

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

## School Year

2024-2025

## Date of Board Approval

6/11/2024

## 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

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

Title I Part A  
Title II Part A  
Title III Part A

*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 strategically aligns state, federal, and local funding to address priorities outlined in the Local Control and Accountability Plan (LCAP), ensuring a cohesive strategy for student engagement, school climate, academic achievement, family engagement, and student services. Leveraging the flexibility provided by the Local Control Funding Formula (LCFF) and the opportunities presented by the Every Student Succeeds Act (ESSA), Cottonwood tailors programs to meet diverse student needs, guided by continuous improvement cycles. LCAP goals and actions are aligned with student groups and assessment data, prioritizing support for various populations. Annual input from education partners informs thorough needs assessments, guiding resource allocation and interventions to enhance student outcomes. Parent and community engagement are prioritized, with initiatives like bilingual and transitional support services facilitating involvement. Reviewing LCAP actions identifies areas for supplemental federal funding, ensuring resources are targeted effectively. As a direct-funded, WASC-accredited charter school, Cottonwood offers personalized learning experiences from TK to grade 12, promoting self-directed education and meeting high standards of accreditation. Overall, Cottonwood aims to provide a supportive environment where students thrive academically and develop essential life skills.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The Cottonwood is dedicated to ensuring the alignment of federal funds with state and local resources, fostering a cohesive and integrated approach to educational initiatives. The school's commitment to alignment is evident in the careful consideration given during the drafting of the Local Control and Accountability Plan (LCAP). This planning process involves a thorough examination of how federal funds, particularly Title I funds, can complement and enhance activities funded by state and local resources. The allocation of Title I funds is intricately tied to identified needs within the student body and the broader community. By aligning federal funds with the LCAP, the school aims to create a seamless and coordinated strategy that addresses the diverse needs of students, thereby enriching the overall educational experience. The LCAP serves as a comprehensive roadmap, detailing the school's strategies, actions, services, goals, and measurable outcomes, ensuring a unified approach across different funding sources. To ensure coherence, the Charter School's Local Educational Agency (LEA) Federal Addendum to the LCAP specifically addresses strategies and activities funded by federal resources, supplementing the overall approach outlined in the LCAP. The Charter School is dedicated to offering supplemental services that effectively support students in meeting challenging academic standards. One notable initiative within this commitment is the intentional implementation of specialized intervention services designed for students identified as low-performing or at risk of failing. The school has developed a deliberate and gradual plan to transition towards this new model, ensuring a smooth and well-managed process for both families and teachers.

## 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.

For the poverty criteria, The Cottonwood School will use the number of children eligible for a free or reduced-price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.).

## 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 CDEs 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:

Not Applicable to Charters

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.

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:**

To address the requirements outlined in various sections of ESSA and provide thorough engagement approaches, detailed methods for parent and family involvement are outlined, along with a comprehensive strategy. This strategy includes disseminating policies, providing academic assistance and training, educating staff, coordinating programs, ensuring accessibility, and offering customized support. It's imperative to involve all parent demographics, including those facing language or disability challenges. Are listed below.

- The Charter School actively involves parents of Title I students in a well-organized, ongoing, and timely manner. Furthermore, parents play a vital role in the planning, evaluation, and enhancement of both Title I programs and the parental involvement policy. The policy will be distributed annually through the Parent Student Handbook and incorporated into the board policy. Additionally, it will be accessible on the school

website, with hard copies made available as needed from the school office. The Parent Engagement Policy ensures full compliance with both Federal and State regulations. Parents actively contribute to the school's governance by participating in surveys and engaging with the Parent Student Advisory Committee (PSAC). These parent groups have the opportunity to support the director in activities such as community outreach, resource development, coordination of extracurricular programs, and involvement in community service projects.

- Weekly informative parent newsletters, curriculum, and instruction newsletters are sent via email to keep parents updated on important events and provide guidance on supporting their children at home.

