

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

School Year

2025-2026

Date of Board Approval

June 23, 2025

LEA Name

California Virtual Academy at Kings

CDS Code:

16638750112698

Link to the LCAP:

(optional)

<https://cava.k12.com/local-control-accountability-plans/>

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

2025-2026 is the first year the school will apply for Title III, Part A funds, therefore, that section is being added to the Federal Addendum.

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

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.

We use federal funds to supplement and enhance actions and services funded with state funds that are designed to close the achievement gap and support all students in meeting challenging state academic standards, as reflected in our LCAP. A comprehensive needs assessment was completed using the CA Dashboard, local assessment data, and stakeholder feedback. Federal funds are used to provide targeted support workshops and small group intervention classes for struggling students (tier 2 and 3) in grades K-12. These students are selected through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level goals based on CCSS, scoring below grade level expectation on baseline assessments, and parent conferencing. Federal funds are also used to provide academic assistance and support to students and learning coaches through the Family Academic Support Team. The goal is to identify the root issue that is prohibiting the student from being successful in school, provide targeted support to build relationships, and bring about success and engagement. We continually review our progress and performance throughout the year using multiple measures. These include numerical student data disaggregated in multiple ways, parent and community meetings and anecdotal data.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

To promote the alignment of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs, stakeholder groups are engaged to review LCAP goals, actions, and services as part of the planning process for the use of categorical funds. The LCAP is used as the school plan for categorical funds and ESSA requirements. The Family Academic Support Teams a LCFF-funded action that federal funds supplement.

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.
Students are identified as low-income using the National School Lunch Program criteria. LEA is a charter school.

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:

N/A
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">• 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.

The Parent and Family Engagement Policy is based upon board policy and administrative regulations to ensure compliance with Federal and State regulations. Educational partners review the policy, which is then revised as needed and approved by the local governing board. The Policy is available on the school's website, with hard copies available upon request. It is also distributed at the parent Title I meeting.

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:

Since the school is an independent study program, parents are involved with every aspect of their child's education. All materials are mailed to the student's house, including a computer, so students and their parent can access the online curriculum. Teachers provide consistent messaging of the requirement for daily log in and submission of assignments. Weekly announcements are made in all the student's courses as well as frequent updates to families both as general newsletters and tailored updates. Parents can connect with other parents through a Facebook group, parent groups meet in the online classroom, and a parent network. There are parent and student orientations for newly enrolled students. If a student and parent are not engaged the student is referred to our Family Academic Support Liaison (FASL) for additional support. There are school policies in place that require teacher availability, consistent scheduling, and timely responses and feedback to student and parents. School-wide initiatives such as Student Connection Calls at the beginning of the year and Parent Teacher Conferences to ensure individual attention for student academic success.

The school involves parents and family member in jointly developing the parent and family engagement policy through educational partner meetings, surveys sent to parents and students, and school meetings.

The school provides assistance to parents of children 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 by holding quarterly check-ins with teachers. Teachers provide parents and students with the following iReady assessment results (local diagnostic assessment, interim assessment scores, updates on students Instructional Level assignment, guide on how to check student progress and grades on the online learning platform, and quarter and semester progress reports. As well as, communication from administration on state standards, expectations, and testing.

The school educates teachers, specialized instructional support personnel, principals, and 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 through professional development. Since the school is an independent study program and parents are involved with every aspect of their child's education on a daily bases, collaborating with parents, we call them learning coaches, is a part of our school culture. Since the student doesn't attend a brick and mortar, the parent is coaching their learning every day.

The school will coordinate and integrate parent involvement programs and activities with other Federal, State, and local 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 through a Family Engagement Coordinator, which is paid for with Title funds.

The Family Engagement Coordinator organizes all strategies and makes sure all program's plans are integrated. Since the school is an independent study program and parents are involved with every aspect of their child's education daily, collaborating with parents is a part of our school culture. Parents have access to the students online learning platform and can see, in live time, what a student has completed.

Materials and training are provided 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.

