

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

**School Year**

2024

**Date of Board Approval**

6/18/2024

**LEA Name**

Downtown College Preparatory High School  
(El Primero)

**CDS Code:**

43696664330585

**Link to the LCAP:**

*(optional)*

**For which ESSA programs apply to your LEA?**

Choose From:

**TITLE I, PART A**

Improving Basic Programs Operated by  
State and Local Educational Agencies

**TITLE II, PART A**

Supporting Effective Instruction

**TITLE III, PART A**

Language Instruction for English Learners  
and Immigrant Students

**TITLE IV, PART A**

Student Support and Academic  
Enrichment Grants

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

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

## Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Strategy

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

Downtown College Preparatory High School (DCP El Primero) has developed a comprehensive plan informed by educational partner feedback for serving all students. This plan is aligned across accountability plans: the LCAP, LCAP Federal Addendum, Title III Addendum, and Element B of the Charter Petitions.

The DCP LCAP focuses on the following goal areas in alignment with the eight state priorities. These goals are:

Goal 1: DCP will prepare all students for post-secondary success in college, career, and civic engagement by providing quality curriculum, instruction and experiences.

Goal 2: Targeted Academic Support, Intervention and Acceleration: DCP will provide targeted programs, personnel and support to mitigate learning gaps and meet targeted needs for all students.

Goal 3: Positive school environment and culture: Prioritize and support the physical, social, and mental well-being of all students and staff by creating a safe, welcoming and inclusive environment.

Specific actions are identified within the three goal areas, with federal funds used to supplement and enhance the base funding levels of actions within each goal that are aligned with each federal program. These are allowable as follows:

Title I, Part A: Support data-driven instruction and targeted professional development for teachers and administrators through external partnerships.

Title II, Part A: Additional staffing to meet the needs of all learners, with focused differentiation and intervention for our target population of first generation college-going Latinx youth from low-income families.

Title III, Part A: Supports Integrated and Designated ELD for ELs.

Title IV, Part A: Supports well-rounded educational environment.

## 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.

Downtown College Preparatory High School (DCP El Primero) has developed a comprehensive plan informed by educational partner feedback for serving all students. This plan is aligned across accountability plans: the LCAP, LCAP Federal Addendum, Title III Addendum, and Element B of the Charter Petitions. State and Federal funds are identified by source in the LCAP expenditures for each action they support.

The LCAP process is used on an ongoing basis to monitor actions and expenditures in support of goals, include the aligned allocation of revenue streams.

## 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.

The number of children eligible for a free or reduced-price lunch (FRPM) under the Richard B. Russell National School Lunch Act (42 United States Code [U.S.C.] 1751 et seq.).

## ESSA Provisions Not Addressed in the LCAP

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

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

### TITLE I, PART A

#### Educator Equity

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

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

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

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

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Downtown College Preparatory High School (DCP EI Primeo) actively monitors disaggregated data for students, then provides differentiated supports to ensure ALL students receive support and achievement gaps are addressed for our population of students – first generation college-going Latinx students from low-income families. As detailed in the LCAP, DCP EI Primero serves students who have been served poorly by the traditional system. The following LCAP actions are specific to identification and serving of these students:

101: DCP will provide all students a college-preparatory, common core standards-aligned academic program, including adopted textbooks and materials, enrichment, and student technology and access.

102: DCP will continue to participate in the AVID Advisory pilot, a research-based advisory program which prepares students to explore college and career readiness.

106: DCP will continue to offer onboarding for new teachers, including new staff orientations, instructional coaching, and support meetings throughout the year, then new hires will be more successful in their first year and return for their subsequent years of teaching.

201: DCP is committed to providing Rising Multilinguals with designated support in English language development appropriate to their level of language proficiency as determined by the Spring ELPAC, in order to accelerate their English proficiency.

202: DCP is committed to providing professional development on topics related to implementing and improving ELD, then DCP staff will be better able to meet the needs of our Rising Multilinguals.

203: DCP students will be provided with additional academic supports and interventions to reinforce critical skills in order to be more successful reaching proficiency grade-level content. DCP offers Acceleration Academies/Summer School/Tutoring then students will have an opportunity to develop prerequisite skills necessary for proficiency of grade-level standards during times that school is not in session (e.g., after school, spring, summer, and fall breaks).



