

2020-21 Consolidated Application for ESSA-Funded Programs - 2020Introduction - Executive Summary

Executive Summary

GROWING UP GREEN CHARTER SCHOOL II - 342800860824

The New York State Education Department (NYSED) has developed the online *2020-21 Consolidated Application for ESSA-Funded Programs* to support the timely administration of ESSA-funded programs to local educational agencies (LEAs) across the state.

The application is streamlined to focus on the required assurances from Section 8306 of the ESSA, as well as fiscal and programmatic information that staff have determined is necessary to properly administer each program. The additional information requested in the application will allow NYSED reviewers to ensure that all LEAs are fully prepared to effectively address key provisions of ESSA regulations. For example, the application includes a significant focus on consultation with required constituent groups in the design of ESSA-supported programs. Even though LEAs will provide assurances that consultation has occurred, NYSED has determined that evidence of that consultation should be provided as part of the application process. Toward that end, documentation of the constituent groups included in consultation, along with a *Written Affirmation of LEA Consultation with Private School Officials Form* will be required as part of the initial application.

The online format dramatically improves NYSED's capacity to collect and analyze district-provided data in a timely manner, and then utilize that data to provide targeted support to LEAs as part of shared continuous improvement efforts. For example, the format will allow NYSED to quickly review LEA-determined per pupil amounts for Title I, Part A programs to confirm that funds for services are appropriately distributed among eligible public and non-public schools. For LEAs whose calculation methodologies are not clear or are not consistent with ESSA requirements, NYSED program staff will be able to provide immediate technical assistance to ensure the proper distribution of funds.

The online application also supports better coordination among NYSED program offices – furthering the Department's capacity to support continuous improvement through technical assistance. For example, consultation forms and other data related to equitable services to private school students and teachers will be shared with the Ombudsman to help coordinate technical assistance and monitoring efforts between the Office of ESSA Funded Programs and the State Office of Religious and Independent Schools. Similarly, data about an LEA's use of Title II, Part A funds will be easily shared with District and School Review Teams from the Office of Accountability and the Office of Educator Quality and Professional Development to help LEAs maximize the use of evidence-based professional development strategies in identified schools.

Questions about the *2020-21 Consolidated Application for ESSA-Funded Programs* can be directed to the Office of ESSA Funded Programs at 518-473-0295 or via email at conappta@nysed.gov.

2020-21 Consolidated Application for ESSA-Funded Programs - 2020Introduction - Submission Instructions

Submission Instructions**Directions for Completing the Application:**

LEAs must complete all sections and are required to answer questions marked with a red asterisk. If a required question has not been completed, the business portal will highlight it in red and the section of the application will be flagged. The applicant will be unable to submit the application to NYSED for final review if a required question remains unresolved.

FS-10 Budgets and Budget Narrative forms should be completed in a manner that clearly identifies and aligns proposed expenses.

Directions for Submitting the Application:

The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs) or the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs), are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.

LEAs are NOT REQUIRED to send hard copies of general application materials to the Department.

LEAs are REQUIRED to send signed originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs - Rm 320 EB

RE: 2020-21 Consolidated Application for ESSA-Funded Programs

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

The *2020-21 Consolidated Application for ESSA-Funded Programs* is due by August 31, 2020.

Signed Budget documents must be postmarked by no later than August 31, 2020.

2020-21 Consolidated Application for ESSA-Funded Programs - 2020

Introduction - Point of Contact Information

Point of Contact Information

GROWING UP GREEN CHARTER SCHOOL II - 342800860824

1. Please complete the following chart by providing up-to-date contact information for individuals within the LEA/charter school responsible for work being done in ESSA-funded program areas.

	Contact Person	Contact Phone Number	Contact Email Address
ESSA-Funded Programs Coordinator	Evelyn Persaud	347-642-4306	persaud@gugcs.org
McKinney-Vento Homeless Liaison	Evelyn Persaud	347-642-4306	persaud@gugcs.org
Neglected/Delinquent Transition Liaison	Evelyn Persaud	347-642-4306	persaud@gugcs.org
Foster Care Student Point of Contact	Evelyn Persaud	347-642-4306	persaud@gugcs.org
Migrant Student Data Point of Contact	Evelyn Persaud	347-642-4306	persaud@gugcs.org

2020-21 Consolidated Application for ESSA-Funded Programs - 2020

Assurances & Consultation - Section 8306 Assurances

Section 8306 Assurances

SEC. 8306 [20 U.S.C. 7846] – Any applicant, other than a state education agency that submits a plan or application under this Act, shall have on file with the state education agency a single set of assurances, applicable to each program for which a plan or application is submitted, that provides the following:

