

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

School Year

2023-2024

Date of Board Approval

June 29, 2023

LEA Name

Leonardo da Vinci Health Sciences Charter
School

CDS Code:

37680230119594

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

During the 2022-2023 school year, LdVCS has taken significant steps to implement a comprehensive set of strategies and initiatives in response to feedback received. These actions aim to enhance various aspects of the educational experience, including:

Vertical alignment of grade levels and content mapping: LdVCS has focused on aligning the curriculum and learning objectives across different grade levels, ensuring a coherent and consistent educational journey for students.

Reviewing and planning the assessment calendar: LdVCS has carefully examined and planned the assessment calendar to ensure a well-balanced and meaningful approach to evaluating student progress and informing instructional decision-making.

Pre- & post-cohort teacher meetings: LdVCS has facilitated regular meetings between pre- and post-cohort teachers to discuss student needs and expectations, fostering collaboration and a shared understanding of student support strategies.

Improving differentiation for advanced students: LdVCS has implemented measures to better address the unique needs of advanced students, providing differentiated instruction, enrichment activities, and personalized learning experiences.

Creating a before school morning program: LdVCS has established a before school morning program to offer additional support and enrichment opportunities for students, ensuring a positive start to their day and meeting their diverse needs.

Reintroducing Habits of Mind assemblies and recognition: LdVCS has reinstated Habits of Mind assemblies, recognizing students' growth, effort, and perfect attendance in ELA and Math. These assemblies promote positive work habits and celebrate student achievements.

Building resources and community connections for families: LdVCS has placed a strong emphasis on developing resources and strengthening connections with the community, providing families with support services, information, and fostering a collaborative partnership.

Implementing external motivators and class competitions: LdVCS has introduced external motivators and class competitions, such as trophies or extra assemblies, to inspire student engagement and foster a sense of achievement and healthy competition.

Acquiring more instructional resources: LdVCS has made targeted investments in instructional resources, including the purchase of WonderWorks and Wonders ELD + Newcomer texts. These resources cater to specific academic needs and support student learning.

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Increasing systematic EL support professional development: LdVCS has prioritized professional development in English Language (EL) support, utilizing the Guided Language Acquisition Design (GLAD) model. Teachers receive training, coaching, and practice opportunities to enhance their ability to support EL students effectively.

Increasing counselor support: LdVCS has expanded counselor support services, ensuring that students have increased access to guidance, emotional support, and academic assistance.

Partnering with a restorative justice company: LdVCS has collaborated with a restorative justice company, Akoben, to train teachers in trauma-informed practices, promoting a safe and supportive environment for students and parents.

Rebuilding and implementing a Garden Program: LdVCS has partnered with Good Neighbor Gardens to bring back outdoor learning for mental health supports.

Writing a Parent Code of Conduct Contract and guidance: LdVCS has developed a Parent Code of Conduct Contract, clarifying expectations and responsibilities. Additionally, guidance has been provided to families, outlining the roles of different staff members and promoting effective collaboration.

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 effective alignment and coordination, LdVCS will undertake the following efforts:

Comprehensive planning: Engage in a comprehensive planning process that takes into account the goals and priorities outlined in federal, state, and local funding streams.

Data analysis: Conduct a thorough analysis of data related to federal, state, and local funding to identify areas of overlap and potential synergies.

Needs assessment: Conduct a needs assessment to identify the specific needs and priorities of students and schools.

Collaboration and coordination: Foster collaboration and coordination among relevant educational partners, including district administrators, school leaders, teachers, and community partners. Regular meetings, communication channels, and shared decision-making processes will be established to ensure alignment of activities funded by different sources.

Resource allocation: Develop a strategic resource allocation plan that aligns federal funds with state and local funds to address identified needs and priorities. This plan will ensure that resources are effectively distributed to maximize impact and avoid duplication.

Cross-program coordination: In cases where LdVCS receives multiple federal grants, efforts will be made to coordinate activities across different grant programs. This will involve identifying common goals, leveraging resources, and aligning programmatic activities to avoid fragmentation and promote efficiency.

Reporting and accountability: Establish mechanisms for monitoring and reporting the use of federal funds in alignment with state and local activities. Regular progress reports, financial audits, and program evaluations will be conducted to ensure accountability and compliance with funding requirements.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

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

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

NOTE: In this section, LEAs must identify and address disparities. Tools on the 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:

N/A

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

Term	Definition
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none">• 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.

To ensure meaningful engagement of parents and family members, LdVCS will implement the following strategies for jointly developing Comprehensive Support and Improvement (CSI) plans and Targeted Support and Improvement (TSI) plans:

Communication and Outreach: Establish clear and effective communication channels to reach out to parents and family members at identified schools. This may include regular newsletters, school websites, social media platforms, and other communication tools to provide information and updates about the planning process.

