

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

School Year

2024-2025

Date of Board Approval

June 25, 2024

LEA Name

Forest Ranch Charter School

CDS Code:

04-61424-0118042

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 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 IV, PART A

Student Support and Academic Enrichment Grants

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

Forest Ranch Charter School ("FRCS") is a small TK-8 school located in the foothills near Chico, CA in the community of Forest Ranch. FRCS served approximately 111 students in the 2023-24 school year. The major goals at FRCS are: (Goal 1) Increase overall student achievement in core academic areas; Focus Goal 1: Improve schoolwide performance in ELA and local state measures; as well as decrease the gap between overall and our primary sub group (socioeconomic disadvantaged) (Dashboard - Yellow or Green) Focus Goal 2: Improve schoolwide performance in math in local and state measures; Focus Goal 3: Decrease Chronic Absenteeism and (Goal 2):Increase efficiency and effectiveness of campus wide PBIS Program including multi-tiered Social Emotional Learning (SEL) and other supports to provide a safe, caring environment for all learners; Focus Goal 1: Have all staff that work with students certified in MTSS; Focus Goal 2: Increase wellness planning and mindfulness education for middle school students.

The student population includes students who are socioeconomically disadvantaged (69.37%), English Learners (.9%) and Foster Youth (0%). FRCS makes it a priority to develop major actions in the LCAP to support all students, but especially those who are socioeconomically disadvantaged (SED), and/or English Language Learners (EL), and/or Foster Youth (FY).

The major actions included in the LCAP for all students are: (Goal 1) to decrease chronic absenteeism and improve academic outcomes by Student Success Plans, including service and supports for identified students; increase tech. and other academic support services like Homework Club, organization and tracking of tiered academic supports and integrated Arts instruction; continue free transportation services; add nutritional consultant to support new Nutrition Program; continue use of i-Ready diagnostic and instruction for ELA and math; instructional aides to support increased small group and 1/1 tutoring time in class; providing customized PD opportunities to faculty to meet their goals specifically in writing and use of Thinking Maps and WFTBB; purchasing new Math intervention material and providing new discipline specific curriculum and materials for NGSS. (Goal 2) adding an emphasis on more systematic SEL strategies over the next couple of years to more effectively measure progress and make adjustments to ensure that campus climate is a continued priority and services are available for all students by improving and increasing PBIS/SEL training for staff; data collection and analysis by subgroup for non-suspension, related student referrals; and creating more effective tracking and review of tiered SEL/behavioral supports used by our MTSS/Reengagement Team. Additionally, we will provide a physically safe environment/facilities, provide monthly educational opportunities for parents regarding use of PBIS system and provide parent support/education groups on various topics including developmental stages, continue rewards recognition system, hold Town Hall meetings with students, provide social supports to students with counseling or social skill development, and use Second Step, Zones of Regulation, Inner Explorer and other teacher selected programs for SEL; continue interactive study trips and options across all grades. The increased or improved services for SED, Foster Youth and EL students are increased tech. support; providing i-Ready instruction to all and access to internet afterschool; new math intervention programs and discipline specific NGSS units and more extensive new and continuing teacher training; transportation available to all; increased Homework Club opportunities specifically emphasizing math; increased training for parents/students in use of Student/Parent Portal; ELD Coordinator to support assessment and instruction; integrated Arts instruction and materials; nutrition consulting to support new Nutrition Services Program; instructional aides; increased janitorial/facilities inspections; more detailed tracking of student referral information and disaggregation of data; and greater tracking and review of tiered SEL/behavioral supports used by MTSS/Reengagement Teams; use of a range of programs including Second Step, Inner Explorer for SEL, mindfulness and to improve Middle School Wellness program; and to increase and improve interactive study trips and learning opportunities for all grades.