1. **The LEA assures that each program will be administered in accordance with all applicable statutes, regulations, program plans and applications. SEC. 8306. [20 U.S.C. 7846](a)(1)**
 YES, the LEA provides the above assurance.
2. **The LEA assures that the control of funds provided under such programs and title to property acquired with program funds will be in a public agency or in an eligible private agency, institution, organization, or Indian Tribe, if the law authorizing the program provides for assistance to those entities. SEC. 8306. [20 U.S.C. 7846](a)(2)(A)**
 YES, the LEA provides the above assurance.
3. **The public agency, eligible private agency, institution, or organization, or Indian Tribe will administer the funds and property to the extent required by authorizing statutes. SEC. 8306. [20 U.S.C. 7846](a)(2)(B)**
 YES, the LEA provides the above assurance.
4. **The applicant will adopt and use proper methods of administering each such program, including the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program. SEC. 8306. [20 U.S.C. 7846](a)(3)(A)**
 YES, the LEA provides the above assurance.
5. **The applicant will adopt and use proper methods of administering each such program, including the correction of deficiencies in program operations that are identified through audits, monitoring or evaluations. SEC. 8306. [20 U.S.C. 7846](a)(3)(B)**
 YES, the LEA provides the above assurance.
6. **The LEA assures that the applicant will cooperate in carrying out any evaluations of each such program conducted by or for the state education agency, the Secretary, or other federal officials. SEC. 8306. [20 U.S.C. 7846](a)(4)**
 YES, the LEA provides the above assurance.
7. **The LEA assures that the applicant will use fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under such program. SEC. 8306. [20 U.S.C. 7846](a)(5)**
 YES, the LEA provides the above assurance.
8. **The LEA assures that the applicant will submit such reports to the state education agency (which will make the reports available to the Governor) and the Secretary as the state educational agency and the Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program. SEC. 8306. [20 U.S.C. 7846](a)(6)(A)**
 YES, the LEA provides the above assurance.
9. **The LEA assures that the applicant will maintain such records, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties. SEC. 8306. [20 U.S.C. 7846](a)(6)(B)**
 YES, the LEA provides the above assurance.
10. **The LEA assures that, before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment. SEC. 8306. [20 U.S.C. 7846](a)(7)**
 YES, the LEA provides the above assurance.

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Assurances & Consultation - State and Federal Assurances

State and Federal Assurances (Part 1 of 8)

1. The following assurances and certifications are a component of your application. By responding "YES" to this item, you are ensuring accountability and compliance with applicable State and Federal laws, regulations, and grants management requirements.

Federal Assurances and Certifications, General:

- Assurances – Non-Construction Programs
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions

Federal Assurances and Certifications, ESEA:

The following are required as a condition for receiving any federal funds under the Elementary and Secondary Education Act.(ESEA)

- ESEA Assurances
- School Prayer Certification

Please refer to "Application Assurances" in the Supporting Documents section of this survey for a complete listing of assurances and certifications for Federal Program funds.

YES, the LEA provides the above assurances.

Supplement Not Supplant (Part 2 of 8)

2. ESSA Section 1118(b) requires that a local educational agency (LEA) use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

Yes, the LEA provides the above assurance.

3. ESSA Section 2301 requires that a local educational agency (LEA) use Federal funds made available under this subpart to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this title.

Yes, the LEA provides the above assurance.

4. ESSA Section 3115(g) requires that a local educational agency (LEA) use Federal funds made available under this subpart shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

Yes, the LEA provides the above assurance.

5. ESSA Section 4110 requires that a local educational agency (LEA) use Federal funds made available under this subpart shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this subpart.

Yes, the LEA provides the above assurance.

6. ESSA Section 5232 requires that a local educational agency (LEA) use Federal funds made available under subpart 1 or subpart 2 shall be used to supplement, and not supplant, any other Federal, State, or local education funds.

Yes, the LEA provides the above assurance.

Title I Assurances (Part 3 of 8)

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Assurances & Consultation - State and Federal Assurances

7. ESSA Section 1112(c) requires each local educational agency plan shall provide assurances that the local educational agency will:
- (1) ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
 - (2) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
 - (3) participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
 - (4) coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
 - (5) collaborate with the State or local child welfare agency to—
 - (A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and
 - (B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
 - (i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and
 - (ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
 - (I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - (II) the local educational agency agrees to pay for the cost of such transportation; or
 - (III) the local educational agency and the local child welfare agency agree to share the cost of such transportation;
 - (6) ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
 - (7) in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).

YES, the LEA provides the above assurances.

8. ESSA Section 1115(b)(2)(G) requires that "To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the challenging State academic standards, each targeted assistance program under this section shall— serve participating students identified as eligible children under subsection (c), including by—providing to the local educational agency assurances that the school will—
- (i) help provide an accelerated, high-quality curriculum;
 - (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and
 - (iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

YES, the LEA provides the above assurance.

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Assurances & Consultation - State and Federal Assurances

9. ESSA Section 1116 requires that local educational agencies may receive Title I funds only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. Each local educational agency that receives Title I funds must develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement.

YES, the LEA assures that it has developed or is in the process of developing a Title I Parent and Family Engagement Policy consistent with Section 1116 of the Every Student Succeeds Act.

10. ESSA Section 1118(c)(2)(A) related to Comparability states that a local educational agency shall be considered to have met the requirements of paragraph (1) if such agency has filed with the State educational agency a written assurance that such agency has established and implemented—
- (i) a local educational agency-wide salary schedule;
 - (ii) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and
 - (iii) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

YES, the LEA provides the above assurance.

