

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

Annual review and update approved by CalOPS Board of Directors on April 27, 2021

LEA name:

California Connections Academy @
Central
(California Connections Academy Central
Valley effective July, 2021)

CDS code:

54-71803-0112458

Link to the LCAP:

(optional)

https://www.connectionsacademy.com/Portals/81/documents/disclosures/2019_LCAP_Central_Final_6.24.19_ACC.pdf

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

Title I, Part A; Title II, Part A; Title IV, Part A

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

Instructions

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

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

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

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

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

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

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

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

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

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

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

Strategy

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

*Federal funds are used to supplement and enhance local priorities based on comprehensive needs assessment conducted throughout the school year. Student performance data, informal feedback from staff/parents/students, and formal survey feedback from staff/parents/students is compiled, reviewed, and discussed throughout the year at PLC meetings, SST meetings, data meetings, faculty meetings, leadership retreats, School Advisory Committee meetings, and the annual Title I parent meeting, etc. Data reviewed includes participation, attendance, course/lesson completion, course passing rates, graduation rates, formative assessment results, state assessment results, etc. and is broken down by subgroup (e.g., ethnicity, economic status, EL, homeless, special education, cohort status, etc.). Data is reviewed to determine the school's strengths and greatest areas of need which feed the LCAP and Federal funding strategies. **Evidence-Based Research:** Hamilton, Lara, Halverson, Richard, Jackson, Sharnell, Mandinach, Ellen, Supovitz, Jonathan, Wayman, Jeffrey, Pickens, Cassandra, Martin, Emily Sama, and Steele, Jennifer. (2009) *Using Student Achievement Data to Support Instructional Decision Making*. Institute of Education Sciences National Center for Education Evaluation and Regional Assistance.*

http://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf

For 2018-2019: Greatest Needs:

- 1. Improvement in Math – the school will use federal funds to support salaries and benefits for Response to Intervention (RtI) teachers and Intervention specialists who will provide additional assistance and supplemental interventions to students who have been identified as at risk of not succeeding in math based on student data. Interventions and assistance may include additional contacts/communication, additional one-on-one or small group lessons, enrollment in Supplemental Intervention Support Programs (SISPs), etc. **Evidence-Based Research:** DIFFERENTIATION: Pashler, Harold, McDaniel, Mark, Rohrer, Doug, and Bjork, Robert. *Learning Styles: Concepts and Evidence*. *Psychological Science in the Public Interest*. Vol. 9, Num. 3, December 2008. https://www.psychologicalscience.org/journals/pspi/pspi_9_3.pdf INCREASED COMMUNICATION: Lemov, Doug. *Teach Like a Champion 2.0*. Jossey-Bass, 2 edition, 2014. RTI: Main components of Response to Intervention are high-quality instruction, frequent assessment, and data-based decision*

making. Well implemented RtI programs can foster positive academic and behavioral outcomes for all students. Brown-Chidsey, Rachel and Steege, Mark. "Response to Intervention, Second Edition: Principals and Strategies for Effective Practice." Guilford Press, June 15, 2011.

2. *Graduation on Cohort AND overall Student Engagement and Retention – the school will use federal funds to support salaries and benefits for counselors who work with students who are at risk of being truant and aim to keep them on track, identify needs for intervention and other remediation, etc. Staff focus on student support services, truancy, family engagement, attendance, and dropout prevention. Counselors work with students and families to perform transcript analysis, determine needs, identify college and career goals, and set students on the path to meet those goals by identifying areas of need, developing differentiated plans/lessons for success, determining appropriate interventions, and monitoring student progress in coordination with teaching staff. **Evidence-Based Research: DROPOUT PREVENTION** Burzichelli, Claudia, Mackey, Phillip, Bausmith, Jennifer. (February 2011). Dropout prevention programs in nine Mid-Atlantic Region school districts: additions to a dropout prevention database. Institute of Education Sciences National Center for Education Evaluation and Regional Assistance. https://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2011103.pdf*
3. *Student Engagement and Retention for ELLs – the school will use federal funding to support salaries and benefits for ELL teachers who will provide assistance and intervention to students who are identified and placed in the EL program.*
4. *Professional development and tuition assistance will be focused on the areas of greatest need and to increase the number of fully qualified teachers. **Evidence-Based Research: 5 Characteristics of high quality professional development.** Dr. Jana Hunzicker, Assistant Professor, Department of Teacher Education, Bradley University, June 2010. <http://files.eric.ed.gov/fulltext/ED510366.pdf>*

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.