Meetings and Workshops: Organize meetings and workshops specifically designed to involve parents and family members in the development of CSI and TSI plans. These gatherings will provide opportunities for meaningful engagement, where parents can share their perspectives, concerns, and aspirations for their children's education.

Collaborative Decision-Making: Ensure that parents and family members have an active role in decision-making processes related to the development of CSI and TSI plans. This can include forming parent advisory committees, organizing focus groups, or conducting surveys to gather input on key elements of the plans, such as goals, strategies, and resource allocation.

Culturally Responsive Approaches: Employ culturally responsive approaches to engage parents and family members, recognizing and respecting their diverse backgrounds, languages, and experiences. Translations, interpreters, and culturally relevant materials will be provided to facilitate their participation in the planning process.

Capacity Building: Offer capacity-building opportunities for parents and family members to enhance their understanding of the CSI and TSI plans, as well as their roles and responsibilities in supporting their children's education. This may involve workshops on education policy, school improvement strategies, and ways to effectively advocate for their children's needs.

Ongoing Collaboration: Maintain continuous collaboration with parents and family members throughout the implementation of the CSI and TSI plans. Regular feedback sessions, progress updates, and opportunities for input will be provided to ensure that their voices are heard and valued in the decision-making process.

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:

LdVCS's parent and family engagement policy is a comprehensive plan that outlines the strategies, initiatives, and commitments of the LEA to actively involve parents and family members in the education of their children. This policy was developed jointly with, agreed upon, and distributed to parents and family members of participating children, ensuring their input and ownership in the process. It includes the following components:

Assistance and Support: Provide assistance to parents in understanding challenging State academic standards, State and local academic assessments, and the requirements of ESSA. This support will enable parents to monitor their child's progress and collaborate effectively with educators to improve their children's achievement. Informational sessions, workshops, and resources will be made available to parents to enhance their knowledge and skills in these areas.

Materials and Training: Recognize the importance of equipping parents with the necessary tools to support their children's learning. It will provide materials and training opportunities that focus on literacy development, technology usage, and understanding the consequences of copyright piracy. These resources and training sessions will empower parents to actively engage in their children's education and foster a culture of parental involvement.

Coordination and Integration: Coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs. By aligning efforts, resources, and services, the LEA aims to enhance parent participation in the education of their children. It may establish parent resource centers or other initiatives to further encourage and support parents in their involvement.

Accessible Communication: Ensure that information related to school and parent programs, meetings, and activities is effectively communicated to parents in a format and language they can understand. Efforts will be made to provide translations, interpreters, and other language supports to ensure equitable access to information for parents with limited English proficiency or disabilities. School reports and other relevant documents will be provided in a clear and understandable manner.

Support for Parental Requests: Acknowledge the unique needs and requests of parents and commits to providing reasonable support for parental involvement activities. It will consider and respond to specific requests from parents, recognizing their role as essential partners in their children's education.

Informed Participation: Create opportunities for the informed participation of parents and family members, including those with limited English proficiency, disabilities, or migratory children. Information and school reports will be communicated in a format and language that parents can comprehend, to the extent practicable. This ensures that all parents have equal access to information and can actively engage in their children's educational journey.

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.

LdVCS will implement a range of programs and services to support the educational needs of eligible students. These programs aim to provide targeted assistance and interventions to students who require additional support to succeed academically. Additionally, educational services may be extended to children living in local institutions for neglected or delinquent children, as well as neglected and delinquent children in community day school programs.

The nature of these programs can vary based on the specific needs of the students and the resources available.

Targeted Instruction: Provide targeted instruction to address the academic needs of students who are struggling or at risk of falling behind. This may involve additional small group instruction, one-on-one tutoring, or specialized interventions to support their learning and promote academic progress.

Individualized Support: Recognizing that each student has unique strengths and challenges, the programs will offer individualized support tailored to their specific needs. This may include personalized learning plans, differentiated instruction, and ongoing assessment and monitoring to track their progress and adjust interventions as necessary.

Social and Emotional Support: Incorporate social and emotional learning components to address the well-being and behavioral needs of students. This can include counseling services, mentoring programs, conflict resolution strategies, and other interventions aimed at fostering positive social interactions and emotional development.

Extended Learning Opportunities: Enhance educational outcomes, the programs may provide extended learning opportunities beyond regular school hours. This can involve after-school programs, summer school, or enrichment activities that offer additional academic instruction, enrichment in various subject areas, or exposure to extracurricular and cultural experiences.

Transition and Reentry Support: For neglected and delinquent children who are transitioning back into regular school settings after being in local institutions or community day school programs, provide necessary support to facilitate their successful reintegration. This may involve academic assessment, credit transfer coordination, individualized transition plans, and ongoing support services to ensure a smooth educational transition.

Collaboration and Partnerships: Collaborate with relevant educational partners, including parents, community organizations, social services agencies, and other educational entities, to leverage resources and expertise in supporting the educational needs of eligible students. This collaborative approach aims to create a comprehensive support network for students and maximize the effectiveness of interventions.