- 204: DCP will focus on providing sufficient staffing and support for our neurodiverse learner so they will be thrive in the educational environment.
- 205: DCP will provide dyslexia screening, intervention and support using Souday curriculum. Appropriate staff will be trained and program implementation will be monitored by the Director of Special Education
- 206: DCP will provide time, resources and support for special education staff and general education staff to collaborate on best practices for supporting students with IEPs in the general education classroom.
- 301: DCP will continue to provide sufficient staffing and professional development time to support implementation of restorative practices, community and culture building, then staff will increase their efficacy in restorative practice and this will lead to improved student perceptions related to culture and a decrease in suspendible offenses.
- 302: DCP will continue to implement and improve case management strategies to intervene with students early in the year to reduce chronic absence and to avoid truancy, then fewer students will be classified as chronically absent.
- 303: DCP will continue to provide additional counseling or referral services for students and families in need of additional non-academic support, then students will be better able to learn at school.
- 304: DCP will continue to provide all staff with consistent training on how to meet the needs of homeless & foster youth in the school context, in order for our homeless and foster youth will be better supported in their learning and access.
- 305: DCP will continue to provide family education and outreach programming in addition to maintaining ELAC/SSC requirements under federal law, in order for parents/guardians have increased opportunities to be meaningfully engaged in the school activities and mission.
- 306: DCP will continue to support athletics and extracurricular activities to maximize opportunities for students to be meaningfully engaged in the school community in order for students to increase a sense of school belonging.
- 308: DCP's Multilingual Task Force will meet four times per year for the continued implementation of DCP's Roadmap for English Learner Success and to help increase fidelity of implementation and increase English learner success.
- 309: Wellness Center Development and Support

DCP El Primero does not operate a Targeted Assistance Program for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs, so those portions of the prompt are not applicable.

Total Enrollment: 495  
 Total Low Income Enrollment: 421/% Low Income Students: 85%  
 Minority Enrollment: 475/% of Minority Students: 96%  
 Total Teachers: 26.9  
 # of Ineffective Teachers: 2/% of Ineffective Teachers: 8%  
 # of Out-of-Field Teachers: 2 /% of Out-of-Field Teachers: 8%  
 #of Inexperienced Teachers: 1/ % of Inexperienced Teachers: 3.75%

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

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

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

## Parent and Family Engagement

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

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

Downtown College Preparatory High School (DCP El Primero) actively engages families in the life of the school, both in terms of their child's education and involvement in decision-making.

As detailed in the LCAP, students and families at DCP El Primero are engaged in service of supporting students' overall development and well-being. Specific to supporting parent and family engagement:

102: DCP will continue to participate in the AVID Advisory pilot for 9th and 10th grades, a research-based advisory program which prepares students to explore college and career readiness.

203: DCP students will be provided with additional academic supports and interventions to reinforce critical skills in order to be more successful reaching proficiency grade-level content. DCP offers Acceleration Academies/Summer School/Tutoring then students will have an opportunity to develop prerequisite skills necessary for proficiency of grade-level standards during times that school is not in session (e.g., after school, spring, summer, and fall breaks).

301: DCP will continue to provide sufficient staffing and professional development time to support implementation of restorative practices, community and culture building, then staff will increase their efficacy in restorative practice and this will lead to improved student perceptions related to culture and a decrease in suspendible offenses.

302: DCP will continue to implement and improve case management strategies to intervene with students early in the year to reduce chronic absence and to avoid truancy, then fewer students will be classified as chronically absent.

303: DCP will continue to provide additional counseling or referral services for students and families in need of additional non-academic support, then students will be better able to learn at school.

304: DCP will continue to provide all staff with consistent training on how to meet the needs of homeless & foster youth in the school context, in order for our homeless and foster youth will be better supported in their learning and access.

305: DCP will actively engage with families to support them in their child's educational journey. We maintain consistent communication channels to help families stay informed and up to date with school news. We hold regular events that allow for parents to give feedback, have direct contact with school leaders, celebrate their students' success and celebrate multicultural diversity.