Coordination of activities is handled by school leadership. Federal funds are used to meet the same schoolwide goals that are identified in the LCAP and for which state and local funds are also used. Federal funds supplement state funds and school leadership monitors to be sure that federal funds are used to provide additional support for programs, services and activities funded through state LCFF and other state or local funding sources. The LCAP identifies activities where federal funds are used.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

- **Not applicable. LEA is a charter school.**

The CDE has recently updated the definitions of ineffective, inexperienced and out of field teachers. The updated definitions are found at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>. Under the new state law regarding teacher credentialing, CalCA is working to ensure proper credentialing for all teaching staff in accordance with the laws for charter school teachers. Credentials and teacher assignments are reported through the CalSAAS system and reviewed by the charter oversight agency. CalCA expects to have a very small number of teachers at any given time who fall under the definition of ineffective, inexperienced or out of field, and will actively to resolve those limited or temporary credentials so that all teachers are fully and properly credentialed for all assignments.

Parent and Family Engagement

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

Describe how the LEA will carry out its responsibility under Section 1111(d).

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

NOTE: ALL PARTS OF THIS SECTION MAY NOT FIT THE CDE SUBMISSION FORMAT.

Development, Implementation, and Evaluation of Schoolwide Plan (LCAP/LEA Plan)

The school's schoolwide plan (LCAP/LEA Plan) and the Parent and Family Engagement Policy and School-Parent Compact are updated annually based on feedback from parents, students, faculty, administrators, senior leadership, and the Board of Directors. At least one meeting of a Planning Committee (scheduled as part of the School Advisory Committee calendar) occurs annually, to which all parents are invited to participate. The school conducts, via a third-party, annual surveys each year that allows parents, students and staff to provide input on the school's program, policies, and procedures. Parent input is examined and considered from these surveys. All inputs are provided to school leadership who then updates the LCAP accordingly. The LCAP is submitted to the Board of Directors for final approval. Parents are also represented on the Board of Directors.

Provide assistance to parents to understand content standards, assessments, Title I programming, monitoring child's progress and how to work with educators

- *During the school year, teachers and parents communicate regularly via email, telephone and web conference. Teachers are required to formally conference with parents regularly. In addition, parents are directly involved in checking daily student work for completeness and may view student grades and other progress indicators in real time.*
- *For students who are struggling, school staff will meet weekly to develop an intervention plan that directly involves the student's parent/family.*
- *Parents see, in real time, an indicator of whether his/her student is on track and making adequate progress. Students not on track are identified as "approaching alarm" or on "alarm" if and when certain thresholds are reached related to completion of lessons, attendance, contact with the teacher, and/or submission of required assessments or portfolio assignments. The school contacts the parent of any student in "alarm" or "approaching alarm" by webmail, and when on alarm, by certified mail and/or telephone, to discuss issues impeding the student's progress and to discuss strategies for getting back "on track." Parents may then be involved in developing a formal plan to get the student engaged and making progress.*
- *Parents have multiple opportunities to shape the overall school experience. They can volunteer to chaperone student field trips and assist with student activities, act as a resource and support for other parents, serve on the school's Board of Directors and/or School Advisory Committee, as well as participate in Title I planning meetings.*

Provide materials and training for parents

- *Materials that are provided at no charge include online training, a handbook, and regular school newsletters. In addition, daily lesson plans for many courses assist parents in understanding the objectives of each lesson so that they can support their child's learning effectively. Teachers, a high school counselor, homeroom/advisory teachers, special education staff, family support specialists, the principal, and curriculum and technical support staff are also available via webmail or telephone to provide required assistance and advising support.*
- *The school also provides ongoing training and support to help parents carry out their important role while making optimum use of the available technology tools and professional teacher support to do so. The school's specific training and support efforts include on-site and in-print Parent/Caretaker Orientation to familiarize parents with the features and components of the online Education Management System (Connexus®), used by students, staff, and parents. The training also includes an effective understanding of the academic program (content, standards and assessment) as well as real-time tools for monitoring and improving student achievement. The school has staff who are specifically dedicated to providing family support and who can provide one on one support as well as tailored training materials and FAQs for parents.*
- *Connexus also provides parents/caretakers and students with a multitude of resources to assist their child in succeeding. Message Boards connect parents and caretakers. The Learning Coach Central website provides all parents with access to orientation and tutorials; information to help planning and excelling in*

the virtual school experience; check lists of daily tasks to complete; a library of quick clips and tutorials; resources to develop positive student mindsets and provide academic support; information about academic assessments; tips for staying informed, providing feedback, and connecting with other parents, etc.