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:

Teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, play a crucial role in identifying eligible children most in need of services under a targeted assistance school program.

Data Analysis: Examine a range of data sources, including academic assessments, classroom performance, attendance records, behavior reports, and other relevant information. Analyze this data to identify students who are not meeting grade-level standards or are at risk of falling behind.

Student Performance Review: Teachers, in collaboration with other educational partners, conduct a comprehensive review of each student's individual performance. They consider factors such as academic strengths and weaknesses, progress over time, learning styles, and any specific learning needs or challenges.

Classroom Observations: Teachers and instructional support personnel observe students in their classroom settings to gain insights into their learning behaviors, engagement levels, and specific areas of difficulty. These observations can provide valuable information to guide the identification process.

Parent and Guardian Input: Collaboration with parents and guardians is vital in the identification process. Teachers and school leaders seek input from parents regarding their observations, concerns, and insights about their child's academic and developmental progress. Parental input is highly valuable in gaining a holistic understanding of the student's needs.

Individualized Education Plans (IEPs) and 504 Plans: Teachers and school leaders review existing IEPs and 504 plans, if applicable, to identify students who have been formally identified as having special needs or accommodations. These documents can provide valuable information about the student's specific needs and areas requiring additional support.

Professional Collaboration: The identification process involves collaborative discussions among teachers, school leaders, administrators, and specialized instructional support personnel. They share their observations, knowledge, and expertise to collectively identify students who are most in need of targeted assistance.

Regular Progress Monitoring: Ongoing monitoring of student progress is an essential component of the identification process. Teachers and school leaders continually assess students' academic performance, track their progress, and adjust interventions based on their evolving needs.

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:

LdVCS is committed to providing comprehensive services to support the enrollment, attendance, and success of homeless children and youths in coordination with the services offered under the McKinney-Vento Homeless Assistance Act. Here are the services LdVCS will provide:

Enrollment Assistance: Actively identify and reach out to homeless children and youths to ensure their enrollment in school. They will assist with the enrollment process, including helping families gather necessary documentation, accessing transportation services, and resolving any barriers to enrollment.

School Stability: Prioritize school stability for homeless students, aiming to minimize educational disruptions. They will work closely with families to maintain continuity in education, allowing students to remain in their school of origin, if it is in their best interest, even if they move into a different attendance area.

Supportive Services: Offer a range of supportive services to meet the unique needs of homeless children and youths. This may include access to free meals, transportation assistance, school supplies, clothing, and referrals to community resources for housing, health services, mental health support, and other essential needs.

Academic Support: Provide academic support tailored to the specific needs of homeless students. This may involve additional instructional interventions, tutoring programs, individualized education plans (IEPs) or 504 plans, and targeted interventions to address learning gaps and promote academic success.

Social and Emotional Support: Recognizing the emotional challenges that homeless children and youths may face, LdVCS prioritizes social and emotional support services. This may involve school counseling, mentoring programs, trauma-informed practices, and access to mental health professionals to address the social and emotional well-being of homeless students.

Educational Advocacy: The serve as an advocate for homeless children and youths, ensuring their rights and educational needs are met. Collaborate with community organizations, liaisons under the McKinney-Vento Act, and other educational partners to navigate any legal, educational, or social barriers that may impede their academic success.

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) 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:

N/A

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 I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/A

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

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

LdVCS provides a range of professional growth opportunities for teachers, principals, and other school leaders to enhance their knowledge, skills, and instructional practices. These opportunities include targeted professional development sessions, workshops, conferences, and collaborative learning communities. LdVCS also implements and supports a mentoring and induction program for new teachers, pairing them with experienced mentors who provide guidance and support during their early years of their professional practice. Each staff member receives a reimbursement of up to \$3,000 to support them in their development.

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:

LdVCS recognizes the importance of providing ongoing professional development opportunities to support the growth and improvement of teachers, principals, and other school leaders. To accomplish this, LdVCS has implemented a comprehensive system of professional growth and improvement.

For principals, teachers, and other school leaders, LdVCS offers a range of professional development programs and initiatives tailored to their specific needs. These programs focus on enhancing instructional practices, developing leadership skills, and promoting continuous improvement in their respective roles.

The systems of professional growth and improvement promote ongoing learning and development through various strategies. These may include workshops, seminars, conferences, online courses, and collaborative learning communities. LdVCS encourages educators to engage in reflective practices, collaborate with colleagues, and stay abreast of the latest research and best practices in their fields.

To measure growth and improvement, LdVCS utilizes a combination of qualitative and quantitative measures. These may include classroom observations, self-assessment tools, student performance data, and feedback from peers and mentors. LdVCS recognizes the importance of using multiple measures to gain a comprehensive understanding of educators' progress and areas for further development.

