically and personally.

#### Supporting All Transitions through Social Emotional Learning (SEL):

We recognize that transitions can be challenging for students, whether they are related to changes in schools, personal circumstances, medical situations, or societal shifts. We have implemented a comprehensive Social Emotional Learning (SEL) program to support our students during these transitions.

Our SEL team is dedicated to providing the necessary training and resources to both staff and students. They conduct comprehensive trainings that equip our staff with the knowledge and tools to support students during transitions. These trainings cover various aspects of SEL and provide guidance on how to effectively navigate and address students' emotional and social needs during times of change.

For students, our SEL program includes slide show presentations and supplemental resources aligned with monthly themes focused on developing key social and emotional skills. These themes, such as gratitude and accountability, help students understand and manage their emotions, build positive relationships, and develop resilience. By incorporating these themes into our curriculum, we ensure that SEL is integrated into students' daily learning experiences.

We are committed to expanding our SEL program by offering additional curricula for all grade levels. This will allow us to provide targeted support and instruction on social and emotional skills for different age groups, ensuring students have the tools to navigate transitions successfully.

In addition to staff and student training, we understand the importance of involving parents and families in the SEL program. We plan to conduct parent trainings and workshops to provide parents with strategies and resources to support their children during transitions. We also value the input of our stakeholders and actively seek their engagement in the SEL program. This includes gathering feedback from school staff, sending surveys to families, conducting parent focus groups, and regularly communicating through newsletters, emails, and meetings.

By prioritizing social and emotional learning, we aim to create a supportive and nurturing environment where students feel equipped to manage transitions effectively, develop resilience, and thrive academically and emotionally.

#### Transition from Middle School to High School:

At TCS, we understand the importance of preparing 8th-grade students for the transition to high school. To support their success, we offer a specialized course called "High School Prep Study Skills." This course focuses on equipping students with essential study and organizational skills to contribute to their high school academic success. As part of this course, students have access to the career planning platform Xello, which allows them to explore various career options and align their academic goals with their future aspirations.

In addition to the study skills course, we provide ongoing support through Friday Drop-In sessions conducted via Zoom. These sessions allow students to ask questions and seek guidance on any aspect of their high school journey. Our High School Coaches, High School Success Coordinator, and Homestudy Teachers (HST) are available during these sessions to address student concerns and recommend curriculum adjustments based on their evolving life goals. Personalized support and guidance are crucial for helping students make informed decisions about their academic pathways.

By offering targeted study skills training, access to career planning resources, and regular opportunities for students to seek guidance, we aim to ensure a smooth transition from middle school to high school and empower students to thrive academically.

#### Transition from High School to College and Career:

At TCS, we are committed to supporting our students in meeting graduation requirements and preparing for their future college and career paths. For students who may need more credit, we provide targeted support to help them catch up and meet the necessary requirements. We also offer concurrent enrollment opportunities, allowing students to earn college credits while still in high school, giving them a head start on their college journey, or providing valuable job skills.

Our teachers receive training on relevant topics to ensure they are equipped to guide students effectively. Counselors are crucial in a meeting with students to discuss schedules, class selection, and graduation requirements. They work closely with students to create individualized plans that align with their goals and aspirations.

We utilize various resources to support career planning and exploration. Xello is an integral part of our program, providing students with tools to explore different career paths and make informed decisions about their future. We also offer Career & Technical Education (CTE) pathways, informing students about the available course options that align with their career interests. Through collaborations with virtual programs and local colleges, we enhance access and success in CTE pathways, providing students with valuable hands-on training and skill development opportunities.

Our High School Coaches and Success Coordinators work closely with teachers to provide guidance on how best to support students in their transition to college and career. We actively collaborate with local colleges to ensure that concurrent enrollment options are accessible to our students, providing them with a seamless transition into higher education.

Our transition team provides dedicated guidance, mentorship, and support for students with special education needs through the NextUp Curriculum. This curriculum is designed specifically to facilitate an effective and meaningful transition to high school for these students, addressing their unique needs and ensuring their success.

By focusing on personalized support, academic planning, career exploration, and collaboration with external partners, we aim to empower our students to navigate transitions successfully and achieve their educational and career goals.

#### **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:**

Our digital library program is designed to emulate the approaches used in colleges, creating centers of technology and information literacy. Through this program, students can access a wide range of books online, allowing them to explore various genres, subjects, and perspectives. We understand the importance of inclusivity, so our digital library includes English Learner supports, such as audiobooks and books written in their native language. This ensures that all students, regardless of their language background, can engage with the resources and enhance their learning experience.