The decisions made about the use of supplemental federal funds are discussed at the school level through the School Advisory Committee (SAC) which consists of parents, teachers, staff and an administrator. The SAC meets monthly to inform the process. The SAC discusses academic performance, supplemental services, and areas to make improvements with title funds as part of the LCAP conversations at the meetings. The parents, students, teachers, and staff also participate in an annual survey which provides feedback on the goals and services. The teachers and staff actively participate in the decision making process throughout the year and during LCAP workshops. The teachers and staff discuss data as part of the school culture through planning lessons, reteaching and frequent targeted instruction. In addition, parents serve on the Board of Directors. Decisions made consider the needs of FRCS based on student achievement data to include CAASPP, ELPAC, i-Ready assessments, curriculum based assessments, discipline, attendance, and student demographic data to include significant subgroups of white and SED students which is used as

a basis for decision making about the use of supplemental federal funds and the development of policies on basic core services.

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.

Forest Ranch Charter School's mission is to provide a community school that allows each student to maximize their learning potential in a safe and supportive environment.

Forest Ranch Charter School's vision is to inspire our students and community through a sustainable, comprehensive academic environment.

The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support achievement of the Charter School's vision and mission and the goals for all students are to remain transparent in regard to all fiscal expenditures, especially state and federal funds. The SAC will review and approve the LCAP prior to submission to the Board of Directors. During quarterly meetings, the SAC will receive quarterly benchmark data (iReady assessments, curriculum based assessments, discipline, attendance, and student demographic data) for all students and significant subgroups to ensure that progress is being made and the achievement gap is being closed. The teachers and staff meet every other week to review the progress of the students in their class. Students are provided with interventions, but no less than every six weeks, the teachers will review the progress made by each individual student in the core curriculum as well as in intervention. If adequate progress is being made, the teachers will determine if the student should continue in the intervention program for an additional six weeks. If accelerated progress is being made, the teachers may determine if the student should discontinue the intervention program for the next six weeks. If a student is not making adequate progress, the teachers may determine that the student needs a more intensive intervention, should be referred for a Student Success Team, or if there is another intervention which would improve the student's skills. Each parent will receive updated progress information about the academic growth of their child every six weeks. The Executive Director will present the student achievement data quarterly for all students and significant subgroups to the Board of Directors. This process ensures that the state and federal funds are used in a coherent manner.

The student group data drives decision-making about the use of state and federal sources because the students with the greatest need in addition to the students who are identified as at-risk are the students who generate these funds. As the stakeholders meet to determine the schoolwide goals, it is the review of student achievement data which determines the types of activities that should be provided to increase student achievement. The annual achievement results of student group data help the stakeholders to determine which activities were effective in the prior year, and which activities need to be expanded, changed, or replaced. This is a powerful process of continuous improvement. It is imperative to utilize these funds to supplement and enhance the core program so there are instances when the core program has evolved to better provide the basic program.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all students. The SAC, parents, teachers, and administrators provide input on the core program, then make decisions based on differentiated needs of the students based on student achievement data and student demographic data. This ensures that the activities are not duplicative yet support the common outcomes.

The information about the school and organizations priorities are communicated to stakeholders include posting on the website, holding LCAP workshops for families, notifying parents of Title I programs in the Family Handbook, reviewing and approving the LCAP at SAC, discussing the LCAP goals a minimum of quarterly with teachers and staff as they begin to review student achievement data, posting the annual LCAP with the Federal Addendum on the website, and reviewing the monthly financial reports at a regularly scheduled Board meeting.

The Charter School ensures that school plans are aligned with the goals and priorities by reviewing the LCAP and the Federal Addendum with the SAC and the Board of Directors. In addition, parents serve on the Board of Directors. Parents serve as executive officers on SAC and receive annual training on their duty to develop the LCAP, approve the federal restricted funds, approve the LCAP and Federal Addendum, and allow the parents to propose suggestions and questions.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

FRCS is a school of choice. 69% of our students are socioeconomically disadvantaged.

