

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

LEA Name

Ocean Grove Charter School

CDS Code:

44698070110007

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

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

Instructions

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

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

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

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

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

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

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

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.

Our strategy for using federal funds is to directly support our LCAP Goals and Action Steps to meet the needs of our most at-risk students. Our LCAP priorities are: all students will achieve academically through individualized learning (LCAP Goal 1), our high school students will be prepared for life after high school (LCAP Goal 2) and our stakeholders will be connected and engaged with their community (LCAP Goal 3). The programs and activities supported with federal funds all relate to LCAP Goal 1, which is centered on increasing student achievement.

Upon reviewing our school's dashboard, our stakeholders felt strongly about continuing to use LCFF and federal funds to focus on expanding our core curriculum academic support and providing targeted assistance to identified subgroups (English Learners, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged and Students with Disabilities) in ELA and Math. Using federal funds, we seek to increase student participation and interest in math and ELA. A majority of our federal funding goes to support new staff positions that supplement, not supplant targeted academic supports and interventions for our identified subgroups of students. We will do this by broadening our analysis of our assessment data and school performance reports and using our new staff positions to support our teachers and students. We will provide staff development for both general education and special education teachers on a variety of topics including but not limited to ELA and Math intervention strategies, online and print supplemental curriculum, assessing baselines for IEPs, progress monitoring, etc. We also have an additional focus on the Student Study Team process as a way to ensure our child find obligations are being met. Data meetings will be held between teachers and their supervisors to review and discuss low-performing students. Furthermore, we will also increase support for our EL students by staffing an EL instructor and an EL coordinator.

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.

To ensure the activities funded by state, local and federal funds align, all of the programs are developed to support our three LCAP goals and our school mission. Specifically, the programs funded by federal funds align to our identified priority areas in our LCAP and by providing targeted assistance to identified subgroups (English Learners, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged, and Students with Disabilities). We will focus on expanding our core academic support and providing targeted support to identified subgroups in ELA and Math (LCAP Goal 1) through small group instruction. We will continue to staff positions that directly support high school students and train all certificated staff on topics related to student success in high school (LCAP Goal 2).

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. LEA is a charter school.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

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

N/A

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parents review and agree to the family engagement method of our independent study model when they sign the student agreement annually. Parents are intricately involved in their child's educational options and outcomes. They regularly communicate with school personnel to understand policies and procedures and to provide feedback. Each parent of students served is provided individualized support by school personnel in understanding such topics as academic standards, assessments. Both parent and teacher monitor the progress of a child and personalized educational plans are developed to work towards student achievement.

Our independent study model of education is based upon parental participation in the education of their children. Parents and school are partners in determining an appropriate personalized curriculum for the child and in addressing areas of weakness as identified on assessments. Understanding this model of education begins with the hiring process and carries through our teacher in-service trainings. Parents fully participate in the education of their children in our independent study model of education and are active stakeholders. Our LCAP partially includes the use of Title 1 funds and how they support student learning. We cannot operate a parent resource center outside of our sponsoring district boundaries due to a recent court case and legislation. This limits our ability to offer in-person parent trainings which is why we focus on online trainings. Parents meet monthly with a teacher and discussions are held based on the needs of the student/parent and to accomplish the goals for that meeting. Our website, where much of our information and communications are housed, is able to be translated into other languages and is compliant with all current applicable laws for family members with disabilities, etc. Parents are individually encouraged to take part in our parent council, ELAC, or other decision-making groups. Because we provide individualized education to our students and work closely with the parents to achieve that education, parents are also provided appropriate communication so that they understand our program. This can be through an interpreter or translated material on our website. The teacher knows each family and adjusts communications appropriately so that all parents of students enrolled in the school are a part of the decision-making process for their child's education.

Our families have the option to receive information through written or verbal communication. We commonly use the email listserv process for distributing information to our families & to encourage stakeholder engagement but in the case of a family member not having the ability to read an email, the teacher assigned to the family will make arrangements to communicate the messages in a manner that is appropriate for the family member's needs. As mentioned above, we have access to translation services for meetings as well as written documents.