Training for school staff on the importance of parent involvement

The school is committed to providing high-quality and ongoing professional development for both parents and staff to improve instruction and drive toward proficiency on state academic standards. The school is also committed to utilizing effective measures to involve parents in that process. Training includes sessions focused on communicating and working effectively with parents/families, how to develop personalized learning plans and individualize instructional programs, including communication with parents regarding instruction and assessments and how staff can work virtually and collaboratively in the best interest of each student.

Coordinate with parent involvement in other programs in the school

During the school year, teachers and parents communicate regularly via email, telephone and web conference. Teachers are required to formally conference with parents regularly. In addition, parents are directly involved in checking daily student work for completeness and may view student grades and other progress indicators in real time.

Parents have multiple opportunities to shape the overall school experience. They can volunteer to help with arranging field trips and other face-to-face activities among families who live nearby. Parents may be selected to serve as parent members of the Governing Board, may volunteer to serve on the School Advisory Committee, or may serve on ad hoc groups to focus on particular issues such as community partnerships and neighborhood outreach. Parents may also choose to join the Connections Academy Families Association, a national group of parents that has become very active in ensuring that parents' voices are heard throughout the Connections Academy network of schools at a national level.

The school conducts an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A plan as well as its use of other federal and state funding. The evaluation includes identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school uses the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. Evaluation methods include:

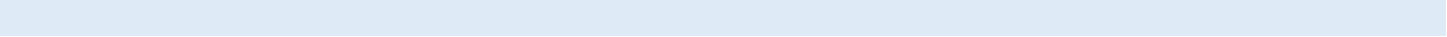
- Hold at least one annual meeting, with the option to participate via telephone or LiveLesson*
- Administer an annual parent satisfaction survey*
- Solicit feedback through multiple avenues, including the "feedback" link on Connexus®, in person appointments, telephone, and webmail*

Provide information in a format that is understandable to parents

The school makes effective use of all available technologies (WebMail, web conferencing, message boards, and telephone) to distribute information to parents. In addition, parents are encouraged to set up regular conferences to discuss their child's performance; regular newsletters announce upcoming school events and are available online to all parents. Certain critical communications may also be provided in print format – for example, the parent training modules are available in print as well as online, and official communications from the school about compliance or discipline issues are also provided via hard-copy mail. The school also develops and makes available, via Connexus, a state supplement school handbook that details all policies and procedures specific to the school. Presentations for the annual parent meeting and the School Advisory Committee meeting are designed to be readily understandable to a parent or general member of the community, and questions and comments are encouraged. Content provided for these meetings is also translated into Spanish.

Provide other reasonable support as requested

The school will, upon request or identification of need, translate materials, provide materials in a different format that is accessible to disabled parents, and/or conduct one on one or face to face meetings with a parent/family. This is beyond the trainings and orientations already available both online and, upon request, in print.



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:

NOTE: ALL PARTS OF THIS SECTION MAY NOT FIT THE CDE SUBMISSION FORMAT.

Note that the school operates a schoolwide program and does not serve any neglected or delinquent institutions.

The school utilizes a Response-to-Instruction (RtI) model that identifies students who are not progressing in classes for additional interventions (see section above for the process to identify struggling students). The first stage of intervention is provided by the classroom teacher. If this level of intervention is insufficient to make progress, the student is referred to the student study team for additional determination of need and intervention. Students are then assigned to an intervention teacher who will provide additional interventions and monitor progress.

In order to make informed decisions about intervention, teachers must:

- Be knowledgeable about the student's learning needs and learning style*
- Be knowledgeable about the intervention resource's instructional focus and verify that there is a match between the student instructional need and the program's instructional focus*
- Attend trainings comparing and contrasting the intervention resources being considered in advance of place students into one of them*
- Monitor the student response to the intervention at least bi-weekly by looking at data to inform the next instructional steps needed.*

Tiers of Instruction

Tier I: Core Curriculum with Differentiation

The core curriculum is the Pearson Online and Blended Learning research-based core reading and math curriculum aligned to state standards. In addition to core coursework, core curriculum includes teacher use of differentiated instructional strategies and resources that meet the needs of all students throughout the school year. All students have access to the core curriculum, work through their lessons, engage with interactive content such as Teachlet® tutorials, videos, virtual labs, and manipulatives, and demonstrate their understanding through multiple types of assessments. All of these instructional resources are part of the first level of a multi-tiered approach to support (Tier I).

Teachers regularly use a variety of instructional resources and strategies to enhance and extend learning through differentiated and personalized instruction for students who have distinct learning needs or who temporarily need extra support to master a particular skill or concept. A variety of instructional tools allows teachers to fill in skill gaps and expand learning while providing additional evaluative data on student achievement. Examples of differentiated instruction that can be used to support student learning as part of Tier

I instruction include enrollment of the student in Supplemental Instructional Support Programs (SISPs), additional one-on-one or group LiveLessons; using interactive whiteboards or webcams to model hands-on activities; etc.