Title II Assurances (Part 4 of 8)

11. ESSA Section 2102(b)(2) requires that each application submitted under paragraph (1) shall include the following:
- (E) an assurance that the local educational agency will comply with section 8501 (regarding participation by private school children and teachers); and
 - (F) an assurance that the local educational agency will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs.

YES, the LEA provides the above assurances.

12. The LEA assures that it will comply with all applicable laws and regulations regarding professional development, including but not limited to 20 U.S.C. 6612, 20 U.S.C. 6613, and 8 NYCRR §100.2(dd).

YES, the LEA provides the above assurance.

Title III Assurances (Part 5 of 8)

13. ESSA Section 3116(b)(4) requires that each plan submitted under subsection (a) shall contain assurances that—
- (A) each local educational agency that is included in the eligible entity is complying with section 1112(e) prior to, and throughout, each school year as of the date of application;
 - (B) the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
 - (C) the eligible entity consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
 - (D) the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.

YES, the LEA provides the above assurances.

Title IV Assurances (Part 6 of 8)

14. ESSA Section 4001(a)(1)(A) requires that an LEA obtains prior written, informed consent from the parent of each child who is under 18 years of age to participate in any mental-health assessment or service that is funded under this title and conducted in connection with an elementary school or secondary school under this title.

Yes, the LEA provides the above assurance.

2020-21 Consolidated Application for ESSA-Funded Programs - 2020

Assurances & Consultation - State and Federal Assurances

15. ESSA Section 4001(a)(1)(B) requires that an LEA, before obtaining the written consent described in the previous assurance (Item #14), has provided the parent written notice describing in detail such mental health assessment or service, including the purpose for such assessment or service, the provider of such assessment or service, when such assessment or service will begin, and how long such assessment or service may last.

Yes, the LEA provides the above assurance.

16. ESSA Section 4106(e)(2) requires the LEA to assure that it will:
- (A) prioritize the distribution of funds to schools served by the LEA that:
- (i) are among the schools with the greatest needs, as determined by such local educational agency, or consortium;
 - (ii) have the highest percentages or numbers of children counted under section 1124(c);
 - (iii) are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i);
 - (iv) are implementing targeted support and improvement plans as described in section 1111(d)(2); or
 - (v) are identified as a persistently dangerous public elementary school or secondary school under section 8532;
- (B) comply with section 8501 (regarding equitable participation by private school children and teachers);
- (C) use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107;
- (D) use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108;
- (E) use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b); and
- (F) annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).
- SPECIAL RULE - Any local educational agency receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2)..**

Yes, the LEA provides the above assurances.

McKinney-Vento Assurances (Part 7 of 8)

17. The LEA assures that it will comply with all applicable laws and regulations regarding the rights of students experiencing homelessness, including but not limited to 42 U.S.C. 11431, et seq., Education Law §3209, and 8 NYCRR §100.2(x).

YES, the LEA provides the above assurance.

Migrant Education Program Assurances (Part 8 of 8)

18. The LEA assures that, to the extent that it has migrant-eligible students as evidenced by their Certificates of Eligibility (COEs) issued by the Statewide Identification & Recruitment/MIS2000/MSIX (ID&R) Program Center, the LEA will properly code such students in its Student Information Management System and that the LEA will timely respond to any request(s) for data and information from a regional Migrant Education Tutorial and Support Services (METS) Program Center in conformance with all applicable laws and regulations, including but not limited to the federal Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. §1232g; 34 CFR Part 99).

YES, the LEA provides the above assurances.

2020-21 Consolidated Application for ESSA-Funded Programs - 2020

Assurances & Consultation - Consultation & Collaboration

Consultation & Collaboration

GROWING UP GREEN CHARTER SCHOOL II - 342800860824

1. **The Every Student Succeeds Act (ESSA) contains several provisions requiring LEAs to consult and/or collaborate with various groups in the development of the LEA's application/program with respect to each Title. Please identify individuals from the appropriate constituency groups using the "2020-21 NEW Consultation/Collaboration Form" and upload completed forms with original signatures. In order to document that appropriate consultation/collaboration has occurred or was attempted with required constituency groups, this form, as well as supporting documentation (e.g., meeting agenda, minutes, and rosters), must be maintained on file by the district. (PLEASE NOTE - Multiple forms should be uploaded as needed to accommodate all stakeholders involved in the consultation and collaboration process.)**