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable for Charter Schools

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

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

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

Parent and Family Engagement

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

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

Not Applicable

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

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

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Forest Ranch Charter School (FRCS) develops and evaluates the Title I Parent Engagement Policy by engaging with the parents during parent meetings at the School Advisory Committee (SAC) and Parent Workshops. Developing the Parent Engagement Policy is aligned to the process with the LCAP stakeholder involvement process as evidenced by frequent meetings with parents, sharing the development of the policy and the LCAP with SAC. The Parent Engagement Policy is included in the Family Handbook which is provided to every family and posted on the Charter School's website. FRCS provides parent workshops on Understanding State Standards and assessments including CAASPP and ELPAC, Title I Parent Rights Meetings, How to Help your Child be Successful, How to Prepare for Parent Conferences, How to be an Educational Partner, Social Emotional Skills including bullying and suicide prevention, Using Educational Technology, and PBIS. The Charter School also engages parents by honoring the academic success of each student's individual goals and celebrations of academic achievements, academic growth, and perfect attendance. FRCS provides meaningful professional development to administrators, teachers and staff on building parent relationships and valuing parents as partners. This has included working with parents on identifying support systems in areas students are struggling, developing meaningful opportunities at the school for parents to include volunteering for events, chaperoning field trips, volunteering for fundraisers, and serving as parent leaders. FRCS integrates parent involvement as leaders. The parents celebrate the presentations to witness their child sharing their academic hard work and achievement. Parents also serve on committees, lead community activities and initiatives throughout the year, and parents serve on the FRCS' Board of Directors. All information about parent workshops, programs, meetings, and activities are posted on the Charter School's website, schoolwide emails and phone calls, newsletters, and reminders. FRCS will focus on student learning, individual goals for the students and investing in families to include translation services to parents who are English Learners. To parents and families with disabilities, FRCS provides reasonable accommodations such as sign-language interpreters, accessibility to online systems with audio or visual enhancements, and physical access to school events. FRCS will make special accommodations for communicating with parents or families with accessibility needs or other special needs like conducting home visits. For parents of migrant students, the Executive Director will meet with the parents to develop an Individualized Learning Plan so students have the opportunity to continue their education. The Executive Director will meet with the family when they return to incorporate any interventions needed. The process of addressing requests from parents of Title I students for additional supports includes a parent conference to review the supports currently being provided to the student, what additional supports are necessary to address the student's specific needs and developing an Individualized Learning Plan to support the student.

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.

Forest Ranch Charter School operates a schoolwide program to improve academic achievement throughout the school as 69% of our students are classified as socioeconomically disadvantaged. FRCS developed services for our students based on the results of the comprehensive needs assessment. Students are universally screened and identified for services through a variety of assessments and teacher recommendations. FRCS uses a Universal Assessment (i-Ready, BPST for K) for all students to determine which students are at risk of performing below the state standards or who are performing below the state standards. In addition, FRCS uses the results of the i-Ready assessments and teacher recommendations for intervention based on informal classroom assessments. The criteria to determine which students qualify for services includes a score of Low or Low Average on the i-Ready assessments, a score of under 60% on the Universal Assessment, or who are recommended by teacher for not making projected growth on interventions. FRCS is committed to providing services to all students that include personalization, data-driven instruction, Multi-Tiered System of Supports (MTSS), and intervention (Response to Intervention – RtI) as needed. FRCS's program provides personalized instruction and differentiated instruction for the students at their instructional level with the use of small group interventions, supplemental tutoring and on-line individualized instruction. Eligible students also receive daily intervention. Differentiated instruction may include students working in small group instruction or one-on-one with a teacher or paraprofessional. Services support academically low-achieving students by increasing literacy and numeracy skills by increasing ELPAC scores to 3 or 4 for English Learners, CAASPP ELA and Math scores to Meet or Exceeds, and grade level standard mastery to Average or above. The importance of increasing these scores ensures that all students are meeting or exceeding grade level mastery which helps close achievement gaps. Title I funds used for MTSS curriculum and RtI differentiates instruction for students who are at risk of not meeting state standards. The Charter School provides professional development to teachers to ensure high-quality, data-driven instruction. The exit criteria for intervention students includes scoring Average or above on the i-Ready assessments, scoring 80% or above on the Universal Assessment, and meeting growth targets during intervention. The School Advisory Committee (SAC) works diligently to review student achievement and make recommendations for services like online digital platforms, ensuring the Executive Director monitors the implementation of English, English Language Development, and math curriculum scope and sequence, and differentiated instructional groups to provide small group instruction or individual instruction during interventions. The SAC supports family literacy activities and active parent involvement. The SAC completes an annual needs assessment reviewing the family and student survey results in the development of the annual LCAP and reviews the effectiveness of the prior year plan in order to determine which targeted services should continue, change, or be replaced.