LdVCS supports principals, teachers, and other school leaders throughout their careers, starting from the beginning stages. For new educators, LdVCS provides induction programs that offer mentorship, guidance, and professional support to help them successfully transition into their roles. As educators progress in their careers, LdVCS offers advanced professional development opportunities, such as leadership academies, mentorship programs, and opportunities for teacher leadership roles.

Evaluating the systems of professional growth and improvement is an ongoing process for LdVCS. It regularly assesses the effectiveness of its programs through feedback surveys, data analysis, and stakeholder input. Based on this evaluation, LdVCS makes necessary adjustments to ensure continuous improvement within the systems. LdVCS remains committed to refining and expanding professional development opportunities to meet the evolving needs of its educators and to foster a culture of lifelong learning and growth.

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.

LdVCS recognizes the critical role of data and ongoing consultation in continuously updating and improving activities supported under this part. To ensure effective implementation and meaningful outcomes, the LEA has established a comprehensive process.

Data plays a central role in informing decision-making and driving improvement efforts within LdVCS. LdVCS collects and analyzes a wide range of data, including student performance data, assessment results, attendance rates, and other relevant indicators. This data is used to identify strengths, areas of improvement, and disparities in student achievement and educational outcomes.

Through the analysis of data, LdVCS gains valuable insights into the effectiveness of its activities and initiatives. It identifies areas where targeted interventions are needed and where resources can be allocated most effectively. LdVCS utilizes data to set specific goals, track progress, and measure the impact of its efforts. This data-driven approach enables LdVCS to make informed decisions and adjust strategies as necessary to improve student outcomes.

In addition to data, ongoing consultation is a key component of LdVCS improvement process. LdVCS actively engages in consultations with various educational partners, including educators, administrators, parents, community members, and other relevant partners. These consultations serve as opportunities to gather diverse perspectives, exchange ideas, and receive feedback on the effectiveness of activities supported under this part.

Consultation allows the LEA to ensure that the voices and insights of key educational partners are considered in decision-making processes. It provides an avenue for collaboration, consensus-building, and shared responsibility for continuous improvement. Through ongoing consultation, LdVCS strengthens its understanding of the unique needs and aspirations of its students and communities, allowing for more targeted and responsive interventions.

The data collected and the insights gained through ongoing consultation are integrated into a continuous improvement cycle. LdVCS regularly reviews and evaluates the effectiveness of its activities, using data and feedback to identify areas of success and areas that require improvement. Based on this analysis, LdVCS makes informed adjustments, updates, and refinements to its activities to maximize their impact and align them with the evolving needs of its students and communities.

By leveraging data and engaging in ongoing consultation, LdVCS ensures a dynamic and responsive approach to continually updating and improving activities supported under this part. This commitment to evidence-based decision-making and collaborative partnerships allows LdVCS to drive positive change and promote continuous improvement in educational outcomes for all students.

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:

The professional development activities at LdVCS are carefully designed to improve the instruction and assessment of English learners. They focus on equipping educators with effective strategies, techniques, and resources to meet the unique needs of English learners in their classrooms. The activities address language development, cultural responsiveness, differentiation, and instructional methodologies tailored to support English learners' academic progress.

Special attention is given to enhancing the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies that are appropriate for English learners. The professional development offerings provide in-depth training on aligning instructional materials, selecting appropriate assessments, and employing research-based strategies that promote English language development and content area learning.

The professional development activities are designed to have a measurable impact on the participants' effectiveness in teaching English learners. They are structured to increase teachers' English language proficiency, as well as enhance their subject matter knowledge and teaching skills. The training sessions provide opportunities for educators to deepen their understanding of language acquisition, cultural competence, and effective instructional practices to support English learners' academic success.

LdVCS ensures that the professional development activities provided for English learners are supplemental to all other funding sources for which the LEA is eligible. This ensures that resources are maximized to meet the specific needs of English learners and that the professional development efforts are coordinated and aligned with other relevant initiatives and programs.

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:

LdVCS ensures that instructional practices are culturally responsive and inclusive, taking into account the unique backgrounds, experiences, and needs of immigrant children and youth. Teachers receive training and support in creating a welcoming and inclusive classroom environment that values and respects diverse cultures and languages.

Immigrant children and youth who are English learners receive targeted support to develop their English language proficiency. The eligible entity provides specialized English as a Second Language (ESL) instruction, bilingual programs, or other evidence-based language acquisition approaches to facilitate their language development and academic success.

LdVCS offers academic support programs and interventions designed to address any learning gaps or academic challenges faced by immigrant children and youth. These programs may include additional instructional time, small-group instruction, tutoring, or personalized learning approaches to help students catch up and thrive academically.

LdVCS recognizes the importance of engaging immigrant families and communities in the education of their children. They establish partnerships with community organizations, cultural centers, and immigrant support networks to foster collaboration and provide resources and guidance to families. This includes facilitating workshops, information sessions, and resources to help families navigate the education system and actively participate in their children's learning journey.