306: DCP will continue to support athletics and extracurricular activities to maximize opportunities for students to be meaningfully engaged in the school community in order for students to increase a sense of school belonging.

308: DCP's Multilingual Task Force will meet four times per year for the continued implementation of DCP's Roadmap for English Learner Success and to help increase fidelity of implementation and increase English learner success.

309: DCP will furnish and staff a Wellness Center for students to provide additional socio-emotional support for students. DCP will also provide training for staff.

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.

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101: DCP will provide all students a college-preparatory, common core standards-aligned academic program, including adopted textbooks and materials, enrichment, and student technology and access.

102: DCP will continue to participate in the AVID Advisory pilot, a research-based advisory program which prepares students to explore college and career readiness.

201: DCP is committed to providing Rising Multilinguals with designated support in English language development appropriate to their level of language proficiency as determined by the Spring ELPAC, in order to accelerate their English proficiency.

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205: DCP will provide dyslexia screening, intervention and support using Sonday curriculum. Appropriate staff will be trained and program implementation will be monitored by the Director of Special Education

206: DCP will provide time, resources and support for special education staff and general education staff to collaborate on best practices for supporting students with IEPs in the general education classroom.

301: DCP will continue to provide sufficient staffing and professional development time to support implementation of restorative practices, community and culture building, then staff will increase their efficacy in restorative practice and this will lead to improved student perceptions related to culture and a decrease in suspendible offenses.

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304: DCP will continue to provide all staff with consistent training on how to meet the needs of homeless & foster youth in the school context, in order for our homeless and foster youth will be better supported in their learning and access.

305: DCP will actively engage with families to support them in their child's educational journey. We maintain consistent communication channels to help families stay informed and up to date with school news. We hold regular events that allow for parents to give feedback, have direct contact with school leaders, celebrate their students' success and celebrate multicultural diversity.

306: DCP will continue to support athletics and extracurricular activities to maximize opportunities for students to be meaningfully engaged in the school community in order for students to increase a sense of school belonging.

308: DCP's Multilingual Task Force will meet four times per year for the continued implementation of DCP's Roadmap for English Learner Success and to help increase fidelity of implementation and increase English learner success.

309: DCP will furnish and staff a Wellness Center for students to provide additional socio-emotional support for students. DCP will also provide training for staff.

## **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.

DCP El Primero does not operate a Targeted Assistance Program for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs, so those portions of the prompt are not applicable.

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:

Downtown College Preparatory High School (DCP El Primero) supports homeless students and families in the application and enrollment process, to ensure barriers do not exist for these children. To support success, the following Goals and Actions are in place.

101: DCP will provide all students a college-preparatory, common core standards-aligned academic program, including adopted textbooks and materials, enrichment, and student technology and access.

102: DCP will continue to participate in the AVID Advisory pilot in 9th and 10th, a research-based advisory program which prepares students to explore college and career readiness.

203: DCP students will be provided with additional academic supports and interventions to reinforce critical skills in order to be more successful reaching proficiency grade-level content. DCP offers Acceleration Academies/Summer School/Tutoring then students will have an opportunity to develop prerequisite skills necessary for proficiency of grade-level standards during times that school is not in session (e.g., after school, spring, summer, and fall breaks).

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303: DCP will continue to provide additional counseling or referral services for students and families in need of additional non-academic support, then students will be better able to learn at school.

304: DCP will continue to provide all staff with consistent training on how to meet the needs of homeless & foster youth in the school context, in order for our homeless and foster youth will be better supported in their learning and access.

305: DCP will actively engage with families to support them in their child's educational journey. We maintain consistent communication channels to help families stay informed and up to date with school news. We hold regular events that allow for parents to give feedback, have direct contact with school leaders, celebrate their students' success and celebrate multicultural diversity.

306: DCP will continue to support athletics and extracurricular activities to maximize opportunities for students to be meaningfully engaged in the school community in order for students to increase a sense of school belonging.

309: DCP will furnish and staff a Wellness Center for students to provide additional socio-emotional support for students. DCP will also provide training for staff.