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:

Not Applicable

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:

FRCS follows the identification, enrollment, and continued support procedures as outlined by the McKinney-Vento Act and detailed in its Homeless and Foster Youth Policy. The FRCS' Executive Director serves as the Homeless Liaison who provides outreach to families and coordinates services between the family and other agencies. The Charter School is committed to provide a high-quality education with all supports necessary to ensure that homeless youth have the opportunity to succeed. In order to help homeless youth, the Homeless Liaison will assist in procuring referrals to health, dental, mental health, substance abuse services, housing services, and any other appropriate services. The Homeless

Liaison will assist the parents to immediately enroll the student, obtain necessary immunizations or immunization records and school records as soon as necessary and after enrollment. The Homeless Liaison will encourage parents to be involved in their child's education and ensure that parents are informed of educational and related opportunities to assist their child to be academically successful. With reservation funds for homeless education, FRCS provides transportation, an individual device, internet access, clothing, shoes, laundry supplies, student fees that are necessary to the general education, class projects, and field trips, food, toiletries, tutoring services, and a backpack with school supplies.

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.

FRCS supports transitions to include preschool to elementary school and elementary school to middle school. The students attend field trips, participate in sports, participate in elective courses and a music program. The goal is to have a smooth transition by empowering and recognizing that the parents are the child's first teacher. The Charter School recognizes parents as partners and encourages parents to be leaders. The Charter School recognizes that children learn attitudes about school from the parents; therefore, as parents are excited, positive, and supported by the Charter School, the child's transition to school will be smooth. The Charter School hosts Orientation, Parent Conferences, Parent Workshops, and multiple events like School Advisory Committees, Board meetings and celebratory events to support families.

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:

FRCS supports transitions from middle school to high school. The goal is to have a smooth transition by empowering and recognizing parents as partners and encouraging them to be leaders as well as increasing student responsibility, leadership opportunities and accountability. Parents are supported in working with their middle schooler through one on one conferences an support opportunities. Additionally, FRCS hosts Orientation, Parent Workshops and multiple groups and events parents can be part of including School Advisory Committee, field trips and celebratory events to witness and support student achievements. Students are expected to becoming increasingly more responsible for their own success and monitoring from 6-8th grades. They participate in student jobs and other leadership opportunities as well as training in organization, monitoring grades, study skills, career, lifeskills and wellness. Students receive information about surrounding high schools and their programs and other supporting materials as well as assistance with visitation and registration.

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

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

Forest Ranch Charter School (FRCS) provides a strategic system of professional growth and improvement systems to California's Quality Professional Learning Standards. Professional growth and improvement are based on data that aligned professional learning priorities, design and assessments to content and pedagogy for all students, especially significant subgroups of significant subgroups of White and SED students. The system uses an evidence-based approach which focuses on specific topics throughout the year for sustained learning that enables teachers, staff, and administrators to acquire the new content, practice the strategies, and assess whether the professional development improved practice and student outcomes. FRCS teachers meet as a team to ensure a collaborative learning process for teachers to positively impact student learning throughout the Charter School. At FRCS, special education teachers and general education teachers collaborate to focus on students with significant leaning and/or behavioral needs through manageable caseloads, differentiated curriculum, accommodations and modifications ensuring that they meet the goals of student learning. The Board of Directors, with input from all stakeholders, set the goals for the following year based on student achievement, behavior, and attendance data, then through a collaborative process, the teachers, parents, staff, administrators, and community then determine how to utilize Title II funds to dedicate resources for professional learning to accomplish the goals. This is evidenced by the LCAP. The Charter School utilizes the system of professional growth and learning in alignment with state and federal requirements and resources.