Supplemental instruction that supports the core curriculum and includes differentiation must be documented as a Log note in the student's Log on Connexus. For example, when a teacher assigns an activity to reinforce learning for a student who is struggling with remembering a key concept or skill, this is documented in a Log entry. Log notes can be made available for parents to view when added as a progress note to the student's Personalized Learning Plan.

Tier II Instructional Support

When students do not make progress despite differentiated instruction within core curriculum in the first tier of instructional supports, teachers can consider Tier II support.

Tier II generally begins after a general education teacher has tried a variety of instructional supports and differentiation strategies over a four to six-week time frame without growth. Tier II instructional support can use many of the same strategies and/or research-based programs used for differentiation as part of Tier I, however, it is the increase in the frequency and intensity of their use that defines it as Tier II. Intervention should be systematic and targeted to the greatest area of student learning needs. Tier II instructional strategies, depending on the needs of the student, include targeted synchronous instruction, participation in specific instructional support LiveLesson sessions, lesson modifications, enrollment in third-party SISPs, and alternative methods of presenting material to provide support and guidance to assist these students with making significant academic growth. Frequent and formal progress monitoring is documented in the student's Log. Third-party SISPs provide strategic intervention and progress monitoring that help ensure that students are receiving instruction that meets their individual needs.

Tier II instructional support is typically provided 2-3 times per week for 20-30 minutes per session. Every 6-8 weeks, student progress is discussed by content-area teachers and the SST in order to ensure the student is receiving the appropriate level of instructional support and to consider alternate options if they are not. Formal progress monitoring is documented in the student's Log on Connexus every two weeks.

Tier III Instructional Support

Tier III includes the most intensive and frequent level of instructional support and is the next step in the RtI process for students who have not been successful in the core curriculum including differentiation activities or Tier II supplemental interventions. Tier III interventions are facilitated and monitored by general education teachers who increase the occurrence of synchronous direct instruction through the extensive use of LiveLesson sessions, blended face-to-face instruction, or other instructional strategies and research-based programs that are explicit, systematic, and targeted to specific student learning needs.

Students enrolled in Tier III level intervention receive 20-30 minutes of direct instruction 4-5 days a week to focus more intensively on skill deficits and areas of concern. Through Tier III interventions, students may be assigned a personalized course of study that allows for increased learning time in their areas of academic need. Time spent on electives and other supplemental courses is often minimized to focus on basic skills. Non-essential units may be skipped by the teacher to allow increased focus on the content area in need.

In addition to an increased focus on core curricular content, Tier III teachers may incorporate additional resources to assess and monitor student performance and address students' instructional needs. Tier III fosters a strong foundation in basic skills and increases self-confidence as the student progresses through the program.

Every 6-8 weeks, student progress is discussed by the content-area teachers and the SST in order to ensure the student is receiving the appropriate level of instructional support and to consider alternate options if they are not. Formal progress monitoring must be documented in the student's Log on Connexus every week.

Below are some of the Supplemental Intervention Software Programs (SISPs) utilized by the school:

NOTE: Additional SISPs may be implemented in the 2021-22 school year and the list will be updated again in Spring of 2022.

Resources for Phonemic Awareness:

Reading Eggs and MimioSprout® - for reading foundational skills, fluency, phonological awareness, phonics and word recognition in reading, key ideas and detail reading, conventions of standard English, and vocabulary acquisition and use. These programs offer a wide variety of reinforcement activities and a reward system, and animated activities and accompanying stories.

Resources for Reading Fluency and Comprehension

Raz-Kids™, Reading Eggspress, and SuccessMaker® – for reading literature, key ideas and detail reading, fluency reading, key ideas and detail, and range of reading and level of text complexity. These programs offer a wide variety of reinforcement activities and a reward system, immediate student feedback, step-by-step tutorials, progression from student’s instructional level, and a variety of tolls and manipulatives.

Resources for Math

Math-Whizz®, SuccessMaker®, and MathXL – for operations and algebraic thinking, fractions, measurement and data, geometry, real numbers, algebra, functions, and statistics and probability. These programs offer highly interactive engagement, immediate student feedback, and progression from the student’s own level, step-by-step tutorial interventions, a variety of tools and manipulatives, personalized assignments on needed skills, auto-graded assignments, and multimedia learning aids.

Think Through Math – starts with an adaptive diagnostic test that informs placement in the program. Students work on individualized pathways that reflect specific weekly and daily goals which can be customized by teachers.