## 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.

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:**

Downtown College Preparatory High School (DCP El Primo) actively works to develop student agency, that will promote success of our middle school students in high school, then college and career. The DCP 5 – 12 pipeline was developed to specifically address to support students in successful middle to high school transitions.

102: DCP will continue to participate in the AVID Advisory pilot, a research-based advisory program which prepares students to explore college and career readiness.

203: DCP students will be provided with additional academic supports and interventions to reinforce critical skills in order to be more successful reaching proficiency grade-level content. DCP offers Acceleration Academies/Summer School/Tutoring then students will have an opportunity to develop prerequisite skills necessary for proficiency of grade-level standards during times that school is not in session (e.g., after school, spring, summer, and fall breaks).

303: DCP will continue to provide additional counseling or referral services for students and families in need of additional non-academic support, then students will be better able to learn at school.

304: DCP will continue to provide all staff with consistent training on how to meet the needs of homeless & foster youth in the school context, in order for our homeless and foster youth will be better supported in their learning and access.

305: DCP will actively engage with families to support them in their child's educational journey. We maintain consistent communication channels to help families stay informed and up to date with school news. We hold regular events that allow for parents to give feedback, have direct contact with school leaders, celebrate their students' success and celebrate multicultural diversity.

306: DCP will continue to support athletics and extracurricular activities to maximize opportunities for students to be meaningfully engaged in the school community in order for students to increase a sense of school belonging.

309: DCP will furnish and staff a Wellness Center for students to provide additional socio-emotional support for students. DCP will also provide training for staff.

## **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:**

Downtown College Preparatory High School (DCP El Primero) actively monitors disaggregated data for students, then provides differentiated supports to ensure ALL students progress at their optimal pace including gifted and talented students. Specific to identification and serving of these students, as detailed in the LCAP:

101: DCP will provide all students a college-preparatory, common core standards-aligned academic program, including adopted textbooks and materials, enrichment, and student technology and access.

102: DCP will continue to participate in the AVID Advisory pilot, a research-based advisory program which prepares students to explore college and career readiness.

104: Ethnic Studies Pathway: DCP will continue to diversify curriculum to ensure students see both themselves and diverse perspectives in their educational experience

203: DCP students will be provided with additional academic supports and interventions to reinforce critical skills in order to be more successful reaching proficiency grade-level content. DCP offers Acceleration Academies/Summer School/Tutoring then students will have an opportunity to develop prerequisite skills necessary for proficiency of grade-level standards during times that school is not in session (e.g., after school, spring, summer, and fall breaks).

306: DCP will continue to support athletics and extracurricular activities to maximize opportunities for students to be meaningfully engaged in the school community in order for students to increase a sense of school belonging.



## 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  
[The school does not participate in Title I, Part D]

### 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  
[The school does not participate in Title I, Part D]

### 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  
[The school does not participate in Title I, Part D]

### 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  
[The school does not participate in Title I, Part D]

### **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  
[The school does not participate in Title I, Part D]

### **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  
[The school does not participate in Title I, Part D]

### **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  
[The school does not participate in Title I, Part D]

### **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  
[The school does not participate in Title I, Part D]

**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  
[The school does not participate in Title I, Part D]

**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  
[The school does not participate in Title I, Part D]

**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  
[The school does not participate in Title I, Part D]

**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  
[The school does not participate in Title I, Part D]

## 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.

Downtown College Preparatory High School (DCP EI Primero) actively supports teachers in their professional development and improvement. As detailed in the LCAP, teacher professional development is supported as follows:

103: DCP will provide classroom teachers and support staff with professional development so DCP staff will have better skills to deliver appropriate instruction that meet the needs of diverse learners. Professional learning will also ensure that curriculum maps are based on standards-based learning progressions, and that they integrate ELD and literacy standards and include standards-based assessments.

106: DCP will continue to offer onboarding for new teachers, including new staff orientations, instructional coaching, and support meetings throughout the year, then new hires will be more successful in their first year and return for their subsequent years of teaching.

204: DCP will focus on providing sufficient staffing and support for our neurodiverse learner so they will be thrive in the educational environment.