The school 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 by providing translated documents when needed.

The school will provide opportunities for the informed participation of parents and family members, including providing information and school reports in a format and, to the extent practicable, in a language such parents understand by translated all documents when needed and providing interpreters for meetings.

The school will provide opportunities for the informed participation of parents and family members with disabilities by providing reasonable accommodations (sign-language interpreters, etc.)

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.

The school operates a Schoolwide program and follows the regulations as outlined in the Every Student Succeeds Act (ESSA).

The schoolwide Title I program provides ELA & math interventions for struggling students. These students will be selected and placed through a referral process used to target at-risk learners, as identified by several areas that include teacher observation, lack of progress toward course-level goals based on CCSS, scoring below grade level on the universal screening tool, and parent conferencing. The Title I teacher will work with the teacher to analyze data to place students in extra support classes based on need. The Title I teacher will hold online small group classes for struggling students, in addition to the classes that the teacher holds. Evidence-based intervention curriculum used during intervention classes.

Utilize the Compass Engagement Coordinators to promote engagement in school and attendance awareness by: providing social emotional learning classes; improving study skills and organization; onboarding new families to provide a strong start to school; providing parent education and outreach; and educating families on the importance of attendance and the effect of truancy.

The Family Engagement Coache improves the levels of parent and student engagement and ensures that this increased engagement leads to improved academic achievement. The FEC facilitates and develops in person and online opportunities for students and families to come together and work academically and socially on a regular basis.

Support homeless liaison position, collect data on homeless students, and reach out to parents in homeless situations. Provide students living in a homeless situation with a Kajeet Hotspot so they can access their online classes during the day.

The elementary professional development (PD) are focused on targeted instruction and math. Middle School Professional Development lays the foundation for our school and program culture, along with encouraging collaboration and engagement from our staff and stakeholders. The professional development focuses on academic data review, setting student and program goals, and prioritizing common core major standards, within a small group and a personalized data dive and Instructional format review. HS professional development is focusing on student engagement and targeted instruction. Intervention professional development is focused on improving instructional strategies and

understanding how to better incorporate deeper depth of knowledge instruction into targeted standards. Additional professional development on implementing intervention curriculum with fidelity is planned regularly throughout the year.

Neglected or delinquent: N/A Charter school doesn't provide services for neglected or delinquent students in local institutions or community day school programs.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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:

Homeless students are identified at enrollment and throughout the year as living situations change. California Virtual Academies will immediately enroll the student, even if the student lacks records normally required for enrollment. Records will immediately be requested from the previous school. We assure that homeless children are fully integrated into the mainstream school setting and offered appropriate educational support as authorized under the McKinney-Vento Act for Homeless Education. The school Homeless Liaison assigns a Social Emotional Support FASL to work with each homeless family to provide information on local community and mental health resources to help the family with their basic needs, and to assist the family in accessing internet service to ensure that the student is able to attend school regularly. The SES FASLs continue to check in with the family throughout the school year, to provide needed school resources and encourage student success. If more intensive academic supports are deemed necessary, homeless students are referred to the Family Academic Support Team (FAST) program.

The school provides the following with the reservation funds for homeless education.

Homeless Liaison

Social Emotional Support Family Academic Support Liaison

Hotspot so student can complete their online assignments (independent study program)

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

No funds were used for purposes listed above.

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:

Our Freshman Support Specialists work closely with the Middle School Administration to prepare the rising 8th graders to the High School. Starting early spring semester, the High School Freshman Support Specialists invite the 8th graders to live sessions that explain various components of HS, which include: the day in the life of a HS student, High School graduation requirements, meeting college eligibility requirements, how to indicate course preferences for 9th grade, and other highlights of High School. Further, to offer additional support with answering parent and student questions about the HS experience and courses, the specialists offer open office hours. There is not a formal presentation at that time it is more of a "drop in" time to speak with the HS staff. Live sessions also include current High School students who share their experiences with the rising 8th graders. As the spring semester continues, the Freshman Support Specialists are in communication with the 8th grader teachers and students preparing courses and expectations for the start of the school year.