FRCS has a system of support for teachers, principals, and school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities. Each staff member works with their supervisor at the beginning of each school year to establish SMART goals that include opportunities for professional growth and development. For clerical and classified staff, they learn to share responsibilities to support each other, attend County Office of Education job-specific trainings, visit colleagues at other Charter Schools, attend conferences or workshops related to their jobs like paraprofessional, human resources, and business management trainings. For new teachers, this may include completing a new teacher induction program, clearing their credential, taking additional classes, completing a Master's degree, working with a veteran teacher who will mentor them by lesson modeling, peer observation and co-planning lessons. Veteran teachers receive an opportunity to serve as a mentor teacher, lead professional development sessions in an areas of expertise, serve as a teacher leader as content specialist, team leader, serve on the School Advisory Committee or other committees, serve in an advisory capacity on school wide instructional decisions, attend conferences like California Charter School Association (CCSA) Conference, Next Generation Science Standards (NGSS) or other conferences of their choice decided by the SMART goals and approved by their supervisor, then returning to the school to present their professional learning to other teachers. Advancement opportunities for teachers include those opportunities previously mentioned. In addition, teachers can advance by taking the CSET to become an administrator, completing a Master's degree in Educational Administration or becoming a National Board Certified Teacher. New administrators are provided the opportunity to clear their Administrative Services Credential, attend Principal Institutes, and work with a seasoned administrator. Administrators can advance by attending trainings, workshops, and conferences, by serving on a WASC Visitation Committee for other schools, serve as readers for CDE grants and programs, and write and present conference proposals for conferences like CCSA and Charter School Development Center (CSDC).

The Charter School determines how this system promotes professional growth and ensures improvement by evaluating the success of each staff member at the end of the school year to determine if they met or exceeded their established

SMART goals, reviews multiple measures of student data, and analyzes the data over time. The administrators ensure participation by verifying sign-in sheets, observing strategies in the classroom, analyzing data, and determining that professional growth is occurring and improvements in teacher capacity and student achievement is realized. Most importantly, the Charter School uses input provided by staff, teachers, and administrators immediately following a professional learning session and then again three months later to determine if professional learning is implemented and sustained.

Prioritizing Funding

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

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

Address these questions:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable for Charter Schools

Data and Ongoing Consultation to Support Continuous Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

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

The decisions made about the use of supplemental federal funds including updating and improving activities supported under Title II, Part A are discussed at the school level through the School Advisory Committee (SAC) which is a parent, teacher, staff, administrator organization that serves as the advisory body of the school to the Board of Directors. In addition, parents serve on the Board of Directors. SAC provides input on the school program, the activities supported by federal resources, and promotes school and community partnerships. The SAC discuss academic performance, provides input on the school program and supplemental services to make improvements with Title funds as part of the LCAP conversations at the meeting in the fall (October) and at the meeting in the spring (April). The SAC completes an annual needs assessment. The parents, staff, and teachers also participate in an annual survey which provides feedback on the goals and services. The teachers and staff actively participate in the decision making process weekly throughout the year, formally quarterly and during LCAP workshops. In the Spring of each school year, the stakeholders develop the professional learning calendar for the following school year. When the teachers and staff meet, they discuss the effectiveness of professional learning as part of the school culture. The decisions consider the needs of FRCS based on student achievement data to include CAASPP, ELPAC, iReady assessments, curriculum based assessments, attendance data, discipline referrals and student demographic data to include the significant subgroups significant subgroups of White and SED students. Further, FRCS reviews the activities specifically supported by Title II by reviewing the professional learning provided, a summary of the initial evaluations, a summary of the three month sustained evaluations and the evidence of professional learning through summaries of sign-in sheets, observed strategies in the classroom, improvements of teacher capacity by meeting SMART goals and improved student learning. This student achievement data, student demographic data, and professional learning data is used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services. The Charter School evaluates professional learning based on the student achievement data, student demographic data, and professional learning data. The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support the Charter School's professional learning and meeting the goals for all students are to remain transparent in regard to all fiscal expenditures, especially state and federal funds. The SAC will review and approve the LCAP prior to submission to the Board of Directors. During quarterly meetings, the SAC will receive quarterly benchmark data (iReady assessments, curriculum-based assessments, attendance data, and discipline referrals) for all students and significant subgroups to ensure that progress is being made and the achievement gap is being closed. The SAC also reviews the professional learning data. The Executive Director presents student achievement data, student demographic data, and professional learning data quarterly for all students and significant subgroups to the Board of Directors. This process ensures that the state and federal funds are used in a coherent manner.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The SAC, teachers, staff, and parents provide input on the core program, then make decisions based on needs of the school based on student achievement data, student demographic data and professional learning data. This ensures that the activities are not duplicative yet support the common outcomes.