Responsibilities

RtI is a shared responsibility involving school leadership, teaching staff, support staff, RtI/interventionist teachers, Caretakers/Learning Coaches/Parents, and students. Inclusion of the student’s family/guardians in this process is crucial.

School Leaders and Student Support Team

The SST is responsible for:

- Pulling an export (report) of the Response to Intervention/SST Summary Data and filtering to determine the names of students who have been referred to SST for review*
- Organizing, scheduling, and managing regular SST meetings at the school to identify students in need of intervention, monitor student progress in interventions, and determining when students are ready to exit a tier*
- Working collaboratively with content-area teachers to systematically update the student Log and Personalized Learning Plan*
- Assisting content area teachers with identification of appropriate SISPs or other research-based interventions*
- Attending regular meetings facilitated by Academic Training and Support Services*
- Monitoring compliance with state-regulated RtI processes*

Content Area Teacher

Teachers should regularly review and evaluate current and historical performance data to determine if additional support is need for students.

- *Review intervention recommendations from prior year's teachers*
- *Facilitating the RtI Progress Monitoring process*
- *Monitoring groups of students using intervention indicators, grade books, risks and alerts in Connexus, school year cycle reports, etc.*
- *Monitoring individual student data using instructional accommodations (e.g., IEP, 504 plan), parent input on student's academic struggles, student grade book, assessment objective performance reports, PLP progress, formative test scores, state test scores, assigned SISPs, CBAs, intervention indicators, etc.*
- *Maintain and update the student Log with progress monitoring data*
- *Maintain and update the students' Personalized Learning Plans, as the SST determines is needed for tiered support changes, in order to document parent input about effectiveness of the program*
- *Communicate regularly with stakeholders: throughout the school year, the teacher is responsible for maintaining ongoing communication about RtI and SISPs with Caretakers/Learning Coaches/Parents, Success Coaches, students, school counselors, special educators, school leaders, and SST*

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:

Note that the school does NOT receive McKinney-Vento funding. Services to homeless students are provided through Title I funds and through state funding sources.

Comparable Services

The school must, at all times, provide services to each homeless student that are comparable to services offered to other students in the school. Such services must include any program for which the student is eligible, e.g., special education, gifted and talented programs, limited English proficiency, summer school, and vocational education.

Immediate Enrollment

Enrolling students experiencing homelessness in school immediately is a legal requirement. The school must enroll the student experiencing homelessness, even if the student is unable to produce the records normally required for enrollment. The school will contact the school last attended to obtain relevant records. Records also can be accepted directly from the family or student if available and used until records can be obtained from the previous school. If immunizations or medical/immunization records are needed, the Homeless Liaison (Liaison) or the School Enrollment Specialist can assist in obtaining the immunization or records.

Clothing/Personal Hygiene

If a student is lacking or is unable to pay for shoes or clothing for physical education (as applicable), sports, weather appropriate clothing, personal garments or personal hygiene items, notify the Liaison to assist with obtaining such items for the student.

School Supplies and Fees

Students experiencing homelessness are to have meaningful opportunities to succeed and participate fully in school activities and all educational programs and services. Therefore, they are not to be excluded from clubs or activities or elective classes due to an inability to pay. In addition, students experiencing homelessness should be provided with the necessary school supplies to actively participate in their classes.

Free School Meals/Food

As a virtual school, the school does not provide meals to students since students do not attend in person classroom based instruction. The Liaison should assist the family/student to find resources that are available to assist students/families with food through other community resources.

Health Care

Students experiencing homelessness often do not receive medical attention on a regular basis, lack of health care coverage, and/or the documentation to receive Medicaid. Liaisons should assist students/families with obtaining documentation and completing the application necessary for Medicaid or other health care coverage. In addition, resources may be available to cover the necessary expenses for medical, dental, immunizations, eye, and hearing needs while waiting for coverage and/or the Liaison and/or Administrator can work with the family/student to suggest appropriate services through local Health Departments.

Mental Health

When mental health issues arise due to homelessness and impede a student's learning and ability to function appropriately, the Liaison should assist the student in accessing mental health services. Notices are also sent to all families regarding available mental health resources.

Academic Needs

Students experiencing homelessness often fall behind due to a lack of adequate time, place/space for completing homework assignments. Therefore, every effort should be made to assist the student with credit recovery, tutoring, and homework assistance. In addition, evaluations for educational programs should be expedited to provide the student experiencing homelessness with the necessary services to be academically successful.

Transportation

Under the McKinney-Vento Act, students experiencing homelessness are entitled to receive the services that are available to all students, including transportation. It is the Liaison's responsibility to ensure that parents and/or guardians are aware of these rights.