Growing Up Green Charter School II - Consultation Form complete.pdf

2020-21 Consolidated Application for ESSA-Funded Programs - 2020

ESSA Programs - Intent to Apply

Intent to Apply

GROWING UP GREEN CHARTER SCHOOL II - 342800860824

1. **Does the LEA intend to apply for Title I, Part A funding for the 2020-21 school year?**
Yes, the LEA intends to apply for Title I, Part A funding for the 2020-21 school year.
2. **Does the LEA intend to apply for Title I, Part D funding for the 2020-21 school year?**
No, the LEA did not receive an allocation for Title I, Part D funding for the 2020-21 school year.
3. **Does the LEA intend to apply for Title II, Part A funding for the 2020-21 school year?**
Yes, the LEA intends to apply for Title II, Part A funding for the 2020-21 school year.
4. **Does the LEA intend to apply for Title III, Part A - English Language Learners (ELL) funding for the 2020-21 school year?**
Yes, the LEA intends to apply for Title III, Part A - ELL funding for the 2020-21 school year.
5. **Does the LEA intend to apply for Title III, Part A - Immigrant Education funding for the 2020-21 school year?**
No, the LEA did not receive an allocation for Title III, Part A - Immigrant funding for the 2020-21 school year.
6. **Does the LEA intend to apply for Title IV, Part A funding for the 2020-21 school year?**
Yes, the LEA intends to apply for Title IV, Part A funding for the 2020-21 school year.
7. **Does the LEA intend to apply for Title V - Rural Low Income Student (RLIS) funding for the 2020-21 school year?**
No, the LEA did not receive an allocation for Title V, RLIS funding for the 2020-21 school year.

Transferability

8. **Does the LEA intend to use Transferability for the 2020-21 school year?**
Yes, the LEA intends to use Transferability in 2020-21.

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ESSA Programs - Transferability

Transferability

As confirmed by the United States Department of Education (USDE), an LEA opting to use Transferability must calculate equitable service shares based on the total amount of funds available under a program after a transfer (ESEA section 5103(e)(1)). Just as an LEA may not transfer funds to a particular program solely to provide equitable services, it may not retain funds solely for this purpose. Thus, if an LEA chooses to transfer 100 percent of its Title II Part A or Title IV Part A funds to Title I Part A, it may not provide equitable services under Title II Part A or Title IV Part A.

1. In the chart below, please identify funds subject to Transferability FROM either Title II or Title IV and the program area to which they are being assigned.

	Transferring the use from Title II Funds (\$)	Transferring the use from Title IV Funds (\$)
Transferring to Title I, Part A	0	0
Transferring to Title I, Part D	0	0
Transferring to Title II, Part A	0	10,000
Transferring to Title III, Part A - English Language Learners (ELL)	0	0
Transferring to Title IV, Part A	0	0
Transferring to Title V - Rural Low Income Students (RLIS)	0	0

2. The chart below summarizes funds subject to Transferability according to the program area FROM which their uses are being transferred - Title II or Title IV.

	<i>Transferability FROM</i> Title II, Part A - TOTAL	<i>Transferability FROM</i> Title IV, Part A - TOTAL
Funds Subject to Transferability FROM	-0.00	-10,000.00

3. The chart below summarizes funds subject to Transferability according to the program area TO which their uses are being transferred.

	Title I, Part A	Title I, Part D	Title II, Part A	Title III - ELL	Title IV, Part A	Title V - RLIS
Funds Subject to Transferability TO	0.00	0.00	10,000.00	0.00	0.00	0.00

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ESSA Programs - Title I Part A - Program Information (1 of 6)

Title I Part A - Program Information (Part 1 of 6)

GROWING UP GREEN CHARTER SCHOOL II - 342800860824

1. Did the LEA evaluate the progress made toward achieving the Title I, Part A program goals set for the previous school year?

- Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year.
- No, the LEA did not evaluate the progress made toward achieving the goals from the previous school year.

1a. To what degree did the LEA make progress toward achieving the Title I, Part A goals from the previous school year?

- The LEA exceeded the goals it set for the previous school year.
- The LEA met the goals it set for the previous school year.
- The LEA did not meet the goals it set for the previous school year.

2. In the space provided below, please describe (1) the specific student needs that impact academic achievement, and (2) how your Title I, Part A program is designed to address those needs. The needs should be identified through a recent needs assessment, include homeless and/or neglected youth as applicable, and provide the basis for coordinated efforts on the part of the LEA to address them.

(PLEASE NOTE - All program activities supported by Title I, Part A funding should be explicitly aligned with proposed expenditures represented in the FS-10 budget.)

As a small charter school LEA, Growing Up Green Charter School II (GUGII) conducts regular reviews of student needs through our ongoing analysis of student data and other performance data. We also meet regularly to talk about other identified needs in the school community, including all possible behavioral or social-emotional concerns. Through this ongoing assessment of needs at the schoolwide and individual level, GUGII has determined that our at-risk students continue to require supplemental support in Reading and Math through targeted interventions.

To alleviate these needs, the school uses Title I, Part A funding to implement a tiered Response to Intervention program with specialized curricula. Through the RTI program, the school uses a process defined in three tiers to deliver differentiation strategies and interventions to struggling students:

- Tier 1: Students receive differentiated instruction and extra support within the classroom environment, where progress is monitored classroom teachers weekly.
- Tier 2: Students receive small group instructional support/(push-in or Pull-out)/from an intervention teacher, where progress is documented on a weekly basis.
- Tier 3: Students receive small group or individualized support from a special education certified learning specialist on an at-risk basis. Students who continue to require this level of support over a period of time may be considered for an evaluation for special education services.

Specialized curricula involves implementing different approaches to reading and math material. Reading approaches include using research-based reading programs, such as: Wilson Reading System, Foundations, Fountas & Pinnell Leveled Literacy Intervention, and Lindamood-Bell Visualizing and Verbalizing, as well as Seeing Stars. Math support will come from using the principles of Stern Math for greater foundational skills and number sense.

