

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

School Year

2023-24

Date of Board Approval

6/7/2023

LEA Name

Peak Prep Pleasant Valley

CDS Code:

56 72553 0139592

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 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.

Peak Prep receives Title I, Part A, Title II, Part A and Title IV, Part A funds via the Every Student Succeeds Act. Title I, Part A is used to provide additional counseling support to low income students. Title II, Part A is used to provide additional professional development opportunities for teaching and administrative staff. Title IV, Part A is used to supplement Peak Prep's ongoing efforts to ensure that all students have access to 1:1 technology devices and internet access.

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.

Peak Prep uses these ESSA funds to supplement the LCFF dollars generated by Peak Prep's students. Peak Prep's LCFF is used to fund the school's core program, and the ESSA funds are used to supplement the core program as described above.

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.

FRPM

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

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.

With a board approved parent and family engagement policy, parents will be communicated through a variety of way. This policy will be available via website and provided at the annual parent meeting.

There are multiple ways we include and plan on engaging parents

- 1) Annual Parent Meeting regarding Title 1 programs and
 - a) This will allow for transparency and opportunities to formulate suggestions.
 - b) The meeting will be scheduled at a convenient time for parents
 - c) Families that participate in Title 1 will be invited and encouraged to attend.
- 2) Parents get weekly progress reports and communication from teachers and mentors
- 3) Provide families with the Parent and Family Engagement Policy
- 4) Will use evidence-based strategies for a higher effective parental involvement and re-evaluate on an annual basis.
- 5) Parent Advisory Committee.
- 6) School Board Meetings
- 7) Parent Education Nights (Being defined).

Homeroom teachers are assigned families and will assist parents and families to understand such topics as State academic standards, State and local academic assessments, and how to monitor a child's progress and partner with Peak to improve the achievement of their children. Depending on the need or content or training (i.e. literacy, technology, diagnostics), the Homeroom Teacher or Counselors/School Psychologist will provide materials and training to help parents to work with their children to improve their student's achievement.

Professional Development will provided to educate Peak's team (teachers, support staff, administrator) with the supporting of parents (i.e. value of partnerships, how to reach out to, communicate with, and execute parent programs) to build a strong parent partnership.

In addition, Peak will communicate with and inform all families that qualify (including EL--in native language, family members with disabilities, and/or parents of migratory students) their opportunities and programs. This communication will be done in a format and, to the extent practicable, in a language that the participating families understand.

Peak's goal is to partner with parents to better the student experience.

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:

Homeroom teachers are assigned families and will assist parents and families to understand such topics as State academic standards, State and local academic assessments, and how to monitor a child's progress and partner with Peak to improve the achievement of their children. Depending on the need or content or training (i.e. literacy, technology, diagnostics), the Homeroom Teacher or Counselors/School Psychologist will provide materials and training to help parents to work with their children to improve their student's achievement.

Professional Development will provided to educate Peak's team (teachers, support staff, administrator) with the supporting of parents (i.e. value of partnerships, how to reach out to, communicate with, and execute parent programs) to build a strong parent partnership.

In addition, Peak will communicate with and inform all families that qualify (including EL--in native language, family members with disabilities, and/or parents of migratory students) their opportunities and programs. This communication will be done in a format and, to the extent practicable, in a language that the participating families understand.

Peak's goal is to partner with parents to better the student experience.

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.

There are instructional strategies in place to enhance and foster our academic program. In addition, there are supplemental materials that are used to support our students and cultivate our curriculum. Peak offers many CTE courses and other electives that are STEM related.

Intervention (i.e. Team Meetings, SSTs additional resources) is in place to address struggling students. Our homeroom and content teachers and intervention teacher communicate with our families and the students' teams are used to encourage parent involvement in the process.

TAS:

For students who are performing below the state standards or are at risk of performing below the state standards students will be required to attend intervention. Identified through our internal, state verified, diagnostic assessment, students are identified by the diagnostic report. These students are provided an Individualized Learning Path (ILP) that is aligned with their current grade-level diagnostic and provide the additional support and content needed to improve their academics. Students are exited out through a discuss that involves the parent and teacher recommendations along with an appropriate grade-level diagnostics.