By offering a digital library, we aim to foster a love for reading, improve digital literacy skills, and provide equal access to educational resources. Empowering students with these tools will enhance their academic achievement and prepare them for success in the digital age.

## **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:**

##### **Address these questions:**

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

At The Cottonwood School, we strongly emphasize providing ongoing professional learning opportunities for our staff. Continuous growth and development are essential for improving student achievement. Here are some of the ways we support our teachers, administrators, and staff in building their professional capacity:

**Beginning/New Teacher Support Program:** Our Instructional Administrators (IAs) serve as mentors to beginning/new teachers, offering intensive and individualized support tailored to their needs and aligned with our schoolwide initiatives and goals. This mentorship helps accelerate the growth of new teachers and strengthens their instructional practice.

**New Administrator Support:** We provide coaching and mentorship to new administrators, ensuring they receive the guidance and support they need to succeed. This support is provided through our school leadership and external programs such as the Ventura County Office of Education (VCOE) and the Placer County Office of Education (PCOE).

**New Teacher Support:** We have a comprehensive year-long support program in place for new teachers. This program assists them in various areas, including lesson planning, supporting English Learners and students with special needs, and implementing the curriculum effectively.

**Monthly IA Meetings:** Regular monthly meetings are held where Instructional Administrators, teachers, and administrators come together to review student achievement data, discuss curriculum, share practical instructional practices, and address academic support needs. These meetings also provide focused support for English Learners, social-emotional supports, and formative assessments.

We believe in a data-driven approach to professional learning and improvement. Our systems and programs are regularly reviewed and adjusted based on the analysis of student achievement data, including our internal diagnostic assessment tool, STAR360. We also gather feedback through professional learning feedback surveys, interviews, and various meetings and discussions to ensure our professional growth initiatives are effective and meeting the needs of our staff and students.

By investing in professional learning and continuously refining our practices, we aim to enhance student achievement and create a culture of excellence within our school community.

### **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).

**Address these questions:**

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

We are single school charter.

**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:**

**Address these questions:**

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
  - a. Teachers
  - b. Principals and other school leaders
  - c. Paraprofessionals (including organizations representing such individuals)
  - d. Specialized instructional support personnel
  - e. Charter school leaders (in a local educational agency that has charter schools)
  - f. Parents
  - g. Community partners
  - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

At The Cottonwood School, collaboration with our stakeholders, especially families, is highly valued. We actively seek and analyze feedback from all stakeholders to ensure continuous improvement in our educational programs. Here are some of the ways we gather feedback and monitor the effectiveness of our initiatives:

**Student and Family Engagement Surveys:** We administer annual surveys to students and families to gauge their engagement and gather insights into their academic and social-emotional needs. The survey responses provide valuable information that helps us address any areas of improvement.

**Employee Evaluation Process:** Our teachers and staff undergo a regular evaluation process that includes constructive feedback and encourages professional reflection. This process ensures that all students have access to high-quality teachers and staff members.

**Professional Development Feedback:** Participants in our professional development workshops provide feedback through evaluations. We carefully review these evaluations to assess the relevance and effectiveness of the professional development offerings. This helps us refine and tailor our future professional development programs to better meet the needs of our teachers and paraprofessionals.

**Stakeholder Input:** We actively seek input from various stakeholder groups, including teachers, classified employees, students, and families. Their perspectives and insights are incorporated into the development of our Local Control and Accountability Plan (LCAP) to ensure it aligns with their needs and aspirations.

**Achievement Results:** We regularly analyze student achievement data using a variety of measures, including Smarter Balanced Assessment results, California Schools Dashboard Indicators, and our internal diagnostic assessment results (such as STAR360). Additionally, we utilize federal funds to invest in a robust student data analysis system, enabling us to gain comprehensive insights into student progress and adjust our programs accordingly.

By utilizing multiple feedback channels and monitoring metrics, we are able to identify areas for improvement, allocate resources effectively, and evaluate the effectiveness of our programs. Our goal is to continuously enhance the educational experience for our students and ensure their academic success.