Since the school is a virtual school, transportation to attend school is not applicable. However, the school will help facilitate transportation for homeless students as need arises and on a case-by case basis if barriers or circumstances exist that would otherwise impair the student's successful participation in academically required or other meaningful opportunities. The only required school events that may require students to report somewhere other than their current residence would be state or school-mandated testing, which students take at proctored locations; and required in-person contract services listed in a student's IEP, such as speech therapy or occupational therapy.

Community Resources

Whether the student/family is new to the area or a life-long resident, they may not be aware of all the available community resources. The Liaison should provide the family/student with assistance in locating community resources available to them. A listing of local resources is also available to families through the message boards and is updated regularly by school staff.

Student Transitions

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

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

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

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NOTE: ALL PARTS OF THIS SECTION MAY NOT FIT THE CDE SUBMISSION FORMAT.

The school does not serve Pre-K students. But when entering kindergartners seek enrollment, enrollment and school staff work with those families to ensure a smooth and successful intervention. This begins during enrollment when, as part of the application process, school and enrollment staff work with parents of incoming students to determine the appropriate grade level placement for each child. Students identified as potentially working significantly above or below grade level take a placement test. Staff are also available to counsel parents about the online environment and whether the structure of the program is a good fit for their family and to answer questions about the school.

Longitudinal Evaluation of Academic Progress (LEAP) is a propriety pre-test/mid-test/post-test academic assessment. The LEAP Math and English/Language Arts pretests are important formative assessments that helps us to identify the strengths and weaknesses of each student and develop a more personalized instructional plan (PLP) for each student. The LEAP is a diagnostic tool, not a graded assessment. At the beginning and end of each academic year, the school administers the Longitudinal Evaluation of Academic Progress™ (LEAP) or other evaluation tools as pre- and post-assessments to students in grades K–8. These assessments provide instructional guidance for teachers and Learning Coaches, help teachers to construct and implement the Personalized Learning Plan (PLP), as well as provide an important measure of the student’s academic gains over the year.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is used for students in grades K-2, similarly to LEAP, to assess early literacy and reading skills. DIBELS a set of measures for assessing the acquisition of

early literacy skills for K-2 students at the school. DIBELS are fluency measures used to regularly monitor development of early literacy and early reading skills.

Fully implemented, this objective provides a means for our school to monitor the academic levels of pre-K students transitioning into Kindergarten. Using the assessment tools described above, teachers can gauge the preparation of those incoming students and adjust their instructional methods to meet the needs of their students. The developed PLP's provide the basis for assisting students throughout the school year and can be adjusted by the teacher and student each successive year. Progress monitoring with the LEAP provides regular intervals of benchmarking that will help understanding of whether a student is on track or is requiring appropriate and timely interventions.

An Early Intervention Program is also in place for grades K – 5.

Students in grades K – 5 who are identified by their teacher or parent as deficient in reading and/or mathematics skills are offered the opportunity to participate in our Early Intervention Program and receive direct instruction and support in reading and mathematics from a teacher who uses resources such as SuccessMaker Math and Math-Whizz. There may also be dedicated teachers who function as Mathematics Intervention Specialists and who provide instruction for students identified as below grade level, and additional support for students struggling in Mathematics.

In grades 4 and 5, students are introduced to a gradually increasing amount of the structure they will find in middle school. The middle school program is also designed to gradually allow students to take on increasing responsibility for their learning and academic organization as they progress through to 8th grade. Then, when students transition from grade 8 to grade 9, the middle school team provides advisory teacher/coaches who work individually with students to prepare them for success in high school. This includes assisting with 9th grade course placement, as well as sessions that help students understand the changes they will see in high school. Freshman are given a “Freshman Success” course to help them further as they start 9th grade. Once students are in high school, the school puts a laser focus on the most effective personal pathway for each high school student to excel on their End-of-Course Assessments, participate in college entrance exams, fulfill all graduation requirements, and prepare for postsecondary success. Teachers and counselors work individually with students and in teams to facilitate effective planning for college and/or career. Students have a four year plan developed in partnership with their counselor. Necessary accommodations will be in place for End of Course Assessments and college/career-ready testing, along with appropriate modifications to high school curriculum, but the overall message to students will be that of equally high expectations for all. Staff also sponsor both in person as well as virtual college visits, and the counseling team conducts web conferences and training sessions to promote and support the school’s postsecondary educational goals, including exposure to and counseling about various careers and vocational opportunities. Every high school student has a PLP which also identifies their college and career goals, and the counselors assist students to stay on track with those goals as they move through high school.