Our Career Technical Education (CTE) program provides opportunities for students by offering them work-based learning experiences, college campus tours, job fair/career fair access, etc. All these things are done by partnering with the community (local and statewide) and then bringing awareness of these occurrences to students and their families. A dual credit enrollment program will give CTE students the opportunity to take classes in college that correlate to the pathway they are on at the Career and College Prep program; this will provide them the opportunity to earn college credit while taking courses that satisfy their high school pathway requirements. Upon successful completion of the entire pathway, a student has the chance to take a national test and if they pass that test, earn a national credential while earning college credit and/or working towards an associate degree.

Any student interested in the Career and College Prep program will speak with a Career Readiness Advisor during the enrollment process. The trained and certified Career Readiness Advisors are equipped with essential skills and knowledge needed to work with students in career exploration, career decision making, job seeking, and job placement and will offer the Voyager Assessment to all students. Once a student has completed the assessment, the results are sent to the Career Readiness Advisor who will then follow up with the student/family to go over their assessment results. In addition to this assessment opportunity, other opportunities for career counseling will present themselves when the DCA implements other student supports such as the ASVAB Career Exploration Program, Work-based Learning experiences (WBL), Tallo: Virtual Resume, and Nepris: Connecting Industry to Classrooms.

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
No funds were used for purposes listed above.

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.

The school's professional development planning for teacher begins with an analysis of data about student performance and needs, educators' capabilities and needs, and data about the effectiveness of current professional development. Our focus is on equity, and we use CA Dashboard data plus other disaggregated data to identify individual students and student groups not meeting expectations in English language arts, mathematics, socio-emotional development, attendance, and progression toward success in college and career. Surveys of teachers, conversations with administrators, and classroom observations help us identify areas in which professional development would help teachers meet student needs. At least three times a year, data is analyzed and shared with stakeholders through online meetings. During these meeting data is presented, as well as past and current uses of funds, and their effectiveness. Stakeholders are encouraged to provide feedback and the concerns identified during consultation are addressed with concrete explanations and plans.

Principals attend a yearly summit to improve data analysis, culture, and instruction. Summit topics are based upon school needs as identified in dashboard data and stakeholder feedback.

Professional Development is based on CPSEL standards. Through the process, multiple measures are used to evaluate the Principal's performance and professional learning track, including observation, coaching conversations, antidotal records, data, self-assessment, and coaching/supervisor feedback. Principals have the opportunity to set professional goals and chart an individualized path for growth. Opportunities to participate in conferences, college courses, and events through the county offices of education and the state are provided. These are supported through release time and tuition assistance, as available.

All school leaders begin the year with trainings that focus on data, culture, and instruction. Book studies, best practices in online instruction, and student engagement resources are the focus of PD throughout the school year. Through the evaluation process, leaders set professional goals and chart a path for growth. Opportunities to participate in conferences, college courses, and events through the county offices of education are provided.

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.

The school's professional development planning begins with an analysis of data about student performance and needs, educators' capabilities and needs, and data about the effectiveness of current professional development.

Surveys of teachers, conversations with administrators, and classroom observations help us identify areas in which professional development would help teachers meet student needs. Principals and leads consult with Instructional Coaches monthly to identify common areas of needed professional development for teachers.

Our focus is on equity, and we use CA Dashboard data plus other disaggregated data to identify individual students and student groups not meeting expectations in English language arts, mathematics, socio-emotional development, attendance, and progression toward success in college and career. The following data is used in addition to CA Dashboard data, local benchmark assessments in math and reading, quarterly attendance rates, quarterly course pass rates,

Quarterly, data is analyzed and shared with stakeholders through online meetings. Stakeholders include, parents, students, teachers, principal, school staff, specialized instructional support personnel, and community members. During these meeting data is presented, as well as past and current uses of funds, and their effectiveness. Stakeholders are encouraged to provide feedback and the concerns identified during consultation are addressed with concrete explanations and plans. In addition, surveys are sent to students, parents, teachers, and other school staff to gather information and areas of need.

