

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

LEA name:

Pacific View Charter School 2.0

CDS code:

12 75515 1230150

Link to the LCAP:

(optional)

[Provide link.]

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE 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.)*

Title I Part A Basic RS3010
Title II Part A Teacher Quality RS 4035
REAP Small Rural RS 5820

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.

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.

Pacific View Charter 2.0 uses federal funds to enhance local priorities as outlined in the LEA's LCAP. The LEA LCAP goals are 1) Providing all students with a comprehensive, balanced educational experience, through high quality delivery, common core aligned curriculum thus encouraging students to become active life-long learners. 2) Increase opportunities for all students including English Language Learners, socioeconomically disadvantaged, Students with Disabilities, Foster and homeless youth in Career Technical and college readiness and to increase CELDT scores and reclassification of English Language students. 3) Improve and maintain school climate.

Through stakeholder engagement and input, the district priorities, actions and services were developed and approved by the Charter's Board of Trustees. These priorities, actions and services were also chosen to meet the various Every Student Succeeds Act (ESSA) provisions. The Charter coordinates the use of federal funds to support the district LCAP goals, actions, and services.

Alignment

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

Federal funds are used in addition to state and local funds to support staffing to students at the elementary school's "After Care" (Goal 1, Action 1). This service is designed for tutoring and counseling for low income foster youth after school for additional time to support individual students. Federal funding is also used to support curricula intervention, identification, college readiness, and credit recovery software such as APEX, Accelerated Reader/Math, and Tutorials (Goal 1 Action 2).

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	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable. LEA is a Charter School.

Parent and Family Engagement

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

Describe how the LEA will carry out its responsibility under Section 1111(d).

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

PVCS developed a written family engagement policy utilizing public forums during board meeting days, parent involvement advisory committee, and LCAP Stake Holder Engagement surveys conducted individually with parents during parent conferences. Data is presented to the board via administrators for approval. PVCS aligns parent involvement for convenience for parents due to the similarities in LCFF state priorities and ESSA. PVCS groups together stakeholder engagement meeting requirements as well as surveys and communication and makes it an important goal within the LCAP. This also allows parents to have greater input on other goals within the LCAP.

PVCS provides assistance to parents understanding state standards, state and local assessments, monitoring child's progress, and teacher communication daily using our school information system,

School-Wise to make “all-calls”, weekly progress reports, and provide a parent online portal to monitor child’s progress and direct communication with teachers and staff. At the elementary level, the school additionally uses the software “Class Dojo” to target even more parents with communication and progress. Weekly plans contain state and academic standards. At the secondary level, the school additionally uses the online curricula Software “APEX”. APEX provides a scope and sequence of subject specific academic standards that parents can log into to view and monitor student progress. In addition to technological methods of communication, PVCS requires parents to attend two parent conferences discussing academics standards and achievement as well as information regarding State assessments. In addition, at the secondary level, parents are required an additional two “Master Agreement” meetings to discuss graduation requirements, select classes and continuing educational plans.

Pacific View Charter School 2.0 promotes parental participation in a variety of ways: 1) The LEA encourages parent classroom volunteers, parent participation at school events, 100% parent attendance at parent teacher conferences, etc. The LEA provides professional development for staff on how to promote parent participation. Being an independent study hybrid, teachers and parents meet a total of four times a year. Two Master agreement meetings, and two parent conference meetings after the quarter. This is in addition to regularly scheduled Back to School night, Open House, Community performance, and sporting events.

PVCS coordinates with a county consortium for homeless and foster youth with a designated liaison to better communicate with our families on county, state, and federal services. PVCS also works with “Changing Tides” for additional after school programs subsidies and transportation. Front desk staff is versed on local parent resource centers, Tribes, and programs such as “Parent Project” with respected informational fliers to hand out as well.

PVCS ensures that information related to school and parent programs, meetings, and other activities is sent out in these ways: A monthly flyer communicating information about school events, a website with online postings that can be translated in any language, notices sent through the mail, text messages and all calls are a few of the ways the school provides critical information that is also translatable based on home language surveys. Classroom teachers provide additional relevant information through email, “Class Dojo” or similar online secure communication systems that also translate for our parents. LEA recognizes the need for students and parents to feel close to people at the school. Staff has implemented movie and BBQ nights, basketball tournaments with staff, and one BBQ lunch-day a quarter. The construct of an independent school creates a barrier that hopefully will be lowered by increasing field trips and off-site activities. LEA received professional development at the start of the year with ACE training/ and trauma informed care to assist with building better report with students and parents.

PVCS provides opportunities for the informed participation of parents and family (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) primarily with face to face meetings. Pacific View Charter requires a 100% participation rate to parent teacher conference meetings as well as Independent study “Master Agreement meetings”. At these meeting report cards/ progress reports/ transcripts are explained, copied documents are provided, State Test scores explained, as well as any translation that is required for this as well. If there is an additional family

member that cannot attend, all the information is offered through the school information system “School Wise” parent portal with any necessary translation.

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.

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:

Pacific View Charter does not conduct targeted support programs or programs for neglected and delinquent children.