Parents and students engage in Learning Period Meetings with their teachers at least once every 20 school days. In these meetings, participants discuss and review completed assignments, set tasks for the next Learning Period, and evaluate student progress toward mastering standards using course outlines and state standards pacing guides. Each student has a personalized Assignment Work Record, AWR, created during these meetings, which involves the parent, student, and teacher. These sessions serve as an opportunity for teachers to assess the student's advancement in line with academic standards by reviewing their body of work. Using assessments, teachers also explore curriculum options and adjust the AWR, potentially incorporating intervention programs if needed.

For high school students, teachers and counselors consistently review the student's graduation plan with parents throughout the semester to ensure alignment with their post-graduation goals. Information from these reviews is utilized to assist students and parents in planning goals for the upcoming Learning Period. The student's learning and goals are documented, a shared document with students and parents, and later reviewed during the subsequent Learning Period meeting. These meetings not only strengthen relationships between teachers, students, and parents, fostering consistency but also serve as a platform for teachers to offer resources and connect families with local services when needed. Parent Information Sessions, including in-person events like our Curriculum Showcase and Back to School, to list a few, occur two to three times per year. These sessions provide families with opportunities to make informed decisions about curriculum options, elective choices, vendors, and available support resources.

- Weekly informative parent newsletters, curriculum, and instruction newsletters are sent via email to keep parents updated on important events and provide guidance on supporting their children at home. The newsletters include valuable tips and strategies to enhance student learning and success. Moreover, parents have the opportunity to attend office hours hosted by the various departments, where they can ask questions and seek guidance on curriculum and instruction matters.

Parent-teacher Learning Period Meetings are held at least once every 20 school days, allowing for collaborative discussions on completed assignments, setting goals for the upcoming period, and evaluating student progress against academic standards. During these meetings, personalized Assignment Work Records, AWR, are developed for each student, involving input from parents, students, and teachers. These meetings serve as a platform for teachers to assess student progress, explore curriculum options, and adjust as necessary, including incorporating intervention programs when needed.

Throughout the semester, high school educators and counselors regularly collaborate with parents to assess students' graduation plans, ensuring they align with their future aspirations. Insights gleaned from these discussions inform goal setting for the upcoming learning period. These objectives, alongside the student's progress, are recorded in a shared document accessible to both students and parents. Subsequently, during the next learning period meeting, this documentation will be revisited. These interactions not only foster closer ties between teachers, students, and parents but also enable the sharing of resources and connections with local services as needed.

TCS organizes parent information sessions, such as Back to School events, multiple times per year, providing families with valuable insights into curriculum options, elective choices, available support resources, and more. Additionally, curriculum and instructional resources are accessible to parents through various channels, including the Curriculum Showcase, curriculum training sessions, instructional resources, and the Lending Library.

- Our teachers and staff highly value parent participation, as evidenced by the significant attendance at parent Learning Period meetings, online student clubs, and parent online workshops, highlighting the effectiveness of these initiatives. Annually, parents consistently express a strong desire to participate in well-attended community events and field trips. The organization of these events is traditionally overseen by our Director of Community and the team of Community Coordinators, who play a crucial role in nurturing connections and ties within our school community.

TCS is dedicated to enhancing parent engagement by providing ongoing training and technical assistance to teachers and staff. This includes guidance on developing effective parent engagement strategies and activities, delivered during monthly staff meetings and through weekly staff newsletters. Our comprehensive approach ensures that teachers and staff are well-equipped to foster meaningful connections between the school and parents.

Our Special Education staff and teachers undergo comprehensive training and coaching on effectively collaborating with parents through the Individualized Education Program (IEP) process. Program specialists take a hands-on approach by modeling this collaborative work with staff, emphasizing the importance of providing extensive, clear explanations devoid

of jargon. This approach is particularly crucial when students are initially qualifying for services, ensuring that parents who may not be familiar with the IEP process feel well-informed and supported.