Title II activities are coordinated with the school's mission, data, and Title I professional development activities.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

Complete responses will:

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The school's overall English Learner (EL) student population percentage continues to increase, with the percentage of Long-Term English Learners exceeding the state average. While the school has seen an increase in English learner progress, with 51.7% making progress, an increase of 11.2% in 2023-2024, there are three identified areas for EL improvement based on the school's language proficiency and basic skills proficiency data:

- (1) 11.7% of the school's English learners maintained an English Language Proficiency Indicator level 4, but did not meet the school's basic skills proficiency requirement to be Reclassified as Fluent English Proficient (RFEP).
- (2) EL students are not demonstrating ELA proficiency at the same rate as their non-EL peers, captured with a red California School Dashboard indicator for the 2023-2024 school year.
- (3) The percentage of ELs reclassified to fluent English proficient (RFEP) remains below the state average.

In response to these identified areas for EL improvement, the school is committed to providing high-quality professional development for staff members that improves and has a positive, lasting effect on the instruction and assessment of English learners, and increases students' language proficiency or substantially increases the subject matter knowledge.

In the area of Designated English Language Development (ELD), the school is committed to providing all ELD Specialists with professional development to provide ELD standards-based instruction in a virtual, independent study program platform that includes differentiation by language proficiency levels and aligns with individual students' English Language Plan (ELP) annual goals. The Designated ELD professional development will consist of an in-person professional development session that focuses on Summative ELPAC Data Analysis and Action Planning, Building a High-Impact ELD Schedule, Supplemental Programs to Meet Department Goals and Student Needs, and Meaningful Compliance for English Learners. In addition, virtual staff development for ELD Specialists will occur each quarter to address Differentiating Instruction for All Language Proficiency Levels, Long-Term English Learners, and At-Risk Long-Term English Learners, Creating a Classroom Clock: Making Every Instructional Minute Count, and Preparing Students for Summative ELPAC Based on Interim ELPAC Scores. In between professional development sessions, ELD Specialists will be tasked with implementing the learned practice, strategy, or scaffold in the context of their Designated ELD classroom instruction. During this application period, ELD Specialists will be supported by their assigned ELD Lead. Evidence and artifacts of the practice, strategy, or scaffold will be brought back to the next professional development session to allow for reflection and continued growth before advancing to the next target.

In the area of Integrated ELD, the school is committed to providing all teachers responsible for Integrated ELD with professional development to address the language and academic needs of students in content area classrooms. The Integrated professional development will focus on cultural proficiency/competency training, how to utilize the state-adopted ELD standards in tandem with the state-adopted academic content standards, and scaffolds and strategies to provide language clarification and acquisition support during content area lessons. Each session will have clear learning targets, measurable outcomes, and an application task assigned. In between professional development sessions, teachers attending will be tasked with implementing the learned practice, strategy, or scaffold in the context of Integrated

ELD classroom instruction. Evidence and artifacts of the practice, strategy, or scaffold will be brought back to the next professional development session to allow for reflection and continued growth before advancing to the next target.

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:

N/A

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The school intends to use Title III funds to support the salary of an ELD Lead whose primary duty is to provide training in effective EL instruction in content area classrooms based on California's English Language Development (ELD) standards, facilitate conversations amongst educators using analysis of formative and summative EL achievement data to drive instructional decisions, and provide real-time coaching in the effective implementation of EL instructional strategies and scaffolds in Integrated ELD instruction. In addition, the school intends to use Title III funds to provide after-school programs that offer language instruction for English learners that are prerequisite to the ELA Guaranteed and Viable Curriculum standards identified by the general education program. These after-school interventions are above and beyond what is provided for by the school and do not hinder English learner (EL) participation in other optional after school programs offered for which they qualify.