Recognizing the potential emotional and social challenges faced by immigrant children and youth, LdVCS provides social-emotional support services. This involves counseling, mentoring, and promoting a positive school climate that fosters a sense of belonging and emotional well-being for immigrant students.

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:

The programs and activities specifically designed for English learners and aligned with Title III requirements include:

LdVCS maintains a targeted language instruction programs that focus on English language development for English learners. These programs will incorporate evidence-based instructional strategies, such as sheltered instruction, English as a Second Language (ESL) classes, bilingual education programs, or other research-based approaches. The instruction will be tailored to the linguistic and academic needs of English learners, aiming to accelerate their language proficiency while simultaneously supporting their content area learning.

LdVCS provides appropriate curriculum resources and instructional supports to meet the unique needs of English learners. This includes materials specifically designed for language development, supplementary resources, modified instructional materials, and culturally relevant content that supports their language acquisition and academic progress across subject areas.

LdVCS offers targeted professional development opportunities for teachers and instructional staff working with English learners. This professional development will focus on strategies for effective language instruction, culturally responsive teaching practices, differentiation, assessment of language proficiency, and content area instruction for English learners. It will empower educators to meet the diverse needs of English learners and provide high-quality instruction.

LdVCS implements activities to promote family and community engagement. This may include workshops, outreach programs, and resources to help families understand the language development process, support their child's learning at home, and actively engage with the school. It will foster partnerships between schools and families to create a collaborative and supportive environment for English learners.

LdVCS ensures the appropriate assessment of English learners' language proficiency and academic progress. This may include using standardized language proficiency assessments, formative assessments, and ongoing data collection to monitor students' growth. The collected data will inform instructional decision-making and help identify areas where additional support is needed.

LdVCS conducts regular evaluations to assess the effectiveness of the language instruction programs and activities. This evaluation process will involve analyzing student outcomes, monitoring program implementation, and soliciting feedback from teachers, administrators, and families. The findings will inform adjustments and improvements to ensure ongoing program effectiveness and alignment with the goals of Title III.

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:

LdVCS establishes clear goals and expectations for English acquisition progress and academic achievement for English learners based on the State's English language proficiency assessment and challenging academic standards. Each school site will be held accountable for meeting these goals through a comprehensive monitoring and evaluation system. Progress toward English proficiency and academic achievement is regularly assessed, and data will be collected to measure student growth and identify areas that require additional support. School site administrators and staff are responsible for monitoring individual student progress, identifying barriers to success, and implementing appropriate interventions and instructional strategies to address the unique needs of English learners.

LdVCS promotes differentiated instruction and provide targeted language support strategies to meet the unique needs of English learners. Teachers receive ongoing professional development on effective instructional practices for English learners, including language development strategies, scaffolding techniques, and culturally responsive teaching approaches. Instructional materials and resources are selected or developed to support English language development while ensuring access to grade-level content. Collaboration and professional learning communities is fostered to facilitate sharing of best practices and implementation of research-based instructional strategies.

LdVCS has established a system for monitoring the progress of English learners in achieving English proficiency and meeting academic standards. Ongoing data collection and analysis is conducted to track student growth, assess instructional effectiveness, and identify areas of improvement. The data collected informs decision-making at the school level, allowing for timely interventions and adjustments to instructional practices.

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:

LdVCS has formed a partnership with UCSD, leveraging their research and academic expertise in education to inform the design and implementation of effective programs and services for students.

The collaboration with local arts education programs has allowed LdVCS to tap into their experience and knowledge in delivering high-quality arts instruction, fostering creativity and cultural appreciation among students.

Additionally, LdVCS has partnered with mental health through gardening programs, which provide innovative approaches to promote student well-being and mental health through gardening activities.

With the support of the local arts education programs, LdVCS has expanded its offerings in arts education, including music, visual arts, and theater programs, providing students with well-rounded educational experiences and nurturing their artistic talents.

These activities aim to enhance students' creativity, critical thinking, and cultural understanding, ensuring access to a comprehensive education.

LdVCS, in collaboration with mental health through gardening programs, has implemented initiatives that combine gardening and therapeutic approaches to support students' mental health and well-being.

These activities include gardening therapy sessions, outdoor mindfulness practices, and nature-based interventions that create safe and nurturing environments for students to develop resilience and emotional stability.

While LdVCS has not explicitly mentioned a technology partner, it recognizes the importance of integrating technology effectively into instructional practices. With support from UCSD's research and technology resources, the LEA has provided professional development opportunities for educators to enhance their technology skills and utilize digital tools to support student learning. Funds have also been allocated to ensure schools have reliable technology infrastructure and access to digital resources necessary for effective instruction.