Neglected or delinquent: "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:

The students who qualify for these services are identified via multiple sources. Through state testing & internal local data (internal assessment results (iready and MAP), teacher recommendation, ELPAC) students will be identified as performing below state standards are at risk of performing below the state standards.

Intervention (i.e. Team Meetings, intervention hours, intervention courses, and additional resources) are in place to address struggling students. Our mentors and teachers communicate with our families and the students' teams are used to encourage parent involvement in the process.

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:

All homeless students are immediately enrolled and placed in courses that are appropriate for their grade level of education regardless of required documents. They will be given technology needed for accessing the full curriculum and supplemental resources. Each homeless student is provided a homeroom teacher that will help walk them through the process and on boarding.

In addition, there will be LEA McKinney Vento Liaison and annual training for the LEA Homeless Liaison and the faculty.

There are reserved funds to provide adequate and comparable services regardless of attendance. Examples of how the Reservation Funds will be used are:

- 1) Counseling services
- 2) Support of the McKinney Vento Liaison position
- 3) Caps/Gowns for graduation
- 4) Collect data on homeless children and youth
- 5) Tutoring Services and hotspots

Our homeless students will automatically eligible for the Title I services regardless of their academic background or performance.

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.

The Early Childhood Education Program does not apply to Peak Prep Pleasant Valley.

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:

As for effective transitions for MS to HS and HS to post Secondary: 1) Students who have shown academic struggles will have a study skills course embedded into their load along with ELA Foundation and Math foundations (if needed). 2) On boarding courses for students and families 3) A wide range of career and technical courses 4) Dual Enrollment Opportunities through ASU and community college.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our students are assessed through our diagnostic assessment and teacher monitoring. Since curriculum is individualized our gifted students may: A. Accelerate at a quicker pace B. Provided Honor or AP level courses to ensure a more rigorous curriculum C. Provided an opportunity to Dual Enrollment with community college or ASU. D. Given CTE Courses and higher-level thinking courses. E. Every student will have an onboard course that exposes them to the curriculum and tools needed for success on our platform.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Formal Agreements ESSA SECTION 1423(2)

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

(A) LEA; and

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Comparable Education Program ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Successful Transitions ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Educational Needs ESSA SECTION 1423(5)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Social, Health, and Other Services

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Parent and Family Involvement

ESSA SECTION 1423(8)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Individualized Education Program Awareness

ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

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

Our professional development is designed to improve academic success and engagement of our students and equip our faculty with the tools needed for success. At this time, all our faculty are highly-qualified in their area of expertise (no teacher induction program) and new faculty are provided with a team leader to help transition to online learning. Professional Development is on-going and annually. We have annual professional development days, along with the requirement of professional development for faculty in their area of expertise. Planned professional development includes the following: Suicide Prevention, Google Suite , Excel, mail merge and other training, Growth Mindset, ELL, Instruction, Virtual Teaching, Differential Instruction, Data-Driven Instruction The professional development growth and improvement system have been in place to help grow, strengthen, and equip our faculty. The following systems are in place: Mentors. All new teachers will be assigned a lead teacher to providing on-boarding, observation, and guidance. New Teacher On-Boarding. All new teachers are provided a 5 day professional development for on-boarding that is academic-focused. This includes, but not limited to, special ed support, virtual/digital classroom management, ELL strategies, best practices, school support, parent communication, technology and student engagement. School-wide Professional development. There is a 5-day professional development for our faculty. During this time, they will meet in their teams and as a whole to go over a wide-variety of topics. For example, safety, suicide prevention, homeless awareness training, literacy, science and mathematics instruction, and social justice in education. Team Meetings. The meetings are designed for teams to meet weekly to discuss best practice, needs, and other school pertinent trainings. These meetings include staff meetings, department meetings, student success team meetings, coaching sessions, and data-driven and diagnostic meetings. School Leaders Training. School leaders are in or have been in an external educational leadership program. In addition, they will meet with the superintendent regularly to discuss coaching needs, academic support or concerns, and to be a sounding-board. These leaders will also help drive the team meetings and professional development days. This will ensure leadership growth and experience. Principal Training. The school principal does external professional development that will strengthen and equip them in the school setting. Some examples are school law, academic coaching, data-driven instruction and parent communication. Monthly PD. All faculty are required to do one educational webinar. A certificate is to be provide to demonstrate completed task. Digital and Virtual Learning Conferences. When budget allows, there are many non-classroom based/virtual instruction conferences that provide relevant and up-to-date strategies to equip our faculty and enhance the teaching. In turn, improve the student experience and academic success. This provides professional growth and advancement opportunities for our faculty. They are able to pick sessions based off of areas of need and report back to our team. This becomes informative and provides an opportunity to lead a professional development. Our systems and sessions are reviewed regularly and annually. Such as, survey will be given to a stakeholder to provide reflection and feedback on current PD and area of future needs at the end of a professional development and at the end of the year. The survey will help the school leaders reflect and analyze to determine if we met our goal or it will drive future PDs and provide constructive feedback on the need for future or additional professional development for individual teachers. We take the student data and use it as a measure of growth for our teachers and school. We examine the data, like engagement and student attendance to see if there has been an increase or improvement. For example, the teacher weekly report measures withdraws and truancy. Furthermore, if we see through the data there are more teachers dealing with similar areas of focus, we would drive our professional learning to support the school as a whole. Lastly, we take data from the outcomes of students, teacher planning, and with stakeholder's meetings and plan further professional development. For example, teacher's may notice a need from their live lessons or interaction with students that the school and students would benefit from a SEL professional development. These systems and sessions are reviewed regularly and annually. For example, a survey will be given to faculty to provide reflection and feedback on current PD and area of future needs at the end of a professional development and at the end of the year. The survey will help the school leaders reflect and analyze to determine if we met our goal or it will drive future PDs and provide constructive feedback.

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:

Peak Prep is an independent Charter School and is the only school within the LEA; therefore, the priority is easily identified.

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.

Peak Prep uses a variety of academic resources and assessments to pinpoint the academic needs of a student: Weekly Staff, Leadership, and Team Meetings.

During our regular staff meetings we will provide time for qualitative data feedback or hear areas of concerns, needs, or success that are going on. We will provide opportunities for suggestions and/or committees (if needed) to help proactively come up with a solution or next step to the data like attendance, grades, and engagement. This activity will drive next steps and enhance the academics, student experience and school programs.

Bi-Annual Parent Advisory Committee. This meeting is provided for families to engage with the Executive Director to discuss areas of strengths and needs. This data will help provide additional insight for our leadership team to discuss potential strategic plans. The HOS will report to individuals or departments that may be identified to come up with a plan of action or celebration.

Family Engagement Meetings/SSTs. During these meetings, school teams (teacher, administrator, and paraprofessional) and families come together to look over a specific student's data like grades, diagnostic assessment, and attendance, to discuss areas of needs or strengthens. A plan of action is created during this meeting. We will wrap around within a couple of weeks to reevaluate and discuss the results of this plan.

Monthly Board Meetings. The board is provided data on items like budget, attendance, and survey results. This allows for insight, participation and discussion.

Annual Parent, Student and Staff surveys. This survey allows for all parents and students to express their success or areas of needed focus. This will allow stakeholders to proactively partake in providing input that is presented to the stakeholders impacted. Afterwards, a strategic plan is put in place. The next survey will provide data to see if there was a growth/improvement.

School Dashboard. This is an annual meeting where a committee of stakeholder are provided an opportunity to see data and provide constructive feedback and solutions to improving our school experience. They will highlight areas of success and areas of needed improvement.

Parent Education Nights. These nights/afternoons are the results of our data. During these meetings/nights parents are provided education on areas of needs and support that was provided by surveys or other analytical data. In addition, feedback from the night and/or through conversations, other areas may be identified as needing further education and/or support. These are monthly/bi-quarterly.