## **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.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

At The Cottonwood School, teachers and parents play a crucial role in boosting student achievement. As a result, we prioritize quality professional development to ensure our students excel academically. Here's how we support our teachers and parents in their professional growth:

1. Maximizing Student Achievement: All professional development initiatives are designed to maximize student achievement, including that of our English Learners. We engage in long-term planning and supplement selected instructional materials to provide the best possible support for all students.
2. Sharing Best Practices: Our leadership team actively shares successful instructional methods and strategies with staff and parents of English Learners. By promoting effective instructional practices, we create a collaborative environment where everyone can contribute to the academic success of our students.
3. Monitoring and Support: Our dedicated staff continually monitors and supports students and families to enhance the effectiveness of instruction.

### **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.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

We do not receive Title III, Immigrant funding.

### **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.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
  - are focused on English learners and consistent with the purposes of Title III;
  - enhance the core program; and
  - are supplemental to all other funding sources for which the LEA is eligible.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

TCS is dedicated to supporting the language development and progress of English Language Learners (ELs) within our school. To ensure effective support, all students identified as potential English Learners based on the Home Language Survey will take the English Language Proficiency Assessment for California (ELPAC).

To facilitate access to grade-level content, TCS will acquire instructional materials that align with the California English Language Development (ELD) standards. These materials will assist ELs in accessing and comprehending grade-level content while simultaneously developing their English language skills.

Professional development opportunities will be provided for teachers to enhance their knowledge and skills in English Language Development. This will enable teachers to effectively support ELs in their language growth and academic progress. Additionally, specialized training will be offered to parents of English Learners through parent workshops, empowering them to actively support their child's language development at home.

By implementing these strategies and providing comprehensive support, TCS aims to ensure that English Language Learners make consistent progress in their language development and achieve the necessary proficiency levels for redesignation.

**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:

- (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.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

At TCS, the selection of instructional programs is guided by their strong foundation in scientifically based research and proven effectiveness with English Learners. These programs incorporate strategies such as increased dedicated time for reading and math and individualized instruction tailored to the needs of students acquiring English.

To ensure students' progress in English language proficiency, their language proficiency levels, as determined by the ELPAC, will be closely monitored. This monitoring allows for tracking students' advancement to higher levels of English language proficiency over time.

Assessment plays a crucial role in measuring student mastery of grade-level content standards. TCS utilizes a range of assessments, including standards-based assessments, the SBAC (Smarter Balanced Assessment Consortium), the STAR360 assessment, and other summative assessments. Teachers also maintain anecdotal records of their students' progress, providing additional insights into their academic growth.

English language proficiency levels disaggregate assessment results to facilitate targeted analysis and support. This allows for a deeper understanding of how different student groups are performing and informs instructional decision-making.

Furthermore, TCS is committed to monitoring the academic progress of reclassified students for four years after their reclassification to ensure their continued success. If English Learners or Reclassified Fluent English Proficient (RFEP) students need to make adequate academic progress, appropriate interventions are provided to support their needs. ELs at risk of retention receive additional intervention services to address their specific challenges.

By implementing these comprehensive assessment and intervention strategies, TCS strives to support English learners' academic growth and achievement, ensuring that all students have the necessary tools to succeed.

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

**Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)**

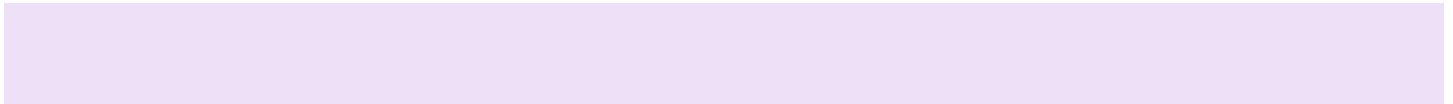
Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (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.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
  - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**



## **Title IV, Part A Needs Assessment**

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

### **Well-rounded Education Opportunities (ESSA Section 4107)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]

What activities will be included within the support for a well-rounded education?

[Enter a description of which activities will be included within the support for a well-rounded education]

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the program activities will be evaluated to determine future program planning]

### **Safe and Healthy Students (ESSA Section 4108)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]

What activities will be included within the support for safety and health of students?

[Enter a description of the activities to be included within the support for safety and health of students]

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the activities will be evaluated to determine future program planning]

### **Effective Use of Technology (ESSA Section 4109)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

[Enter a description of which activities will be included within the support of effective use of technology]

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the activities will be evaluated to determine future program planning]

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

[Enter date of last conducted needs assessment]

Title IV, Part A Program  
Rural Education and Student Support Office  
California Department of Education  
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education  
February 2022