LdVCS, in collaboration with its partners, has established program objectives and intended outcomes aligned with the focus areas of well-rounded education, safe and healthy students, and effective use of technology.

These objectives include improving student engagement and achievement in arts education, fostering positive mental health outcomes through gardening programs, and integrating technology to enhance learning experiences.

LdVCS A will periodically evaluate the effectiveness of these activities based on established objectives and outcomes, using a combination of qualitative and quantitative data collection methods.

Evaluation findings will inform decision-making, guide adjustments to program implementation, and ensure continuous improvement and accountability.

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.

While LdVCS has not explicitly mentioned a technology partner, it recognizes the importance of integrating technology effectively into instructional practices. With support from UCSD's research and technology resources, the LEA has provided professional development opportunities for educators to enhance their technology skills and utilize digital tools to support student learning. Funds have also been allocated to ensure schools have reliable technology infrastructure and access to digital resources necessary for effective instruction. This is an area of growth.

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

LdVCS has implemented various indicators and measures to examine needs for improvement in its programs and services. The following indicators and measures have been put in place:

Partnership with UCSD: LdVCS has formed a partnership with UCSD to leverage their research and academic expertise in education. This collaboration serves as an indicator to inform the design and implementation of effective programs and services for students. By utilizing UCSD's expertise, LdVCS ensures that its programs are evidence-based and aligned with best practices in education.

Collaboration with local arts education programs: LdVCS has partnered with local arts education programs to tap into their experience and knowledge in delivering high-quality arts instruction. This collaboration serves as an indicator of LdVCS's commitment to enhancing arts education. By working with these programs, LdVCS gains valuable insights and feedback to improve the quality of its arts education offerings.

Partnership with mental health through gardening programs: LdVCS has partnered with mental health through gardening programs, which provide innovative approaches to promote student well-being and mental health through gardening activities. This partnership serves as an indicator of LdVCS's dedication to addressing students' mental health needs. By collaborating with these programs, LdVCS ensures that its initiatives align with therapeutic approaches and contribute to students' overall well-being.

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?

The program activities implemented by LdVCS will be thoroughly evaluated to determine future program planning. A comprehensive evaluation approach will be employed, incorporating various methods and data collection techniques to gather both qualitative and quantitative information. This evaluation process will provide valuable insights and inform decision-making for program improvement and planning.

Evaluation will be conducted on multiple levels, including:

Program Objectives and Outcomes: LdVCS has established clear program objectives aligned with its focus areas, such as well-rounded education, student well-being, and effective use of technology. These objectives will serve as benchmarks for evaluation, measuring the extent to which the program has achieved its intended outcomes. Evaluation data will be collected to assess the progress and effectiveness of the program in meeting these objectives.

Data Collection Methods: A combination of qualitative and quantitative data collection methods will be employed. Qualitative methods, such as interviews, focus groups, and surveys, will gather subjective feedback, experiences, and perceptions from stakeholders involved in the program. Quantitative methods, including surveys, assessments, and performance metrics, will generate measurable data to track progress, student outcomes, and program effectiveness.

Stakeholder Feedback: Input from various educational partners, including students, educators, parents, and community partners, will be sought to assess their experiences and perspectives regarding the program activities. Surveys, interviews, and focus groups will be utilized to gather feedback, suggestions, and recommendations for improvement.

Data Analysis and Interpretation: The collected data will be analyzed and interpreted to identify patterns, trends, strengths, weaknesses, and areas for improvement. Both qualitative and quantitative data will be synthesized to provide a comprehensive understanding of the program's impact and effectiveness.

Decision-Making and Program Planning: The evaluation findings will serve as a crucial foundation for decision-making and program planning. The insights gained from the evaluation will inform adjustments, enhancements, and refinements to the program activities, ensuring continuous improvement and responsiveness to the needs of students and stakeholders.

By conducting a robust evaluation process, LdVCS will gather meaningful data and insights to assess the success of the program activities. The evaluation findings will guide future program planning, enabling LdVCS to make informed decisions, allocate resources effectively, and ensure the delivery of high-quality programs and services that meet the needs of students and the broader educational community.

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.

LdVCS as a health sciences charter school places a strong emphasis on developing safe and healthy students, encompassing a holistic approach that focuses on nurturing a healthy mind, body, and heart. To examine needs for improvement in this area, the school utilizes various indicators and measures/data points, which include:

Health and Wellness Assessments: The school conducts regular health and wellness assessments to evaluate the physical, mental, and emotional well-being of its students. These assessments may include measures such as physical fitness tests, mental health screenings, and surveys to gather information on students' overall health status.

Absenteeism and Attendance Rates: Monitoring absenteeism and attendance rates provides an important indicator of student well-being and engagement. High rates of absenteeism may signal underlying health or social issues that need to be addressed. Analyzing attendance data allows the school to identify trends, intervene when necessary, and implement strategies to support student attendance and well-being.