On the 2023-2024 Summative ELPAC, 41.94% of active English learners scored a level 3 in oral language (listening and speaking domains), indicating a need to further strengthen the oral language instructional program. 53.22% of active English learners scored a level 1 or 2 in written language, indicating the greatest area of need in the writing domain across the grades. As a result, the school intends to use Title III funds to purchase Positivity Project and Listenwise to allow for the provision of supplemental and targeted Speaking and Listening mini-lessons, and to purchase No Red Ink to specifically address the tier 1 writing needs of students in a differentiated, scaffolded, and interactive way. This supplemental instruction is to be differentiated by grade level, specifically targeting ELD standards in the focus domains with engaging content for English Learners of all ages.

As of the 2023-2024 school year, 17.74% of the school's English learners were at a level 1 proficiency level in English, and 36.36% of those level 1 students did not demonstrate scaled score growth on the Summative ELPAC. As a result, the school is intending to use Title III funds to purchase Lingolift, a research-based instructional program that is aligned

with California's ELD standards but is also designed to specifically meet the immediate English learning needs of novice/beginning level English learners and most suitable for the school's virtual learning platform.

The school also intends to hire an Instructional Paraprofessional Educator to provide academic support sessions, supervised by a credentialed and EL authorized ELD Specialist, using scaffolding and strategies to help make the rigorous academic content comprehensible for and accessible to English Learners at all language proficiency levels. In addition, the Instructional Paraprofessional Educator will ensure focus students are accessing the school-provided tutoring on-demand in English and in multiple other primary student languages from Tutor.com, as well as provide live instructional support from a Paraprofessional Educator to meet the specific needs of students nearing and exceeding English language proficiency and reclassification. Title 3 funds will also be used to ensure the ELD Department can revise and align the instructional resources and programmatic plans to meet the changing needs of the school's English learners through meaningful summer projects that have positive student impacts in measurable ways during the school year.

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:

California Virtual Academy at Kings is a charter school (single school district). The school continues to complete a thorough review of enrollment documentation, summative assessment data, and previous records to determine language proficiency strengths and areas of need on an ongoing basis. The school uses the information gathered during this review process to determine appropriate student placement, program services, and essential ELD standards for instruction at each language proficiency level and tier of language instruction. In addition, the school uses feedback provided by all educational partners and EL achievement data to determine staff professional development annually.

To specifically ensure the effectiveness of the professional development, programs, and activities for which Title III funds are used, in relation to assisting English learners with achieving English proficiency, the school will:

- (1) Ensure the Director of Intervention and Special Programs and the ELD Coordinator utilize the California Educator Reporting System (CERS) to view individual student results by LEA, grade, and assigned specialist, and create/view/export custom aggregate reports to drive the department's annual action plan;
- (2) Create ELD Benchmark Assessments to be given at the beginning, middle, and end of year that align with the California ELD Standards by grade level, and are correlated to the Summative ELPAC Blueprints;
- (3) Ensure ELD Leads hold data conferences and goal-setting sessions with all ELD Specialists at the beginning, middle, and end of year to analyze Summative ELPAC and ELD Benchmark Assessment data to determine incremental program and instructional effectiveness and create short-term action plans to improve student outcomes.
- (4) Guarantee cross-department collaboration between the ELD Department and the grade level departments in the analysis of basic skills proficiency data (ESGI, Star360 and CAASPP results) to ensure that English learners are gaining language proficiency through Designated ELD instruction and applying it in the context of content area learning through Integrated ELD instruction.

Based on the professional development, programs, and activities for which Title III funds are used, the school intends to see an increase in the percentage of English Learner progress toward English proficiency, as measured by the English Language Proficiency Assessment for California (ELPAC). In addition, the school intends to see a reduction in the gap between EL students reaching proficiency in English Language Arts, as compared to the student population as a whole.

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:

We developed the application in consultation with parents, community members, students, teachers, and staff through meetings and surveys.

Funds will be used to support a well-rounded education and improve school conditions for student learning through the Family Academic Support Team (FAST). FAST provides academic assistance and social and emotional learning support to students when such support/assistance is requested or deemed necessary to achieve academic success in the virtual school environment.

