

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



## School Year

2023-24

## Date of Board Approval

06/15/2023

## LEA Name

Olive Grove Charter School - Orcutt/Santa Maria

## CDS Code:

42 77198 0138362

## Link to the LCAP:

(optional)

<https://olivegrovecharter.org/lcap/>

## 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 IV, PART A**  
Student Support and Academic  
Enrichment Grants

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

Title I, Part D and Title III, Part A programs do not apply to Olive Grove Charter School, and therefore, the sections pertinent to those programs are not included in this document.

*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.

Olive Grove Charter School's (OGCS) major priority areas include: teaching and learning; health, wellness, safety, and climate; and engagement. OGCS's LCAP reflects our strategy for using federal funds to supplement and enhance our local priorities funded with state funds in the following specific actions: teachers/staff (goal 1, action #4); technology (goal 1, action #6); students with disabilities (goal 1, action #88); parent/guardian engagement (goal 3, action #1). These actions where federal funds will be used focus on four main topics:

1. Professional development in order to enhance educator equity for our low-income and minority students - To ensure we employ and retain qualified staff in every classification and to ensure teachers are fully credentialed and appropriately assigned, per independent study guidelines;
2. Access to technology - To maintain 1:1 student access to Chromebooks, to continue to provide hotspots (portable Internet access) to eligible students, and to maintain appropriate and adequate technology for staff and use in the learning center in order to deliver high quality instruction and services;
3. Increasing academic success for students with disabilities - To optimally address individualized needs as identified in students' IEPs, general education teachers, case managers, and SPED support providers will function as a team to plan and implement appropriate adaptations, modifications, and/or accommodations to instruction; reteaching and social-emotional supports will be provided, and research-based academic interventions will be utilized and guided by data driven goals generated via intermittent reviews of progress and benchmark assessment data;
4. Increasing parent/guardian input in decision-making and participation in programs for unduplicated pupils - Designate a parent liaison (Family Support Coordinator) to manage and coordinate communications with parents, to conduct surveys, to connect families to community resources, and to communicate with families in Spanish.

OGCS implements a meaningful engagement process which solicits input from multiple educational partner groups. OGCS takes a year-round, team-focused approach to monitoring our LCAP metrics and the implementation of actions in order to inform decision making around the use of state and federal funds.

## 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.

OGCS utilizes a cycle of continuous improvement to align the use of federal funds with actions and services funded by state and local funds as well as across different federal programs. Educational partners work together to determine the schoolwide goals, and student achievement data determines the types of activities that should be provided to increase student achievement. Analyses of student group data inform the educational partners in determining the effectiveness of actions and services and in deciding which activities need to be expanded, changed or replaced.

Within our current LCAP, alignment between the use of federal funds, state and local funds and across different federal programs can be seen as follows:

- LCAP Action 1.4 aligns the use of state and local funds with ESSER funds and Title II program funds. OGCS utilizes state and local funding to provide the needed services in addition to Title II funds to support professional development and training programs.
- LCAP Action 1.6 aligns the use of Title IV funds with state and local funds to ensure our students and staff have robust and optimized technology to access and deliver the instructional program and other services.
- LCAP Action 1.8 aligns the use of state and local funds with federal special education funds in order to support a comprehensive special education program.
- LCAP Action 3.1 aligns the use of state and local funds with Title I funds to grow our efforts to engage our families and communities.

## 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.

**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.

N/A

## 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 CDE's 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. LEA is a charter school.

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

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

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

### Parent and Family Engagement

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

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



OGCS adopted a Parent and Family Engagement Policy which is reviewed annually. This policy was drafted with meaningful consultation with parents and family members of children attending the school and participating in federal programs. This policy includes provisions for an annual meeting and an annual notice. The annual meeting is intended to inform parents of the school's receipt of Title I, Part A funds and the specific requirements of Title I, Part A, as well as their rights to be involved in such programs. The annual notice includes, among other elements, how parents can participate in the planning, review and/or improvement of the parent engagement policy.

At the beginning of each school year, OGCS enter into School-Parent Compacts with parents via the School-Parent Compact/Acknowledgment of Responsibilities accompanying the Independent Study Agreement. The School-Parent Compact/Acknowledgment of Responsibilities outlines how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve.

Additionally, parents are invited to participate in the school's Advisory Council which meets four times per school year. The Advisory Council's duties include planning, reviewing and improving Title I, Part A programs, the parent engagement policy, and the LCAP.

The school also administers one or more surveys to engage families in improving programs, reviewing the parent engagement policy, reviewing the LCAP, and assessing school climate.

The Bylaws of Olive Grove Charter Schools, Inc. reserves one (1) seat for a parent or guardian.