Ongoing assessments are used to monitor continuous student growth and to inform instructional planning, program evaluations and revisions, as needed. At the individual student level, a series of diagnostic, formative, benchmark and summative assessments enable us to identify students at risk of academic failure and those having difficulty reading. The assessments used include an internally created six-week assessment called Looking Forward, Looking Back (LFLB) tied to specific exit standards as well Fountas & Pinnell and FastBridge.

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ESSA Programs - Title I Part A - Program Information (1 of 6)

3. **In the space below, please describe the specific goals and/or outcomes the LEA has identified based on the information provided above. The goals/outcomes should be measurable and aligned directly to the above identified needs impacting student achievement.**

At GUGII, our expectations for student progress are outlined in our charter goals. Success is measured by attainment of the following charter goals:

- 75% of all students will perform at or above grade level on the NWEA MAP Reading test
- 75% of students will perform at or above grade level on the Fountas & Pinnell Benchmark Assessment System
- Students will show at least 3 levels of growth on the Fountas & Pinnell Benchmark Assessment System between September and June of each school year

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ESSA Programs - Title I Part A - Fiscal Information (2 of 6)

Title I Part A - Fiscal Information (Part 2 of 6)

LEAs are requested to complete each item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

- Please provide the LEA allocation for Title I, Part A funds for the 2020-21 school year. Do not include carryover funding from the previous year.**

	Title I, Part A 2020-21 <u>Allocation</u> (\$)	<u>Transferability</u> Funds <u>to</u> Title I, Part A (\$)	TOTAL FUNDS for Title I, Part A Purposes (Allocation + Transferability) (\$)
Title I, Part A Calculations	77,639	0.00	77,639.00

- Please complete the following chart to determine Per Pupil Amount and Proportionate Share Amounts for Title I, Part A funds.**

	Amount (#)
Number of K-12 Resident Students Enrolled in PUBLIC Schools (in-district) (#)	542
Number of K-12 Resident Students Enrolled in PRIVATE Schools (in-district) (#)	0
Number of K-12 Resident Students Enrolled in PRIVATE Schools (out-of-district) (#)	0
Number of students from low-income families who reside in Title I attendance areas and who attend PUBLIC schools (in-district) + Number of students served in Neglected Facilities in the LEA (#)	379
Number of students from low-income families who reside in Title I attendance areas and who attend PARTICIPATING PRIVATE SCHOOLS (in-district) (#)	0
Number of students from low-income families who reside in Title I attendance areas and who attend PARTICIPATING PRIVATE SCHOOLS (out-of-district) (#)	0

- Based on the information provided above, please find below the Per Pupil Amount, LEA Proportionate Share, and Private School Proportionate Share for Title I, Part A.**

	Title I, Part A - <u>Per Pupil Amount</u> (\$)	Title I, Part A - <u>LEA Share</u> (\$)	Title I, Part A - <u>Private School Share</u> (\$)
Proportionate Share Calculations	204.85	77,639.00	0.00

2020-21 Consolidated Application for ESSA-Funded Programs - 2020

ESSA Programs - Title I Part A - LEA Reserves (3 of 6)

Title I Part A - LEA Reserves (Part 3 of 6)

LEAs are requested to complete each item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

- The following chart should be used to assist the LEA in calculating appropriate Homeless Reserve figures for completing the chart below (Item #4).
(PLEASE NOTE - All LEAs are required to reserve funds for homeless youth.)**

	Homeless Students (#)	Best Practice Reserve Amount (Per Pupil Am't x Student Count) (\$)	Minimum Recommended Reserve Amount (Student Count x \$100) (\$)
Calculating Homeless Reserves	15	3,072.78	1,500.00

- The following chart should be used to assist the LEA in calculating appropriate Neglected Youth Reserve figures for completing the chart below (Item #4).
(PLEASE NOTE - When determining the amount of funds reserved for services to students in Neglected Facilities, the LEA must multiply the established per pupil amount by the student count.)**

	Neglected Youth Count (#)	Neglected Youth Reserve (Per Pupil Am't x Student Count) (\$)
Calculating Neglected Reserves	0	0.00

- Does the LEA have a Title I allocation (including Transferability) greater than \$500,000?**

No, the LEA does not have a Title I, Part A allocation (including Transferability) greater than \$500,000?

Title I Part A - LEA Reserves (Part 3 of 6) Cont.