In addition, we have an active Parent Council that meets via teleconference a minimum of twice per year. The parents are elected to the council and serve as a member for a two-year term. The function of the Parent Council is to two-fold: to provide feedback and advice to the school regarding students' and parents' home-based independent study experiences and concerns, as well as suggestions and ideas for improving the parents' and the school's educational programs; and to uphold the mission of the school and contribute to the success of our school. Finally, we have a Governing Board consisting of five members of the Parent Council that were selected and appointed by the school and approved by the Parent Council. The function of the Governing Board is to review and approve all policies or other matters which by statute or regulation requires Governing Board approval or any other matter as directed or requested by the school.

The school has an English Learner Advisory Council (ELAC) which meets via teleconference at least once per quarter. All parents of English Learners (ELs) are invited to the meetings and to give input on the distribution and spending of LCAP funds. The ELAC reviews and gives valued input on such things as EL curriculum and which tutoring vendors to use. Information is provided to EL parents via an EL listserv and translated into other languages as needed. The school's public website information can be translated into multiple languages with a simple click of the "translate" button at the bottom of the homepage. ESs communicate directly with their EL families, providing direct, personalized information on ELAC meetings, obtaining tutoring and other services specifically for ELs, and understanding mailed test results (such as annual ELPAC tests) and EL classifications. ESs have access to advisors and school support staff if there is a communication barrier with a family.

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.

Our Title 1 funds are spent in a variety of ways. A majority of our funding goes towards staffing that supplements, not supplants, the educational program of identified subgroups (English Learners, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged and Students with Disabilities). Through these federal Title 1 funds, we offer small group instruction and supplemental curriculum to students identified as two or more grade levels below in math and/or reading. We also provide supplemental ELD curriculum for our English Learners. Some of our staff members funded by Title 1 federal funds focus on curriculum development and interventions that serve TAS identified students. We do not currently serve students living in institutions or 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:

In our model of independent study education, parents have active involvement in the education of their children. Teachers work closely with parents to make sure they are aware of the academic standing of their student(s), and individualized supports are offered to each student. Students are identified for being eligible for Title 1 Part A services based on the TAS criteria listed on the CDE webpage. These students are identified in our school information system. In our school, all foster and homeless youth automatically qualify for supplemental services and supports under our TAS policy. EL students who do not qualify as RFEP on the ELPAC also qualify for additional services in our school. We identify and target low-performing students as those who are performing two grade levels or more below their actual grade level, as defined by our internal assessment, the iReady. Any students who are identified as eligible for receiving Title 1 funds through TAS may receive Title 1 funded supports and staffing.

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:

Ocean Grove currently serves students who have been identified as homeless. The federal government's legal definition of homeless based on the McKinney-Vento Homeless Assistance Act is anyone who lacks a regular, fixed, and adequate nighttime residence (substandard housing, no water or electricity), is sharing housing due to economic hardship (doubled up/tripled up), is living in a public place not designated for sleeping (cars, parks, abandoned buildings, motels, trailer parks and campgrounds), is an unaccompanied youth, is a child or youth awaiting foster care placement, is a child abandoned in a hospital, is a migrant child who qualifies under any of the above.

We process these student applications without requiring the supporting documents. Our homeless liaison makes initial contact by phone within 3 days of their application being processed to assist the parent with submitting the supporting documents, to provide the parent with their county liaison's name/contact info, and to let the parent know they can contact their county liaison to be added to their listserv to receive info about resources in their area.

When a student is identified as homeless, their teacher is notified. These students have the opportunity to receive additional support & resources from their teacher in the form of assistance with specific core subject areas, tutoring, and more frequent meetings to ensure that the student can be successful in the personalized learning model of education our school provides. Our homeless student reserve funding supports the activities of the school's homeless liaison who connects the family/student to the resources in their county as well as ensures compliance of the teacher with all aspects of McKinney-Vento.

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.

N/A

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) coordination with institutions of higher education, employers, and other local partners; and
- (B) 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:

All of our high school students have access to staff that provides support at the high school level, including a full-time guidance counselor, a credentialed teacher assigned to work with them personally, and a high school curriculum expert. Upon enrollment, all high school students meet with their Education Specialist (credentialed teacher) and the Guidance Counselor to develop the student’s individualized learning plan and complete college entrance/vocational planning. In addition, our 8th-grade families meet online with our guidance counselor prior to high school to develop their individualized learning plans and complete college entrance/vocational planning. In addition, our families receive quarterly newsletters outlining information on college & career planning, dual enrollment opportunities, etc. We offer parent webinars throughout the year on topics such as raising resilient kids, transitioning to high school, and preparing for college.