The information about the school and organizations priorities are communicated to stakeholders include posting on the website, holding LCAP workshops for families, notifying parents of Title I programs in the Family Handbook, reviewing and approving the LCAP goals, actions and services at SAC, discussing the LCAP goals no less than monthly with teachers and staff as they begin to review student achievement data, student demographic data and professional learning data, posting the annual LCAP with the Federal Addendum on the website, and reviewing the monthly financial reports at a regularly scheduled Board meeting.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

Complete responses will:

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

English Proficiency and Academic Achievement

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

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

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Forest Ranch Charter School (FRCS) is rich with relationships and partnerships that support the school in implementing activities under this subpart. FRCS is committed to a well-rounded education for arts and music education through intermittent partnerships with Inspire School of Art and Science. Junior and Senior Students from Inspire work with FRCS' students on their musical theatre and dance team. The local Lion's Club supports an annual Peace Poster Contest and FRCS students participate in service learning with the Lion's Club for events. FRCS has a partnership with Chico State and is able to use the Reserve for science activities and labs with data collections. A geography professor teaches students about fire ecology and plant identification. FRCS promotes a positive school community with partnerships in the community to include the County Mental Health Department, counseling for students through North Valley Counseling Services, respite care and support from Far Northern Regional Center, and ERMHS Counseling through Butte County. Additionally, FRCS works with the Boys and Girls Club to provide enriching afterschool support and the Police Department on Cyber Safety. To provide professional development training for teachers on technology, FRCS has partnerships with Thinking Maps, CA MTSS, Discovery Education, Heinemann Learning, Savaas Learning, i-Ready and CPM to provide a range of trainings to support delivery of math, ELA and science content as well as interventions in these areas. The Butte County Office of Education has also provided various Ed Tech trainings including Google for Ed. resources and FlipGrid and the House of Tech, where they support teachers to use various tech resources VR, 3-D printers, coding kits. FRCS also uses educational platforms to support student learning like Kahn Academy, Reflex Math, iReady, Flocabulary, Edgenuity, Matific and Discovery Education streaming.

FRCS developed this Federal Addendum in consultation with parent leaders during School Advisory Committee meetings, Parent Workshops, teachers and staff during professional development sessions and at the administrative level reviewing the most common strategies or obstacles to success. The stakeholders including teachers, parents, staff, and administrators complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year plan in order to determine which services should continue, change, or be replaced.

Title IV, Part A Needs Assessment

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

Well-rounded Education Opportunities (ESSA Section 4107)

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

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

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

Safe and Healthy Students (ESSA Section 4108)

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

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

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

Effective Use of Technology (ESSA Section 4109)

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

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

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

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

Date of LEA's last conducted needs assessment:

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

California Department of Education
February 2022