- Committed to compliance with ESSA and alignment with educational standards, the school actively collaborates with learning coaches and local organizations to enhance support for parents. Community Connect Center serves as a hub for information and workshops, fostering engagement. Regular communication channels, including newsletters and our school website, ensure our parents are well informed. TCS encourages and supports parents in actively participating in their children's education. The Lending Library further fosters engagement by serving as a parent resource hub for curriculum and tech support, thus complementing the school's commitment to comprehensive parental involvement.
- In our communication with parents, we take a proactive approach, recognizing diverse circumstances such as a potential lack of internet access or English not being the primary language at home. Our strategies include utilizing surveys, email, social media, school websites, telephone calls, and text messages. For families indicating a language other than English, we ensure translated communications to make information accessible. If standard outreach channels prove ineffective, administrators and regional coordinators personally call parents, particularly those with children who could benefit from services, tutoring, or programs. This personal touch often results in successful enrollment. Our website offers translation options. Additionally, we have a translation service and in-house translation services extend to phone calls, documents, event materials, and IEP translations.
- The TCS websites offer convenient access to resources and assistance for social-emotional learning (SEL). Every week, SELF newsletters cover specific topics and offer families guidance on fostering SEL at home. These resources include readings, classes, films, modeling supports, and links to free content. Parents and staff can schedule appointments during office hours for extra support. Students from kindergarten to grade 12 and beyond can join classes led by certified teachers in various formats. We provide weekly and bi-weekly sessions tailored to the level of instruction students need.
- Parent and family consultations, coupled with insights from our teachers who maintain extensive communication with families, serve as the driving force behind our parent participation planning. In response to valuable feedback from parents, we transitioned to a platform that facilitates targeted or mass communication through email and the website, ensuring accessible information. Recognizing the challenges of online learning and communication, we facilitated the direct shipment of Chromebooks and hotspots to families, ensuring equitable and efficient tools for each student.

TCS has approximately 9.2% of the English learner population; we provide translation services via the support of a bilingual teacher or translator. Assistive communication technology is also available as needed.

- In harmonizing the parent involvement requirements outlined in Section 1116 with the LCAP stakeholder engagement process, the LEA embraces a thorough approach. Continuous consultations with a diverse array of educational partners are conducted throughout the year to solicit input on their priorities through meetings and surveys, supplemented by additional information gathering, communication efforts, and focus groups.

Specifically concentrating on parents and family members, dedicated meetings are organized to actively gather their input on LCAP priorities. Administrators actively discuss the LCAP in Parent Student Advisory Committee (PSAC) meetings and various other parent gatherings, meetings, and training sessions. Parent comments and suggestions, coupled with student achievement and school climate data, play a pivotal role in shaping LCAP goals, actions, and services. This collaborative and inclusive approach ensures the seamless integration of parent involvement into the LCAP stakeholder engagement process, creating a more comprehensive and representative decision-making framework.

## **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.

N/A

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:**

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:**

At The Cottonwood School (TCS), we prioritize safeguarding the rights of all our students, including those experiencing homelessness. Our commitment extends to ensuring their enrollment and active involvement in educational and support programs. We pledge to fully comply with the McKinney-Vento Homeless Assistance Act, which mandates equal access to education for homeless children and youths.

To promote inclusivity and awareness, TCS integrates specific information into outreach materials, our website, and community meetings. Parents are informed that our school welcomes and serves all students, with a standardized contact number available for enrollment inquiries. Importantly, we stress that a student's Individualized Education Program (IEP) is not required for participation in enrollment lotteries or as a condition of enrollment. This underscores our dedication to accessibility and equal educational opportunities for all students, regardless of their housing status.

At TCS, we have a designated Mobile Youth Coordinator/Homeless Liaison (MYC) who undergoes annual training in appropriate enrollment practices for homeless students and families. This coordinator oversees the identification of homeless students by school staff and collaborates with other organizations and agencies in coordinated efforts.

Homeless students are offered opportunities to enroll and thrive in our school, with any enrollment disputes mediated according to the law, Board policy, and established procedures. Families and students receive all eligible educational services, with parents/guardians informed of available opportunities. To support homeless students academically and emotionally, we provide technology, supplies, and counseling. Graduation requirements are adjusted as necessary, and enrollment practices align with the McKinney-Vento Act.

Homeless students enrolled at TCS have equal access to all educational programs and services, including transportation and school nutrition. They maintain enrollment for the duration of homelessness or the current school year, whichever comes first, and receive all eligible educational services.

Through these efforts, TCS aims to create a nurturing and inclusive educational environment for all students, regardless of housing stability. With support from Title I funds, we are dedicated to implementing programs and services aligned with the McKinney-Vento Act, ensuring that every homeless child and youth has access to the same education as their peers.