Our high school students have the opportunity to participate in dual or concurrent enrollment opportunities at local community colleges or through our CTE program. Our CTE program offers both internal CTE pathways and a partnership with Brighton College that is an accredited online college that offers career and technical training courses in a distance learning format in many different occupational fields. Our internal CTE offerings focus on the “information and communication technologies sector alignment” All students have access to our Community College Concurrent Enrollment information page on our website. Information includes an overview of concurrent enrollment, the procedure to follow for concurrent enrollment, college textbook information, etc. We continue to offer the Kidzmet assessment for students in TK through 12th to identify student interests and skills. Using Kidzmet, students will complete an online learning inventory so parents & teachers can review the multiple intelligences information and learning style preferences for their students.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE 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:

Like our educational model for our students, our school provides individualized professional growth and development depending on the teacher/staff member and their needs. New Educational Specialists (ESs or teachers) are guided through an initial training process that covers all aspects of the job. The new ESs also attend monthly new ES trainings for their first year on the job. Every ES has an Advisor who serves as their supervisor. Through the one-on-one relationships employee areas of strength and weakness are identified and improvement plans put into place.

ESs attend staff meetings and trainings monthly. Each meeting has a set agenda that informs the ESs of important information, reviews procedures and policies, new trainings, and conflict resolution strategies. Additionally, each ES completes monthly professional development hours on a variety of topics related to professional goals or student needs. These goals are approved by the supervisor and are part of the teacher's evaluative process. We hold a full-day inservice training before the school year starts. Throughout the year, additional trainings are provided that are specific to policies, procedures, curriculum, and high school issues which are presented over web-based media.

ESs attend multiple in-person professional development trainings on various topics provided by academic departments, as well as additional online webinars. The topics include curriculum training, topics in special education for the general education teacher, social emotional learning and support for students, supporting English learners, using assessment data, and providing intervention for struggling students.

In conjunction with local county offices of education, Induction programs are provided to new teachers (ESs) and administrators. The school provides a support provider to mentor staff through the process. This is paid for using Title II funds.

Both ESs (teaching staff) and administrators complete an annual review based on the California standards for teachers/administrators. The review is completed by the educator and their supervisor to promote personal reflection and growth, as well as accountability and evaluation. Annual goals for the following year are developed based on the results of the evaluation. Those goals are then tracked and professional development is undertaken to help the educator achieve those goals, thus creating a cycle of accountability and growth.

Administrators have the opportunity to attend relevant conferences throughout the year. Administrators share their findings with others and implement the best practices in the school. Our leadership model is very collaborative so there are ample opportunities for feedback and cross-departmental workgroups.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A: not applicable to charter schools

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our charter school primarily uses its Title II funding in four areas described below. Title II funds are tracked and monitored to ensure all components of our Title II plan are being addressed. Title II spending is analyzed, discussed, and approved by the educational leadership of the school. Stakeholders are involved in the process by requesting or suggesting the use of Title II funds and the school is very receptive to feedback regarding Title II. The school has appropriate accountability measures in place to grant approval for spending of funds and to monitor their use.

- Supporting teachers new to the teaching profession through an induction program through a county office of education. New teachers are provided a mentor for up to two years to help them develop into reflective practitioners who ensure that all students are served appropriately and make progress towards academic content standards.
- Supporting new administrators through an induction program through a county office of education. Our administrative staff who gain their administrators credential undergo a rigorous two-year program that shapes their work to the California Professional Standards for Education Leaders.
- Supporting teachers who wish to become content area experts by adding another subject area to their credentials. Teachers do this by taking a methods course through a university and by passing content area tests (CSET). Adding content areas to a credential supports both the student and the teacher in core content areas (Math, ELA, Science, Social Science).
- Sending administrators and teachers to relevant educational conferences. Conference topics vary and an employee must gain approval including demonstrating the relevance to school outcomes before a conference is approved.

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:

As a personalized learning independent study charter school, we provide professional development that is specific to the needs of our English Learners. Staff development opportunities are designed to improve the instruction and assessment of English Learners. At the beginning of the year, training is offered in group sessions for teachers and administrators. The professional development sessions train staff on how to access and use the K-8 current English Learner curricula and High School English Learner curricula and syllabi. Assessment practices and instructional strategies are reviewed. Additional professional development takes place throughout the year, covering instructional strategies such as successful online learning techniques and scaffolding curriculum for EL students. Finally, professional development sessions focus on explaining how the supplemental English Learner Instructor position can support their EL students. This EL Instructor provides support to teachers and EL students by providing direct instruction to small groups of EL students over the course of the year, which increases the student's English language proficiency and increases their subject matter knowledge.