OGCS publishes in newsletters and/or on its website descriptions and explanations of State academic content standards, State and local academic assessments, Title I requirements, and how parents can monitor their child's progress and work with educators to improve the academic achievement of their children.

OGCS annually educates teachers, pupil services personnel, directors 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.

In order to maximize parental involvement and participation, OGCS arranges school meetings at various times and/or conducts virtual conferences between teachers, or other educators who work directly with participating children, with parents who are unable to attend such conferences at the school. Translators and other accommodations are provided to increase access as necessary.

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:**

ESSA Section 1112(b)(3) - N/A ESSA Section 1112(b)(7) - Please see just above. Additionally, OGCS implements a meaningful engagement process which solicits input from multiple educational partner groups, including from parents primarily through the Advisory Council and surveys.

**Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

N/A

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**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 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.

OGCS recognizes the importance of supporting the professional growth needs of all team members. Through consultation with team members, parents/guardians, community partners, and leadership as well as analysis of student and teacher related data, resources, training, and professional development opportunities aligned with the Local Control Accountability Plan (LCAP) are provided.

As part of ongoing continuous improvement, OGCS ensures these opportunities increase student achievement consistent with the challenging state academic standards, improves the quality and effectiveness of OGCS professionals, develops leadership throughout OGCS, and provides greater access to effective counselors, leaders, paraprofessionals, and teachers.

All OGCS team members have the opportunity to participate in local, regional, statewide, and national conferences, workshops, and trainings. Whenever possible, local, state, and federal funding is leveraged to support professional growth. The expectation is for an OGCS team member to grow professionally and upon return from the conference or training, share the learned expertise with all OGCS team members. OGCS team members are either offered the opportunity or share opportunities with OGCS leadership of upcoming conferences and trainings. These opportunities are coordinated with other OGCS programs, actions, services, or strategies to support LCAP goals and outcomes for student success.

OGCS also provides in-house trainings and resources disseminated organization-wide while also building capacity by empowering learning center leadership to facilitate training specific to its center. Additionally, OGCS participates in the Teacher Induction Program (TIP), Preliminary Administrative Services Credential (PASC), and Clear Administrative Services Credential (CASC) program with our local county office of education to further develop the professional growth of OGCS team members.

### **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. LEA is a charter school.

**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.

OGCS has a professional learning plan that annually provides both in-house and local, statewide and national workshop and conference experiences, synchronous and asynchronous training tools, and best practices for online learning as part of its cycle of ongoing continuous improvement for leaders, teachers, and support services team members. Professional learning (PL) opportunities are coordinated with other OGCS programs, actions, services, or strategies to support LCAP goals and outcomes for student success.

PL under Title II is designed to coordinate with multiple strategies, programs, and activities identified in the LCAP, such as:

- PL to develop research-based instructional practices that support all students, including underperforming student groups, to maintain/strengthen California Assessment of Student Performance and Progress (CAASPP) achievement;
- PL to effectively implement and carry out intervention programs;
- PL to cover best practices, integration, core interventions and strategies, and personalization for EL/MLL students;
- PL to support effective implementation of special education services;
- PL to increase student engagement and student resiliency and to reduce chronic absenteeism;
- PL to support initiatives, such as curriculum implementation;
- PL on engaging parents/guardians as partners, data-informed bridges to success, and research-based approaches to student engagement in personalized learning, attendance, and achievement goals.

The decisions about the use of supplemental federal funds including updating and improving activities supported under Title II, Part A are made through meaningful consultation with various educational partners. Surveys, conversations, and performance check ins provide information about PL needs which the leadership team utilizes to craft in house opportunities and to seek out relevant workshops or conferences. Team members may request to attend PL opportunities, and PL opportunities are sought out and offered to team members by the leadership team. The Advisory Council discusses academic performance, provides input on the school program and supplemental services to make improvements using Title funds as part of their LCAP conversations.

Teachers and staff discuss the effectiveness of professional learning as part of the school culture and evaluate it taking into account the needs of the school based on student achievement data including CAASPP, ELPAC, benchmark assessments, cumulative assessments, attendance, and student demographic data.

## 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:**

OGCS almost exclusively uses its Title IV funds for activities related to supporting the effective use of technology in the school. Funds are used to augment the basic educational program by supporting 1:1 student devices, assisting in providing mobile Internet access for eligible students, and augmenting robust and appropriate technology for staff to most optimally and efficiently deliver the instructional program.

The LEA did not receive more than \$30,000 in Title IV, Part A funding.



## 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.

N/A - The LEA did not receive more than \$30,000 in Title IV, Part A funding.

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.

The LEA did not receive more than \$30,000 in Title IV, Part A funding.

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.

The LEA did not receive more than \$30,000 in Title IV, Part A funding.

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:

The LEA did not receive more than \$30,000 in Title IV, Part A funding.

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