- Please complete the following Title I, Part A Funding Reserve chart by indicating all reserves that will be made from the LEA Public School Share before funds are distributed to schools. (Please respond with "0" as applicable to indicate no funds being reserved.)**

	Amount (\$)
Administration	0
Homeless Reserve (REQUIRED for All LEAs - See Item #1 Above)	1,700
Neglected Youth Reserve (See Item #2 Above)	0
Professional Development	0
Capital Expense	0
Pre-K Services	0
Parent and Family Engagement (REQUIRED for LEAs with an allocation greater than \$500,000) - Enter LEA SHARE only, as applicable (See Item #3 Above)	0
Improvement Reserve (OPTIONAL - funds reserved to support activities related to Targeted Support and Improvement and/or Comprehensive Support and Improvement schools)	0

- Based on the information provided above, please find the total amount of Title I, Part A funds to be distributed to eligible public school attendance areas.**

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ESSA Programs - Title I Part A - LEA Reserves (3 of 6)

	Title I, Part A - <u>LEA Share</u> (\$)	Title I, Part A - <u>Funds Reserved</u> (\$)	Title I, Part A - <u>Funds to be Distributed to Title I Schools</u> (LEA Share minus Funds Reserved) (\$)
Title I, Part A Funds to be Distributed	77,639.00	1,700.00	75,939.00

2020-21 Consolidated Application for ESSA-Funded Programs - 2020

ESSA Programs - Title I Part A - Distribution Processes (4 of 6)

Title I Part A - Distribution Processes (Part 4 of 6)**1. Please identify the ranking system used by the district.**

- LEA-Wide (K-12)
- Grade Span Grouping
- K-12 Administrative Option (Applies only to LEAs with one building per grade span)

2. Are there any school building attendance areas with greater than 75 percent poverty rate?

- Yes, there are school building attendance areas with greater than 75 percent poverty.
- No, there are not school building attendance areas with greater than 75 percent poverty.

3. Will the LEA serve high schools with 50 percent or more poverty before it serves any elementary or middle schools with a poverty percentage at or below 75 percent?

- Yes, the LEA will serve high schools with 50 percent or more poverty before it serves any elementary or middle schools with a poverty percentage at or below 75 percent.
- No, the LEA will not serve high schools with 50 percent or more poverty before it serves any elementary or middle schools with a poverty percentage at or below 75 percent.

4. Will the LEA "skip" over an eligible attendance area with a higher poverty percentage in order to serve a lower poverty school?

- Yes, the district will skip one or more eligible schools.
- No, the district will not skip any eligible schools.

5. Will the "Feeder Pattern" option be used for determining the number of children from low-income families in one or more secondary schools?

- Yes, the LEA does intend to use the Feeder Pattern option.
- No, the LEA does not intend to use the Feeder Pattern option.

6. Will the LEA be using the "Grandfather" option in any of its schools?

- Yes, the LEA does intend to use the Grandfather option.
- No, the LEA does not intend to use the Grandfather option.

2020-21 Consolidated Application for ESSA-Funded Programs - 2020

ESSA Programs - Title I Part A - Distribution of Funds (5 of 6)

Title I Part A - Distribution of Funds to Eligible Public School Attendance Areas (Part 5 of 6)

LEAs are requested to complete each item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

- The following figure represents the After Reserve Title I, Part A Per Pupil Amount, based on the information provided in the previous section of the application. This figure may be used to assist the LEA in completing the chart below (Item #3).

200.37

- Will any school attendance area be served with a poverty percent less than 35%?

- Yes, a school attendance area with a poverty percent less than 35% will be served.
 No, a school attendance area with a poverty percent less than 35% will not be served.

- In the chart below, please provide the requested information for ALL PUBLIC SCHOOLS in the LEA individually, regardless of Title I status. If no funds are allocated to a school, please indicate this with a response of "0".

School BEDS Code	School Name	Grade Type	Title I Status	Student Enrollment (#)	Low Income Students (#)	Poverty Rate (%)	Bldg. Title I Allocation (\$)	School-Level Per Pupil Amount (\$)
342800860824	GROWING UP GREEN CHARTER SCHOOL II	Elementary	School-Wide Program (SWP)	542	379	69.93	75,939	200.37

- As the LEA completes the school allocation chart above (Item #3), the remaining balance will be reflected in the chart below to indicate that all funds have been appropriately assigned. (PLEASE NOTE - All expenditures must be reflected in the Title I budget. Within the FS 10, be sure to identify the expenditures by school to reflect the Title I distribution of funds reflected in the chart above.)

	Title I, Part A - <i>Funds to be Distributed</i> (LEA Share minus Funds Reserved) (\$)	Amount Remaining to be Identified (\$) - <i>Remaining Balance</i>
Title I, Part A Funds to be Distributed	75,939.00	0.00

2020-21 Consolidated Application for ESSA-Funded Programs - 2020

ESSA Programs - Title I Part A - Neglected Facilities (6 of 6)

Title I Part A - Neglected Facilities (Part 6 of 6)

For some LEAs, a portion of Title I, Part A funds were generated to support NEGLECTED facilities located within the district's boundaries. Please refer to posted "Child Counts for Institutions for the Neglected" to determine if your district has a neglected facility.

Please refer to the *Documents* panel along the left of the application for the "*Neglected & Delinquent Affirmation of Consultation and Proposed Expenditures*" form.

PLEASE NOTE - If the LEA has no NEGLECTED facilities within its boundaries, please skip this question group and click on "Save" or "Save & Continue".

- Identify by name each Neglected facility located in the district. Click on "Add Row" as needed to include additional facilities.**

Name of Facility	Type of Facility	Child Count (Oct. 2019) (#)	Facility Allocation (\$)	Neglected & Delinquent Affirmation of Consultation and Proposed Expenditures Form
(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

- Does the LEA have a formal written agreement with each Neglected facility located within the LEA's geographic attendance area?**

Yes, the LEA has a formal written agreement with each Neglected facility.
 No, the LEA does not have a formal written agreement with each Neglected facility.