**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.

At TCS, we're dedicated to ensuring smooth transitions for students and families throughout their educational journey. Here's how we address various transitions within our school:

#### Transition to TCS:

At The Cottonwood School, we understand the importance of a seamless transition for our students and their families. That's why we provide detailed information about our educational model through information sessions and our website's enrollment page, guiding parents through the enrollment process. The initial meeting with the homestudy teacher (HST) offers an opportunity for parents and students to familiarize themselves with our school policies and expectations.

But our support doesn't end there. We believe in personalized education, which is why we collaborate with our high school counselors to develop an Individual Graduation Plan (IGP) for each student. This plan considers their unique needs and goals, ensuring a smooth 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 IGP 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):

Transitions can be challenging for students, whether related to changes in schools, personal circumstances, medical situations, or societal shifts. To support them during these times, we've implemented a comprehensive Social Emotional Learning (SEL) program.

Our SEL team provides training and resources to both staff and students, covering various aspects of SEL to support students' emotional and social needs during transitions. For students, our SEL program incorporates monthly themes focused on developing key social and emotional skills, such as gratitude and accountability. These themes are integrated into our curriculum to ensure SEL is part of students' daily learning experiences.

We're expanding our SEL program to offer targeted support for all grade levels, providing students with the tools to navigate transitions successfully. We also involve parents through trainings and workshops, ensuring they have strategies and resources to support their children during transitions.

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

Preparing 8th-grade students for high school is crucial. We offer a specialized course called "High School Prep Study Skills," focusing on essential study and organizational skills. Students also have access to the career planning platform Xello to explore career options and align their academic goals with their future aspirations.

We provide ongoing support through Zoom sessions and office hours with our High School Coaches, High School Success Coordinator, and Homestudy Teachers (HST). Personalized guidance helps students make informed decisions about their academic pathways.

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

We support students in meeting graduation requirements and preparing for college and career paths. For credit-deficient students, we provide targeted support and offer concurrent enrollment opportunities to earn college credits. Our counselors help create individualized plans aligned with students' goals, utilizing resources like Xello for career exploration.

We collaborate with local colleges to enhance access to CTE pathways and provide hands-on training opportunities. For students with special education needs, our transition team offers dedicated support through the NextUp Curriculum.

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

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:**

**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 place significant emphasis on providing ongoing professional development opportunities for our staff. Continuous growth and learning are fundamental to improving student achievement. Here are the ways we support our teachers, administrators, and staff in enhancing their professional capacity:

**Beginning/New Teacher Support Program:** Our Instructional Administrators (IAs) act as mentors for new teachers, providing intensive and personalized assistance customized to their individual needs and in harmony with our school's broader initiatives and goals. This mentoring program expedites the professional development of new teachers and improves their instructional skills. Moreover, teachers with a preliminary credential receive a two-year induction program to facilitate the attainment of a clear credential.

**New Administrator Support:** We offer coaching and mentorship to newly appointed administrators, ensuring they receive the necessary guidance and assistance to succeed in their roles. This support is provided through our school leadership and external programs such as those offered by the Ventura County Office of Education (VCOE) and the Placer County Office of Education (PCOE).

**New Teacher Support:** We implement a comprehensive year-long support program for new teachers, aiding them in various aspects such as lesson planning, support for English Learners and students with special needs, and effective curriculum implementation.

**Monthly IA Meetings:** Regular monthly meetings are conducted, bringing together Instructional Administrators, teachers, and administrators to review student achievement data, discuss curriculum, share practical instructional techniques, and address academic support requirements. These meetings also offer targeted support for English Learners, social-emotional assistance, and formative assessments.

We adhere to a data-driven approach to professional development and improvement. Our systems and programs are regularly evaluated and adjusted based on the analysis of student achievement data, including our internal diagnostic assessment tool, STAR360, and academic online platforms. Additionally, we gather feedback through professional learning feedback surveys, interviews, and various meetings and discussions to ensure the effectiveness of our professional growth initiatives in meeting the needs of our staff and students.