205: DCP will provide dyslexia screening, intervention and support using Sonday curriculum. Appropriate staff will be trained and program implementation will be monitored by the Director of Special Education.

206: DCP will provide time, resources and support for special education staff and general education staff to collaborate on best practices for supporting students with IEPs in the general education classroom

301: DCP will continue to provide sufficient staffing and professional development time to support implementation of restorative practices, community and culture building, then staff will increase their efficacy in restorative practice and this will lead to improved student perceptions related to culture and a decrease in suspendible offenses.

310: DCP will continue to conduct calibrated teacher observations and timely, compliant evaluations in order for all staff to have a shared understanding of excellent work increasing staff feelings of efficacy

### 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 to charter schools)

**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.

Downtown College Preparatory High School (DCP EI Primero) actively supports educational staff in their professional development and improvement. As detailed in the LCAP:

102: DCP will continue to participate in the AVID Advisory pilot, a research-based advisory program which prepares students to explore college and career readiness. Teachers are trained in the AVID advisory curriculum scope and sequence, as well as instructional strategies and content skills.

103: DCP will provide classroom teachers and support staff with professional development so DCP staff will have better skills to deliver appropriate instruction that meet the needs of diverse learners. Professional learning will also ensure that curriculum maps are based on standards-based learning progressions, and that they integrate ELD and literacy standards and include standards-based assessments.

106: DCP will continue to offer onboarding for new teachers, including new staff orientations, instructional coaching, and support meetings throughout the year, then new hires will be more successful in their first year and return for their subsequent years of teaching.

201 & 202: DCP will continue to provide dedicated professional development for English teachers focused on implementing Designated and Integrated ELD, in order for teachers to be able to be better able to meet the needs of our English learners.

204: DCP will focus on providing sufficient staffing and support for our neurodiverse learner so they will be thrive in the educational environment.



## **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:**

Downtown College Preparatory (DCP EI Primero) actively supports teachers in their professional development and improvement, to serve all learners including ELs. As detailed in the LCAP, teacher professional development is supported as follows:

103: DCP will provide classroom teachers and support staff with professional development so DCP staff will have better skills to deliver appropriate instruction that meet the needs of diverse learners. Professional learning will also ensure that curriculum maps are based on standards-based learning progressions, and that they integrate ELD and literacy standards and include standards-based assessments.

106: DCP will continue to offer onboarding for new teachers, including new staff orientations, instructional coaching, and support meetings throughout the year, then new hires will be more successful in their first year and return for their subsequent years of teaching.

201 & 202: DCP will continue to provide dedicated professional development for English teachers focused on implementing Designated and Integrated ELD, in order for teachers to be able to be better able to meet the needs of our English learners.

205: DCP will provide dyslexia screening, intervention and support using Sonday curriculum. Appropriate staff will be trained and program implementation will be monitored by the Director of Special Education.

### **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:**

As detailed in the LCAP, DCP EI Primero serves students who have been served poorly by the traditional system, including ELs. Specific to enhanced instructional opportunities for immigrant children and youth:

101: DCP will provide all students a college-preparatory, common core standards-aligned academic program, including adopted textbooks and materials, enrichment, and student technology and access.

102: DCP will continue to participate in the AVID Advisory pilot, a research-based advisory program which prepares students to explore college and career readiness.

201: DCP is committed to providing Rising Multilinguals with designated support in English language development appropriate to their level of language proficiency as determined by the Spring ELPAC, in order to accelerate their English proficiency.

202: DCP is committed to providing professional development on topics related to implementing and improving ELD, then DCP staff will be better able to meet the needs of our Rising Multilinguals.

203: DCP students will be provided with additional academic supports and interventions to reinforce critical skills in order to be more successful reaching proficiency grade-level content. DCP offers Acceleration Academies/Summer School/Tutoring then students will have an opportunity to develop prerequisite skills necessary for proficiency of grade-level standards during times that school is not in session (e.g., after school, spring, summer, and fall breaks).

204: DCP will focus on providing sufficient staffing and support for our neurodiverse learner so they will be thrive in the educational environment.