The objective is to increase student achievement by supporting a student's social and emotional well-being.

We will periodically evaluate the effectiveness of the program by measuring students' social and emotional well-being. We will monitor student achievement through local assessment data, course pass rates, and state assessments.

The LEA has elected to transfer its Title IV, Part A funds to Title I, Part A, and has met all requirements concerning equitable services for private school teachers.

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.

The percentage of students completing a CTE pathway, 5.4%, is significantly lower than the state average of 18.7%. An increase in CTE completion will also increase the College & Career Indicator, 29.4%, which is below the state average of 43.9%. Educational partner feedback has found the CTE pathway instrumental for students to succeed outside of school, both now and in their future careers. Areas of need, not all students are following through and completing the pathways, increased communication between teachers and families, and finding ways to increase student attendance at College & Career Readiness Workshops (i.e. college app prep, financial aid, job search). Parents indicated CTE as a high priority.

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

The CTE program will allow students who are not planning on attending college another way to prepare for a career. The CTE program provides students with career and academic skills, as well as skills that are needed for the modern workplace, such as critical thinking; communication; teamwork; citizenship, integrity, and ethical leadership; research tools; creativity; and innovation. Title IV funds pay for CTE Career College Readiness Lead, CTE Guidance Support Specialist, and CTE Work Based Learning Specialist.

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?

To evaluate the effectiveness the CTE pathway completion rate of socioeconomically disadvantaged students and all students will be monitored. Feedback will be sought from students, parents, and staff about the CTE program.

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.

Attending high-quality afterschool programs and regular participation can lead to improved social and emotional competencies, including prosocial behavior, intrinsic motivation, better concentration efforts, and a higher sense of self-worth. From quarter 1 to quarter 2 (23-24) student registrations for school engagement events only increased 8.2%.

Social Emotional Learning can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities. (American Institutes for Research, 2015) Students who participate in targeted SEL support take a pre and post survey to evaluate their self-awareness and self-management. The scores all indicated improvement; however, some grade span scores were low (3-5 & 912) to begin with. Middle and high school students only improved 15 or less.

SEL Pre-Survey Q1 and Post Survey at the end of Q2 (23-24)

Sentient Scores

TK-2:

* Self Awareness Q1- 77%, Q2 - 89.8%

* Self Management Q1 - 84%, Q2 - 96.7%

3-5:

* Self Awareness Q1 - 23%, Q2 - 27.4%

* Self Management Q1 - 42%, Q2 - 42.9%

6-8:

* Self Awareness Q1 - 76%, Q2 - 76.3%
* Self Management Q1 - 75%, Q2 - 75.5%
9-12:
* Self Awareness Q1 - 62%, Q2 - 63%
* Self Management Q1 - 58%, Q2 - 58.9%

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

To provide a healthy and positive school culture and climate that in turn prompts safe and healthy students, the school has integrated enrichment and extracurricular afterschool activities for students into our program. These after-school activities should improve social and emotional competencies. Students can receive target SEL support after being referred by their teacher.

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?

Progress will be monitored through the percentage of students registering for school engagement events, and feedback from educational partners. Effectiveness will be measured by the Self-Awareness and Self-Management sentiment scores.

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 scheduling of required classes and supplemental support is a challenge in our virtual setting. The high school course pass rate decreased. The student groups that need to attend supplemental support have a course pass rate below all students.

All Students 74.4%
English Learners 60.9%
Socioeconomically Disadvantaged 71.7%
African American 56.5%
Hispanic 70.3%

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])

To ensure English Learners, Students with Disabilities, and low-achieving students have full access to instruction and intervention with credentialed teachers, the high school purchased an online scheduling system. Without this technology, students would miss online classes due to conflicts in their schedules.

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?

Progress will be monitored through class attendance. Effective will be evaluated by the course pass rates. Educational feedback will be collected from teachers and students.

- 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:

January to April 2024.

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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