Student Surveys and Feedback: Collecting feedback from students through surveys, focus groups, or suggestion boxes allows the school to gain insights into their perceptions of safety and health at the institution. This feedback can shed light on areas that need improvement, identify potential concerns, and highlight specific student needs in terms of mental, physical, and emotional well-being.

Incident Reports and Disciplinary Records: Tracking and analyzing incident reports and disciplinary records can provide valuable information about the safety and well-being of students. Patterns or trends in disciplinary actions, safety incidents, or bullying incidents can help identify areas that require targeted intervention and improvement.

Staff Training and Certifications: The school monitors staff training and certifications related to student safety and health. This includes ensuring that teachers and staff members are trained in CPR and first aid, have knowledge of mental health support, and receive professional development in creating a safe and inclusive learning environment.

Healthy Lifestyle Programs and Activities: The school routinely assesses the effectiveness of its healthy lifestyle programs and activities by monitoring participation rates, student engagement, and changes in behaviors and attitudes related to physical activity, nutrition, and mental well-being.

By examining these indicators and measures/data points, the Health Sciences Charter school can identify areas for improvement, tailor interventions and programs to address specific needs, and continuously enhance the safety and well-being of its students, supporting their healthy mind, body, and heart.

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

The support for safety and health of students at LdVCS includes a range of activities designed to promote physical well-being, mental health, social-emotional learning, and the development of a safe and inclusive environment. The following activities are included:

Daily Physical Education (PE): LdVCS incorporates daily PE classes into the curriculum to ensure that students engage in regular physical activity. These classes focus on promoting fitness, motor skills development, and fostering a positive attitude towards physical well-being. By providing daily PE, LdVCS encourages students to lead active lifestyles and understand the importance of maintaining their physical health.

Weekly Health Lessons: LdVCS offers weekly health lessons that cover a variety of topics related to personal health and well-being. These lessons may include nutrition education, sexual health, substance abuse prevention, stress management, and other relevant health topics. By providing consistent health education, LdVCS equips students with the knowledge and skills necessary to make informed decisions and maintain their overall well-being.

Social-Emotional Learning (SEL): LdVCS incorporates social-emotional learning into its curriculum, dedicating time and resources to help students develop essential social and emotional skills. SEL activities may include mindfulness exercises, conflict resolution training, empathy-building exercises, and self-reflection practices. By integrating SEL, LdVCS supports students in developing self-awareness, emotional regulation, positive relationships, and responsible decision-making.

On-Site Counselor: LdVCS employs an on-site counselor who provides support to students in addressing their mental health and emotional needs. The counselor offers individual counseling sessions, group counseling, crisis intervention, and guidance on issues related to mental well-being. Having an on-site counselor ensures that students have access to the necessary support and resources to navigate their emotional challenges effectively.

No Place for Hate Program: LdVCS participates in the No Place for Hate program, which aims to create an inclusive and respectful school climate, free from discrimination and prejudice. Through this program, students engage in activities promoting tolerance, understanding, and acceptance of diversity. LdVCS organizes events, workshops, or campaigns that raise awareness of social issues and promote a culture of respect and inclusivity among students and staff.

By implementing these activities, the LdVCS provides a comprehensive approach to supporting the safety and health of its students. These initiatives address various aspects of student well-being, including physical fitness, mental health, social-emotional skills, and promoting an inclusive school environment. By combining daily PE, weekly health lessons, social-emotional learning, an on-site counselor, and participation in the No Place for Hate program, the school creates a nurturing and supportive environment where students can thrive academically and personally.

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?

The evaluation process will involve assessing the effectiveness, impact, and alignment of the activities with the school's goals and objectives. Here is a description of how the activities will be evaluated:

Data Collection: Various data collection methods will be employed to gather information on the outcomes and impact of the activities. This may include surveys, assessments, interviews, and observations. Data will be collected from students, parents, teachers, and other educational partners involved in the implementation of the activities.

Quantitative Measures: Quantitative measures will be used to assess the effectiveness of specific activities. For example, the school may track the participation rates in daily PE classes, monitor changes in fitness levels through physical assessments, or measure improvements in students' knowledge and understanding of health topics through pre- and post-tests. These quantitative measures provide objective data to gauge the success of the activities.

Qualitative Feedback: Qualitative feedback will be collected through surveys, interviews, and focus groups to gather subjective experiences and perceptions related to the activities. Students, parents, and staff members can provide valuable insights on the impact of the activities, the effectiveness of the counselor's support, the relevance of the health lessons, and the overall climate of the school. This qualitative feedback helps capture nuanced aspects of the program and provides a deeper understanding of the educational partners' perspectives.

Educational Partners' Feedback: Involving educational partners in the evaluation process is crucial. Students, parents, teachers, and staff members can be invited to provide feedback and participate in discussions or meetings to share their experiences and suggestions for improvement. Their input can guide future program planning and ensure that the activities meet the needs and expectations of the school community.