Students who are identified as credit deficient may be eligible for a special program designed to help them make up credits. Many students enter the school during high school and are already credit deficient or off their grade cohort, so this program helps to get many students back on track to graduation. The school offers a wide array of career-technical education courses, some of which include technical certifications, and is also in the process of creating a CTE pathway option for students. The school offers a wide array of Advanced Placement courses and also supports students in accessing Community College “dual enrollment” opportunities either through online instruction or at their local Community College.

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:

The school is not currently using Title I funds to support gifted and talented students but does offer a gifted and talented program at grade levels 3 through 12. The school also does not have a formal library program, however, the online school platform and technology courses offered as part of the program effectively help students develop strong digital literacy skills which better prepares them for college and 21st century careers.

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:

Note that the school does not receive this funding and does not serve delinquent institutions.

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:

Note that the school does not receive this funding and does not serve delinquent institutions. While the school does not have any formal agreements, student are eligible and do sometimes enroll who

are exiting the juvenile justice system, and students who live on tribal lands within the geographic area covered by the school are eligible for enrollment in our school of choice as well.

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:

Note that the school does not receive this funding and does not serve delinquent institutions.

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:

Note that the school does not receive this funding and does not serve delinquent institutions.

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:

Note that the school does not receive this funding and does not serve delinquent institutions.

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:

Note that the school does not receive this funding and does not serve delinquent institutions.

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:

Note that the school does not receive this funding and does not serve delinquent institutions.

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:

Note that the school does not receive this funding and does not serve delinquent institutions.

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:

Note that the school does not receive this funding and does not serve delinquent institutions.

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:

Note that the school does not receive this funding and does not serve delinquent institutions.

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:

Note that the school does not receive this funding and does not serve delinquent institutions.

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:

Note that the school does not receive this funding and does not serve delinquent institutions.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The school is a Professional Learning Community (PLC) organized into grade level or academic subject/content PLCs. These PLCs include general education and special education teachers, school counselors and intervention specialists who address academic success for each student in every content area. The school's Director of Student Achievement and the School Leadership Team oversee the work of the PLCs. Data is used to identify specific student needs; those needs are discussed and action plans initiated. Interventions are assigned and monitored through Response to Intervention (RtI), Student Success Plans (SSP) and Personalized Learning Plans (PLP), which are revisited and refined throughout the year.

The school partners all teachers with a master or mentor teacher to not only establish a constant dialogue, but they also meet every two weeks to review student data and progress in achieving individual and school goal(s).

Teachers and other school staff at the school are provided ongoing support and follow a comprehensive multi-year professional development plan. Professional development activities and courses are developed and continue to be enhanced each year based on the International Association for K-12 Online Learning (iNACOL) National Standards for Quality Online Teaching. Other research which is part of the process for developing professional development is the Measures of Effective Teaching (MET) project. Staff are provided professional growth opportunities designed to increase student achievement, personalize learning for students preparing for college and careers, and increase teaching effectiveness. Current trends in online learning as well as the Core Standards for Facilitating Student Learning are also components of each professional development session. These professional development sessions and courses focus on the Core Standards for Facilitating Student Learning: Provide High-Quality Instruction Resulting in Student Learning and Monitor Student Performance and Provide Timely Feedback and Intervention.

Prior to the first day of school, all teachers attend an in person training for two days to set expectations, begin the PLC work for the year, and review school goals for the year. Certain professional development courses are required within the first 30 days of the school year for new and returning teachers and provide working knowledge of courses teachers are assigned to teach and the various supports available as they develop and refine skills as successful online teachers. Focus is on providing high quality instruction resulting in student learning and monitoring student performance and providing timely feedback and intervention. Additional required sessions are provided throughout the year, typically monthly. Sessions are recorded and available 24/7 to teachers. Teachers are also provided the opportunity to obtain continuing education credits through relevant conferences and outside training sessions. Teachers also have access to a tuition reimbursement program whereby they can access approved college courses and get reimbursed for the cost. This is also how many teachers new to the profession are able to complete college induction programs.

Internal professional development participation is documented through the Teacher ePortfolio. Following each session, teachers provide the following items in the ePortfolio as a record of participation: (1) data of attendance of session; (2) how the session was completed (i.e., attended live or watched recording); (3) documentation of post-session task completion and a brief explanation of the post-session task document, what the teacher implemented or planned based on the session, and how the session has impacted instructional practices; (4) time spent preparing, participating, and completing follow-up tasks. The ePortfolio also gives teachers the opportunity to provide feedback on the PD session.