Through investing in professional learning and continually refining our practices, we strive to elevate student achievement and cultivate 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, both educators and parents are integral to enhancing student achievement. Thus, we prioritize comprehensive professional development to ensure academic excellence for all our students. Here's how we facilitate the professional growth of our teachers and parents:

**Enhancing Student Achievement:** Our professional development initiatives are meticulously crafted to maximize student success, including that of our English Learners. Through long-term planning and supplementation of selected instructional materials, we strive to provide optimal support for every student.

**Sharing Effective Practices:** The leadership team actively disseminates successful instructional methods and strategies to our staff and parents of English Learners. By fostering a culture of collaboration and sharing best practices, we create an environment where everyone contributes to the academic advancement of our students.

**Continuous Monitoring and Support:** Our dedicated staff maintains ongoing monitoring and support systems for students and families, ensuring the effectiveness of instruction and providing necessary assistance to enhance student learning.

### **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:**

At TCS, we are committed to nurturing the language development and advancement of our English Language Learners (ELs). To ensure effective support, all students identified as potential English Learners based on the Home Language Survey will undergo assessment using the English Language Proficiency Assessment for California (ELPAC).

In order to facilitate access to grade-level content, TCS will procure instructional materials aligned with the California English Language Development (ELD) standards. These resources will aid ELs in comprehending and engaging with grade-level content while concurrently enhancing their English language skills.

We recognize the importance of continuous professional development for teachers to effectively support ELs in their language growth and academic progress. Therefore, opportunities for professional development will be provided to enhance teachers' knowledge and skills in English Language Development.

Moreover, specialized training will be offered to parents of English Learners through workshops, empowering them to actively participate in and support their child's language development journey at home.

Through the implementation of these strategies and the provision of comprehensive support, TCS endeavors to ensure that English Language Learners consistently progress in their language development and attain the requisite 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, our selection of instructional programs is guided by their robust foundation in scientifically based research and demonstrated effectiveness with English Learners. These programs integrate strategies such as increased dedicated time for reading and math, along with individualized instruction tailored to the unique needs of students acquiring English.

To monitor students' progress in English language proficiency, we closely track their language proficiency levels determined by the ELPAC assessment. This ongoing monitoring enables us to observe students' advancement to higher levels of English language proficiency over time.

Assessment plays a pivotal role in gauging student mastery of grade-level content standards at TCS. We utilize a variety of assessments, including standards-based assessments, the SBAC (Smarter Balanced Assessment Consortium), the STAR360 assessment, and other summative assessments. In addition, teachers maintain anecdotal records of their students' progress, offering further insights into their academic growth.

Disaggregating assessment results by English language proficiency levels enables targeted analysis and support, fostering a deeper understanding of the performance of different student groups and informing instructional decisions.

Moreover, TCS remains dedicated to monitoring the academic progress of reclassified students for four years after their reclassification to ensure their continued success. Should English Learners or Reclassified Fluent English Proficient (RFEP) students require additional support to make adequate academic progress, appropriate interventions are promptly provided. ELs at risk of retention receive supplementary intervention services tailored to address their specific challenges.

Through the implementation of these comprehensive assessment and intervention strategies, TCS is committed to fostering the academic growth and achievement of English learners, equipping all students with the essential tools they need to thrive.



## 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:**

The Cottonwood School (TCS) is taking advantage of the Federal Transferability of funds and planning to transfer them to the Title I, Part A, program. By utilizing the Federal ESSA Flexibility clause, TCS can move Title IV funds to Title I-A, which can help enhance the existing activities funded by the base Title I funding.

The transferred funds will be used in TCS's schoolwide program to provide additional assistance to students who are not achieving at their grade level. Since many of these students come from low-income families, these funds will play a crucial role in allowing them to effectively use technology both in school and in the workplace.

By utilizing these funds, TCS aims to enable the identified students to function at a higher level in the classroom. This support will not only help them academically but will also contribute to their overall self-esteem and well-being. Feeling better about themselves and their surroundings can positively impact their educational journey and future prospects.

It's commendable that TCS is prioritizing the use of these funds to benefit students in need and create an environment where they can thrive.

## **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.

What 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?

### **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.

What activities will 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?

### **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.

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])

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?

- 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:

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

California Department of Education  
February 2022