Due to demographics, Pacific View Charter School operates a school wide Title I program. Teachers use formative and summative data to determine which students need additional support. The teachers and support staff provide individual or small group instruction to those students.

Pacific View Charter School executes a Multi-tiered System of Supports. Special services staff (resource teachers, reading specialist, speech therapist, school psychologist, English Learner teacher, counselors and other’s sometimes contracted from the county office) meet with administration and parents to review a variety of academic and/or social emotional data and information called a “Student Study Team” (SST). The team determines needs and what types of supports best meet each student’s needs. The classroom teachers and aides provide many of those supports.

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:

Pacific View Charter provides clothing, school supplies, and food for homeless children as needed. The LEA utilizes some of the reservation funds to help with after-school care and connecting families with family resource centers and local social services. Pacific View Charter is part of a county wide consortium that acquired a McKinney-Vento grant that utilizes a District Liaison from Pacific View Charter to team up with other county stake holders when additional assistance for foster youth and

homeless students are needed. This consortium aids in enrollment and attendance tracking as well as the success of the homeless children and youth.

Student Transitions

ESSA SECTIONS 1112(b)(8) 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.

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:

Pacific View Charter participates in coordinated efforts to transition students from various educational stages: A) Kindergarten orientation over summer introduces new parents and students to the elementary school's procedures, culture, and expectations to this new step. B) Seventh grade students participate in coordination with the local community college, College of the Redwoods, "I've been Admitted to College" orientation. This allows students to plan goals of admittance and acquire college/career interests in what community college has to offer. C) Offers a transition orientation field trip for students going to public High School from middle school. D) 8th and 10th Grade students participate in coordination with the local State University, Humboldt, "Making College Happen" orientation. This allows students admittance if they complete certain criteria within Pacific View Charter and interest in attending a four-year University after High School. E) The Yurok tribe also provides college and career information as well as cultural experiences for Pacific View student tribal members. F) Pacific View initiated a robust Career Technical Education program that provides field trips to local Business's such as Wing Inflatables (Federally Funded Military Boats), Blue Ox, and others, learning skills and applications to support these careers. E) In addition, Pacific View Charter teamed up with other schools hiring a .2 FTE Medical assistant to train student medical field skills and certification to get an interview with local hospitals and medical offices within the county once completed.

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:

Although the LEA has a Gifted and Talented Education program, Title I funds are not used to fund those activities.

Pacific View Charter has a library technician, reading specialist aide, and Library that assist with target specific interventions in deficient skills. The Charter also contracts with the Humboldt Education Resource Center to support their computer technician to provide all students with an opportunity to develop digital literacy skill and academic achievement through Chromebooks.

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:

Pacific View Charter supports professional growth and improvement in: A) All new teachers are supported through the North Coast Teacher Induction Program (NCTIP). Known as BTSA and are mentored by veteran teachers provided by Pacific View Charter. NCTIP is a two-year program that provides a link between the skills acquired in the Preliminary Credential Program to the experience in the classroom. Candidates work with a Mentor Teacher to further develop the knowledge and skills needed to achieve competency in the California Standards. B) All new administrators requiring a cleared credential are also required to go through North Redwoods ACSA Clear Administrative Credentialing Program. Pacific View contracts for an administrative mentor and requires the administrator to complete the two-year induction program. C) PVCS offers minimum day Tuesdays and more than 5 staff duty days for teacher training and professional growth.

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).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pacific View Charter is not in CSI therefore not applicable.

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:

Pacific View Charter is not in CSI therefore not applicable.

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.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable.

Title III Programs and Activities

ESSA SECTION 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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable.

English Proficiency and Academic Achievement

ESSA SECTION 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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable. Pacific View Charter does not receive Title III funds.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pacific View Charter School employs a Multi-Tiered System of Supports program (MTSS) to address academic, behavior, and social-emotional needs of students. The description of this program is a process of systematically documenting students and supports utilizing an electronic school information system (SIS) to analyze the performance of students as evidence of the need for additional services after making changes in classroom instruction. Expected MTSS intended outcomes or goals are documented through SST meetings for students with individual learning and behavior problems being tracked. Thus, the program systematically delivers a differentiated range of interventions based on demonstrated levels of need. The MTSS team for Pacific View Charter meets and evaluates the effectiveness during regularly documented meetings during minimum days scheduled throughout the year and attends professional development at the County office. On a student level, depending on the situation, the special services staff (resource teachers, classroom teachers, reading specialists, speech therapist (contracted from county), school psychologist (contracted from county), English Learner teacher, Nurse (contracted from County)), meets with administration and parents to review a variety of individual academic and/or social emotional data and information during a SST (Student Study Team). Students who need additional support in the areas of behavior and/or social-emotional development for example, will receive assistance from a Board-Certified Behavior Analyst contracted from the local county education office. The team generally determines what types of supports best meet each student's needs. On average, the classroom teachers and aides provide many of those supports. The contracted specialists provided by the Humboldt county office of education are partially funded from the "activities related to supporting well-rounded education under section 4107 and the safe and healthy students under section 4108" by the Title IV part A funds.