Analysis and Interpretation: The collected data will be analyzed and interpreted to identify trends, strengths, weaknesses, and areas for improvement. By examining the data in conjunction with the school's goals and objectives, the evaluation team can determine which activities have been most effective and which aspects may require adjustments or enhancements.

Decision-Making and Program Planning: The evaluation findings will inform decision-making and program planning for the future. The insights gained from the evaluation will guide adjustments to the activities, identify areas for expansion or modification, and help set priorities for resource allocation. The evaluation process ensures that future program planning is evidence-based and responsive to the needs of the students and the school community.

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.

To examine needs for improvement in the effective use of technology at LdVCS, the following indicators and measures/data points can be used:

Technology Proficiency of Educators: The school can assess the technology proficiency levels of its educators through surveys or assessments. This measure provides insights into the educators' current skills and knowledge related to technology integration in instructional practices. It helps identify areas where additional professional development or support may be needed.

Utilization of Digital Tools: Monitoring the utilization of digital tools in the classroom can serve as an indicator of effective technology integration. The school can track the frequency and extent to which educators incorporate digital tools, such as learning management systems, educational apps, or online resources, into their teaching practices. This data point helps identify gaps or opportunities for improvement in leveraging technology to enhance student learning experiences.

Student Engagement and Achievement: The school can analyze student engagement and achievement data to assess the impact of technology integration. This includes examining indicators such as student participation in online discussions, completion rates of digital assignments, and academic performance in technology-rich learning environments. By correlating student outcomes with the use of technology, the school can identify effective practices and areas where adjustments or enhancements may be necessary.

Technology Infrastructure and Access: Evaluating the reliability and accessibility of technology infrastructure is crucial. This involves monitoring the functionality of hardware, software, internet connectivity, and digital resources available to students and educators. Regular assessments can identify any limitations or barriers that may impede the effective use of technology and inform decisions related to infrastructure upgrades or resource allocation.

Feedback from Educators and Students: Gathering feedback from educators and students through surveys, focus groups, or interviews provides valuable insights into their experiences and perceptions regarding the use of technology. This qualitative data can highlight areas of success, challenges, and suggestions for improvement. Feedback from both educators and students is essential in identifying specific needs and informing strategies for enhancing the effective use of technology.

Evaluation of Professional Development Programs: Assessing the impact and effectiveness of professional development programs related to technology integration is important. This can be done through surveys, self-assessments, or post-training evaluations to gather feedback on the relevance, usefulness, and impact of the professional development initiatives. Evaluation findings can guide adjustments or enhancements to the training programs to better meet the needs of educators.

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])

The support for effective use of technology at LdVCS includes a range of activities aimed at empowering educators and students to leverage technology in their teaching and learning processes. The following activities are included:

Professional Development Workshops: LdVCS provides professional development workshops and training sessions for educators to enhance their technology skills and knowledge. These workshops may cover various topics such as digital tools and resources, technology integration strategies, online collaboration platforms, data analysis tools, and effective use of learning management systems. The goal is to equip educators with the necessary skills to effectively integrate technology into their instructional practices.

Technology Coaching and Mentoring: LdVCS offers technology coaching and mentoring programs where educators receive personalized guidance and support from experienced technology coaches. Coaches work closely with educators to provide ongoing assistance, answer questions, troubleshoot technical issues, and offer pedagogical guidance on integrating technology effectively. This personalized support helps educators gain confidence and expertise in utilizing technology tools and resources.

Digital Curriculum Development: The school supports the development and implementation of digital curriculum resources that align with educational standards and promote interactive and engaging learning experiences. This may involve collaborating with instructional designers and subject-matter experts to create digital lessons, interactive multimedia content, online assessments, and virtual simulations. The digital curriculum is designed to enhance student engagement, cater to diverse learning styles, and facilitate personalized learning experiences.

Technology Integration in Instructional Practices: LdVCS encourages educators to integrate technology into their instructional practices across subject areas. This may include using multimedia presentations, online research and collaboration tools, virtual field trips, educational apps, and interactive whiteboards. The goal is to enhance teaching and learning processes, foster critical thinking and problem-solving skills, and provide students with opportunities to create and share their work using digital platforms.

Access to Reliable Technology Infrastructure: LdVCS ensures that schools have reliable technology infrastructure, including hardware, software, and internet connectivity. This involves regular maintenance, upgrades, and monitoring of technology systems to minimize disruptions and ensure seamless access to digital resources. The school also allocates funds to provide students with access to devices such as laptops or tablets, enabling equitable access to technology tools for all 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?

The activities implemented to support the effective use of technology at LdVCS will undergo evaluation to inform future program planning. The evaluation process will involve assessing the effectiveness, impact, and alignment of the activities with the school's goals and objectives related to technology integration.

- 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:

06/29/23

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/>