2020-21 Consolidated Application for ESSA-Funded Programs - 2020

ESSA Programs - Title II Part A - Program/Fiscal Information

Title II Part A Program Information

GROWING UP GREEN CHARTER SCHOOL II - 342800860824

1. Did the LEA evaluate the progress made toward achieving the Title II, Part A program goals set for the previous school year?

- Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year.
- No, the LEA did not evaluate the progress made toward achieving the goals from the previous school year.

1a. To what degree did the LEA make progress toward achieving the Title II, Part A goals from the previous school year?

- The LEA exceeded the goals it set for the previous school year.
- The LEA met the goals it set for the previous school year.
- The LEA did not meet the goals it set for the previous school year.

2. In the space provided below, please describe (1) the specific student and/or teacher needs that impact academic achievement, and (2) how your Title II, Part A program is designed to address those needs. The needs should be identified through a recent needs assessment, and should provide the basis for coordinated efforts on the part of the LEA to address them.

(PLEASE NOTE - All program activities supported by Title II, Part A funding should be explicitly aligned with proposed expenditures represented in the FS-10 budget.)

GUGII's ongoing assessment of student needs is conducted through the lens of the instructional strengths and weaknesses of our teaching staff. To do so, GUGII relies on student performance data as well as classroom observations and feedback gathered from our internal coaches and teachers themselves, and the results of our needs assessment is used to determine how best to support effective instruction. Following the needs assessment, plans for professional development are formed between the school's instructional leaders, specialists and teachers and aligned to a rubric established to gauge teacher effectiveness. The school has identified our ongoing professional development needs to be providing training focused on the implementation of the school's ELA and Math curricula, the use of data, and classroom management.

In response, GUGII implements collaborative professional development through coaching, classroom demonstrations, formal internal and external trainings and workshops, and a summer institute. This work is managed by Instructional Coaches, under the supervision of the elementary and middle school leaders.

3. In the space below, please describe the specific goals and/or outcomes the LEA has identified based on the information provided above. The goals/outcomes should be measurable and aligned directly to the above identified needs/obstacles impacting student achievement.

The ultimate goal at GUGII is to provide a well-balanced and rigorous foundation of learning that meets diverse student learning needs and promotes student achievement. As such, the school's efforts to foster effective instruction through professional development are embedded in all elements of the school's programming. The success of this endeavor will be measured by the attainment of the school's achievement goals:

- 75% of all students will perform at or above grade level on the NWEA MAP Reading test
- 75% of students will perform at or above grade level on the Fountas & Pinnell Benchmark Assessment System
- Students will show at least 3 levels of growth on the Fountas & Pinnell Benchmark Assessment System between September and June of each school year

Title II Part A - Fiscal Information

LEAs are requested to complete each item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

4. Please provide the LEA allocation for Title II, Part A funds for the 2020-21 school year. Do not include carryover funding from the previous year.

	Title II, Part A - 2020-21 Allocation	Transferability Funds (Funds to Title II added, Funds from Title II deducted) (\$)	TOTAL FUNDS for Title II, Part A Purposes (Allocation +/- Transferability) (\$)
Title II Calculations	5,909	10,000.00	15,909.00

2020-21 Consolidated Application for ESSA-Funded Programs - 2020

ESSA Programs - Title II Part A - Program/Fiscal Information

5. Please complete the following chart to determine Per Pupil Amount and Proportionate Share Amounts for Title II, Part A funds. The LEA must consult with each private school located in their geographic catchment area to determine the total number of K-12 students served by each private school, regardless of the student's district of residence.

	Amount (\$ or #)
Title II, Part A Program Administration Costs (Public and Private Schools) (\$)	0
Total Number of K-12 Students Enrolled in PUBLIC Schools (in-district) (#)	542
Total Number of K-12 Students Enrolled in In-District PARTICIPATING PRIVATE Schools, Regardless of LEA of Residence (#)	0

6. Based on the information provided above, please find in the chart below the Per Pupil Amount, LEA Proportionate Share, and Private School Proportionate Share for Title II, Part A.

	Title II, Part A <u>Per Pupil Amount</u> (\$)	Title II, Part A <u>LEA Share</u> (\$)	Title II, Part A <u>Private School Share</u> (\$)
Title II, Part A Calculations	29.35	15,909.00	0.00

2020-21 Consolidated Application for ESSA-Funded Programs - 2020

ESSA Programs - Title II Part A - Use of Funds

Title IIA - Use of Funds

No direct action is required of the LEA for Item #1. The calculation chart below is for informational purposes only.

- As the LEA completes the questions on this page (Items #2 - #26), the remaining balance will be reflected in the chart below to indicate when all of the funds have been appropriately assigned.
(PLEASE NOTE - All expenditures must be reflected in the Title II budget. Within the FS 10, be sure to identify expenditures by Use of Funds category.)