The school offers three levels of a Professional Learning Series: PL 100, 200 and 300. New teachers take the PL 100 series, then progress through the PL 200 and 300 series each year. The PL 300 series offers the opportunity to meet in content-area and grade band groups to discuss strategies for supporting the whole child and has combination of required and optional sessions for participants, allowing flexibility for more experienced teachers. At the start of the school year, school leaders complete a Professional Development Plan which documents which staff are required to attend each PL series session and any of the optional sessions selected by the staff, including the optional PL sessions or outside Professional Development conference or trainings. School Leadership uses feedback and evaluation from prior PD sessions, employee survey results, and student performance data evaluation to determine professional development needs to incorporate into the PD Plan. Throughout the year, as additional needs are identified, the PD Plan is updated.

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Note that the school is considered a 'single building' school district. The school prioritizes funding based on the greatest needs as determined through comprehensive needs assessment and data reviewed and analyzed throughout the year and teacher feedback. Funds for comprehensive support and improvement are received directly by each school and the plan for spending the funds and implementing improvement strategies is included in the school's LCAP.

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:

Following each professional development session, all school-based staff complete a Professional Development Evaluation. The results of the evaluation are reviewed, compiled, and discussed during planning meetings. Additionally, the survey allows for open-ended responses used to plan future topics, address small group needs, and provide additional resources, as requested. Survey results are also compiled and shared with the school leadership team in order to ensure that individual teachers' needs are being addressed and continued communication about the session topics takes place in all professional learning communities. The school Leadership Team regularly discusses ways to improve the professional development program to provide the most effective support for teachers as well as to achieve the school's goals of increased academic achievement and improved graduation rate.

The evaluation of professional development also occurs via the annual Employee Satisfaction survey and periodic "pulse" surveys. The annual Parent Satisfaction Survey also provides information about the effectiveness of teacher preparation, level of contact, etc. and informs the types of professional development training that is offered.

The following describes the data sources and tools which are utilized on an ongoing basis to assess teacher need based on student performance and student need which drives the planning and implementation of professional development:

- **Formal Teacher Surveys:** Conducted in October and in March. Teachers are asked to rank specific areas in which they need additional support and development.
- **Informal Teacher Feedback:** Teachers collaborate weekly in grade level PLC groups and document successes/challenges and needs within a formal "Issue Aware Ticket" which is tracked by members of school level administration and training coordinators. All teachers have regular conferences with their managers at which their needs, challenges, and support systems are discussed. This information is aggregated and impacts further development activities. The professional development courses also provide opportunities for teachers to give direct feedback on content and effectiveness.
- **Formal Parental and Student Feedback:** A formal parent survey and student survey are conducted annually and ask parents and students to share information directly related to their experience to online learning, instructional methods and contact, and resources. The results of this survey are used to

formally assess progress towards school goals and identify areas that families may need more support from their teachers.

- **Ongoing/Informal Parental and Student Feedback:** *Parents (and students) have the ability to provide specific, course level feedback at any time through Connexus. This data is quantified, shared, and used to guide the planning of professional development.*
- **Student Performance:** *Students in grades 1-9 complete formative assessments three times per year. This data, as well as aggregate patterns of student performance, are accessible at all times to all teachers. Decisions regarding professional development needs are based in part on these results, as well as student grades and other observational data.*
- **Special Populations:** *The school evaluates the level of assimilation and the performance of ELL, Gifted, SPED, and 504 students including grades, attendance, participation (lesson completion rates) and other at-risk criteria so the school can ensure that students receive additional monitoring. These data also help the school identify areas in which they are struggling, and in which teachers need additional support.*

To determine if Title IIA funded activities are effective in addressing identified needs, school leadership collects and reviews the above mentioned relevant data to review and utilize when making decisions in regards to teacher effectiveness, placement and future professional development needs.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable - the school does not receive these funds.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable - the school does not receive these funds.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable - the school does not receive these funds.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable - the school does not receive these funds.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The school year 2018-19 was the first year the school received these funds. Flexibility was allowed for Title IV funds and so the school chose to further support the programs funded under Title I. However, in future years, the school plans to use Title IV funds to support implementation of the School Safety Plan, additional resources for students for mental health services and preventative measures, and implementation of the CTE Pathways project. These same programs continue to be funded with Title IV funds in the 2020-21 school year. Some Title IV funds will be transferred to Title I, per the Title budgeting process if sufficient program expenses are not available for all schools in any given year.

LCAP Federal Addendum System

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LEA Contact Name: **Franci Sassin**

LEA Contact Email: **fsassin@calca.connectionsacademy.org**

LEA Contact Phone: **949-461-1667**

[Edit LEA Contact](#)

Instructions, Strategy, and Alignment

Status: Approved

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Title I, Part A

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Title I, Part A, Educator Equity

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