Annual District Oversight. This provides an opportunity for the district to review our program and provide recommendations for growth. This data is provided to the leadership team over the summer to strategically plan and then provide the data to staff at the beginning of the year professional development. The data will be reviewed annually to see growth and improvement. We take the student data and use it as a measure of growth for our teachers and school. We examine the data, like engagement and student attendance to see if there has been an increase or improvement. For example, the teacher weekly report measures withdraws and truancy. Furthermore, if we see through the data there are more teachers dealing with similar areas of focus, we would drive our professional learning to support the school as a whole. Also, we take data from the outcomes of students, teacher planning, and with stakeholder's meetings and plan further professional development. For example, teacher's may notice a need from their live lessons or interaction with students that the school and students would benefit from a SEL professional development. These systems and sessions are reviewed regularly and annually. For example, a survey will be given to faculty to provide reflection and feedback on current PD and area of future needs at the end of a professional development and at the end of the year. The survey will help the school leaders reflect and analyze to determine if we met our goal or it will drive future PDs and provide constructive feedback on the need for future or additional professional development for individual teachers.

We use data to continue updating and improving our activities by doing regular and annual data review. As we review, we identify professional development needs that would benefit our school or individual teachers and leaders. In addition, we use ongoing consultation to continue to improve our activities and provide professional development that has been identified as a needed support for individual teachers, leaders or the school as a whole. Lastly, professional development is related to other strategies, programs and activities because it provides needed support for different areas. Core PD program includes ELL, distance learning PD. We will use Title II part A funds to support supplementary PD such social emotional learning.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

Complete responses will:

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

English Proficiency and Academic Achievement

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

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

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title IV, Part A is mainly used to supplement Peak Prep's ongoing efforts to ensure that all students have access to 1:1 technology devices and internet access.

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;

Peak will partner with the following agencies:

- 1) county of education to provide professional development for our staff on topics like equity/inclusion, English Language Support,
- 2) North West Evaluation Assessment (NWEA) to provide assessments and individual learning plans,
- 3) Edgenuity curriculum to provide CTE and SEL courses.

These agencies have reputable work and products.

B. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107; Funds will be used to provide academic intervention, social emotional learning, and professional development for teachers to provide additional enrichment for students. Such as,

- 1) access to CTE courses
- 2) access to advanced courses/AP
- 3) supplement dual enrollment opportunities
- 4) implementation and strengthening programs that foster history, civic, government and geography.
- 5) programs/resources/courses that use arts and music
- 6) college, career guidance and counseling programs.

c. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

Funds will be used to provide access to social emotional learning courses, school psychologies, and professional development on suicide prevention, equity/inclusion. In addition, technology software that will help monitor student access to various websites.

D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

The funds will be used for software/GoGuardian, that will help foster computer safety.

A. 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.

The school will work with parents, staff, and other stakeholders to monitor and evaluate the effectiveness and make an action plan to revise any activity that may need altering. Conversations will be on-going through staff meetings, IEPs, stakeholder engagements, and open-door policy.

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.

Enrollment, Local Assessment, Supplemental Resources.

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

Technology. 1:1 devices and internet/hotspots

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?

Through usage, repair needs, hot spot connectivity, age of device, growth of the school.

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.

Continued need for cybersecurity and monitoring of 1:1 devices and the safety protocols/software of devices.

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

Software such as GoGuardian, refurbishing and replenishing devices, and maintaining

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?

With the support of I.T, making sure we are monitoring the effectiveness of the software and usage reports.. Making sure we have quality and adequate cybersecurity and protocols in place along with appropriate software monitoring.

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.

Continued need for cybersecurity and monitoring of 1:1 devices.

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])

Making sure every student has a school computer with appropriate licenses and software
Any student needing a hotspot has one.
Making sure that all computers are working effectively and age of devices are appropriate. (issue new devices, when needed).

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?

With the support of I.T, making sure we are monitoring the effectiveness of the software and hotspots.. Making sure we have quality and adequate technology devices to support student needs.

- 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:

5/30/2023

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

California Department of Education
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