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:

While Ocean Grove is eligible for these funds, we decline them.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Through the use of Title III funds, we provide supplemental curriculum and/or instruction for our English Learners meeting the challenging state academic standards. In consultation with various stakeholders in the school including the ELAC members, the school purchases supplemental curricula which are research-based. Our plan for Title III funds is also developed based on stakeholder feedback from parents, teachers, and administrators in our annual LCAP survey. Additional feedback was collected at individual meetings with our EL families.

Title III funds are allocated to activities as part of our LCAP process, which looks at them as a supplemental fiscal resource as part of our larger spending and priority plan. Information is posted on our school website, which is a resource hub and primary communications center. Because we review this annually, we have a regular cycle of review-implementation of all of our programs. Each year we examine the number of students who qualify for Title III assistance and determine how our EL instructor can best support them. We will evaluate the effectiveness of these activities by measuring a variety of indicators, including participation rates, ELPAC results, and performance data from state and local assessments. We use performance data from both state and local diagnostics to determine the effectiveness of the activities. Our current local diagnostic is the iReady which is research-based and administered three times a year. Growth monitoring on a monthly basis allows for additional insight and feedback, which is also analyzed and utilized to guide the EL Instructor's lessons. The EL Instructor position allows for more meaningful and intentional collaboration between the Instructor, parents, and teachers.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our EL students' language proficiency levels as determined by the ELPAC are closely monitored to ensure our students are advancing to higher levels of English Language proficiency each year. Student mastery of the grade-level content standards is measured through our standards-based local assessments, as well as the state assessments. Our local assessments are conducted via an online diagnostic system throughout the year. These assessments determine student performance levels. A "Personalized Student Success Plan" is developed for each and every student to provide the appropriate rigor, support, and personalized curriculum to help the student succeed and meet their achievement goals. Each EL student has a learning goal on their Personalized Student Success Plan, specifically addressing ELD standards and the method of instructional support. EL students can qualify for and have access to additional academic support including but not limited to small group tutoring, through our response to intervention program. Additionally, the academic progress of reclassified students will be monitored for four years after Reclassification. ELs and RFEP students not making adequate ELD or academic progress are provided with appropriate interventions.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

A. As a non-classroom based school, our students are active and engaged in their communities. We have thousands of community partners that provide everything from academic support to specialized classes to enrichment activities. The flexibility of our school day allows high school students to participate in concurrent enrollment with local community colleges. This is an area of strength for our school. Our students learn to access community resources, and the school constantly monitors and removes community partner relationships if they are no longer educationally appropriate for our students.

B. Title IV Part A funds may be used to support foreign language instruction (4107.3.F). In our independent study model, these supports may include personalized curriculum based on the student's foreign language ability, supplemental curriculum offered through our EL program, enrollment in tutoring/classes with community partners, or participation in a foreign language instructional support class. We will promote the California State Seal of Biliteracy with our high school students and recognize those who achieve the seal.

C. Title IV Part A funds may be used to support school-based mental health services (4108.5.B). Due to the spread-out nature of our students (covering multiple counties) and not having a central school building, our school-based mental health services focus on triage and connecting students with local services. These funds may support a variety of school interventions, such as mental health evaluations or support groups.

D. As a non-classroom based school, technology is very important to our educational program and the success of our students and staff. This belief is supported by the results of our annual 'academic support' stakeholder survey we do as part of the LCAP stakeholder feedback process. Funds may be used to increase services by "developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology" (4109.A.3). The funds may supplement access to core academic content through virtual means for our K-8 students and to support virtual classes for our high school students that are needed to meet graduation requirements.

E. The program objectives and intended outcomes are to increase the access our students have to a well-rounded education (4101.1) and to improve the use of technology in order to improve the academic achievement and digital literacy of all students (4101.3). As a school, we evaluate our programs on an ongoing basis. Our LCAP and federal programs feedback cycle is continuous throughout the year, and each spring, we make decisions for the next school year based on the effectiveness of programs in the current school year. We practice a continuous improvement cycle which results in ever-evolving adjustments to the programs outlined in this document.