205: DCP will provide dyslexia screening, intervention and support using Sonday curriculum. Appropriate staff will be trained and program implementation will be monitored by the Director of Special Education

206: DCP will provide time, resources and support for special education staff and general education staff to collaborate on best practices for supporting students with IEPs in the general education classroom.

301: DCP will continue to provide sufficient staffing and professional development time to support implementation of restorative practices, community and culture building, then staff will increase their efficacy in restorative practice and this will lead to improved student perceptions related to culture and a decrease in suspendible offenses.

302: DCP will continue to implement and improve case management strategies to intervene with students early in the year to reduce chronic absence and to avoid truancy, then fewer students will be classified as chronically absent.

303: DCP will continue to provide additional counseling or referral services for students and families in need of additional non-academic support, then students will be better able to learn at school.

304: DCP will continue to provide all staff with consistent training on how to meet the needs of homeless & foster youth in the school context, in order for our homeless and foster youth will be better supported in their learning and access.

305: DCP will continue to provide family education and outreach programming in addition to maintaining ELAC/SSC requirements under federal law, in order for parents/guardians have increased opportunities to be meaningfully engaged in the school activities and mission.

306: DCP will continue to support athletics and extracurricular activities to maximize opportunities for students to be meaningfully engaged in the school community in order for students to increase a sense of school belonging.

308: DCP's Multilingual Task Force will meet four times per year for the continued implementation of DCP's Roadmap for English Learner Success and to help increase fidelity of implementation and increase English learner success.

309: Wellness Center Development and Support

### **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:**

As detailed in the LCAP, DCP EI Primero serves students who have been served poorly by the traditional system, including ELs. Specific to enhanced programs and activities for immigrant children and youth:

201: DCP is committed to providing Rising Multilinguals with designated support in English language development appropriate to their level of language proficiency as determined by the Spring ELPAC, in order to accelerate their English proficiency.



202: DCP is committed to providing professional development on topics related to implementing and improving ELD, then DCP staff will be better able to meet the needs of our Rising Multilinguals.

203: DCP students will be provided with additional academic supports and interventions to reinforce critical skills in order to be more successful reaching proficiency grade-level content. DCP offers Acceleration Academies/Summer School/Tutoring then students will have an opportunity to develop prerequisite skills necessary for proficiency of grade-level standards during times that school is not in session (e.g., after school, spring, summer, and fall breaks).

305: DCP will continue to provide family education and outreach programming in addition to maintaining ELAC/SSC requirements under federal law, in order for parents/guardians have increased opportunities to be meaningfully engaged in the school activities and mission.

308: DCP's Multilingual Task Force will meet four times per year for the continued implementation of DCP's Roadmap for English Learner Success and to help increase fidelity of implementation and increase English learner success.

## **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:**

As detailed in the LCAP, DCP EI Primero serves students who have been served poorly by the traditional system, including ELs. Specific to enhanced English proficiency and academic achievement for immigrant children and youth:

201: DCP is committed to providing Rising Multilinguals with designated support in English language development appropriate to their level of language proficiency as determined by the Spring ELPAC, in order to accelerate their English proficiency.

202: DCP is committed to providing professional development on topics related to implementing and improving ELD, then DCP staff will be better able to meet the needs of our Rising Multilinguals.

203: DCP students will be provided with additional academic supports and interventions to reinforce critical skills in order to be more successful reaching proficiency grade-level content. DCP offers Acceleration Academies/Summer School/Tutoring then students will have an opportunity to develop prerequisite skills necessary for proficiency of grade-level standards during times that school is not in session (e.g., after school, spring, summer, and fall breaks).

305: DCP will continue to provide family education and outreach programming in addition to maintaining ELAC/SSC requirements under federal law, in order for parents/guardians have increased opportunities to be meaningfully engaged in the school activities and mission.

308: DCP's Multilingual Task Force will meet four times per year for the continued implementation of DCP's Roadmap for English Learner Success and to help increase fidelity of implementation and increase English learner success.

## 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:**

Downtown College Preparatory (DCP El Primero) receives \$10,000 in Title IV monies. DCP El Primero is committed to providing a well-rounded education for our population who are first-generation Latino students from low-income families. Funds are used to enrich the school program, through the College Success program.