	Title II, Part A <i>LEA Proportionate Share</i> (\$)	Amount Remaining to be Identified (\$) - <i>Remaining Balance</i>
Title II, Part A Use of Funds	15,909.00	0.00

Title IIA - Use of Funds - Personalized Professional Development (Part 1 of 3)

PLEASE NOTE - All items in the following sections are required. If a question has not been completed, the business portal will highlight it in red and the section of the application will be flagged. When completing fiscal charts, it may be necessary to click on either the 'Save' or 'Save & Continue' button to complete automatic calculations.

- Is the LEA using Title IIA funds for Instructional Coaching?

CONDITIONS OF USE:

Coaching programs are broadly defined as in-service PD programs where coaches or peers observe teachers' instruction and provide feedback to help them improve. Coaching should be individualized, time-intensive, sustained over the course of a semester or year, context-specific, and focused on discrete skills.

Common roles for coaches include:

- A) Instructional: Helps teachers implement effective instructional strategies, new ideas, often by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching;
- B) Curriculum: Excels at understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment; and,
- C) Data: Leads conversations that assists teachers in analyzing data and then applying the data to strengthen instruction.

Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

- 2a. Title II, Part A funding amount for the 2020-21 school year - Instructional Coaching.

15,909

- Is the LEA using Title IIA funds for Professional Learning Communities?

CONDITIONS OF USE: PLCs are learning teams organized by subject, grade level, and/or special interest in which teachers meet consistently throughout the year to discuss issues around student learning, collect and analyze data, develop and try out instructional solutions, and assess the impact of these solutions. Research indicates that well-implemented PLCs support improvements in practice along with student learning gains. The most successful PLCs have an explicit focus on student learning, increase teacher empowerment and authority in decision making, and promote continuous teacher learning through joint study of research literature.

Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

2020-21 Consolidated Application for ESSA-Funded Programs - 2020

ESSA Programs - Title II Part A - Use of Funds

4. Is the LEA using Title IIA funds for Principal Leadership?

CONDITIONS OF USE: Leadership is second only to teaching among school related factors as an influence on learning. Effective pre-service and in-service principal training programs should be aligned with the 2015 Professional Standards for Educational Leaders (PSELs), and may include high-quality mentoring and coaching, peer observations, visits to other schools, principals networks and conferences, participation in professional development with teachers, and guided “walk-throughs” of schools to look at particular practices in classrooms and consider how to evaluate/improve learning and teaching.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

5. Is the LEA using Title IIA funds for Teacher Leadership?

CONDITIONS OF USE: Teacher leadership career pathways enable individual teachers to extend the reach of their expertise beyond their own classrooms. The use of teacher leaders, rather than vendors, to perform coaching services related to instruction, curriculum, or data provides incentives for teachers, builds upon strengths, and fosters a more cohesive staff climate and culture while building LEA capacity to increase student learning and student achievement.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

6. Is the LEA using Title IIA funds for Induction and Mentoring?

CONDITIONS OF USE: High-quality mentoring and induction programs provide new teachers with professional development, research-based resources, and formative assessment tools for beginning teachers, mentors, and school leaders, as well as technical assistance and capacity building for program leaders. In successful models, full-time mentors are carefully selected and receive more than 100 hours of training annually. Teachers receive two years of coaching, meeting with their assigned mentors weekly for a minimum of 180 minutes per month. Mentors and teachers work through a system of formative assessments, including tools to guide observation cycles and to develop teachers’ skills in lesson planning and analyzing student work.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

7. Is the LEA using Title IIA funds for National Board Certification?

CONDITIONS OF USE: National Board Certification is a rigorous certification/professional development process, available in 25 certificate areas spanning disciplines from Pre-K through 12th grade, that has been shown to improve student performance. The National Board Certification process requires teachers to demonstrate standards-based evidence of the positive effect they have on student learning; exhibit a deep understanding of their students, content knowledge, use of data and assessments and teaching practice; and show that they participate in learning communities and provide evidence of ongoing reflection and continuous learning.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

8. Is the LEA using Title IIA funds for Other personalized professional development activities?

CONDITIONS OF USE: If LEAs do not select from the above, they will be asked to provide evidence (strong, moderate, promising, or demonstrating a rationale) for the chosen professional development practice, which will include providing citations and/or completing a logic model.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

Title IIA - Use of Funds - Additional Professional Development Activities (Part 2 of 3)

2020-21 Consolidated Application for ESSA-Funded Programs - 2020

ESSA Programs - Title II Part A - Use of Funds

9. Is the LEA using Title IIA funds to support the integration of Rigorous Academic Content?

CONDITIONS OF USE: ESSA supports training teachers, principals, or other school leaders on strategies to integrate rigorous academic content into curriculum and instruction. This may include collaborative work or professional development to align curriculum and instruction to updated State Learning Standards. It may also include, but is not limited to, sustained, job-embedded professional development to increase teachers' content knowledge in dual or concurrent enrollment curriculum, Advanced Placement (AP) curriculum, and International Baccalaureate (IB) curriculum.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

10. Is the LEA using Title IIA funds for Recruiting & Retaining Effective Teachers?

CONDITIONS OF USE: ESSA supports the development and implementation of initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, such as: A) providing expert help in screening candidates and enabling early hiring; B), offering differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas; C) teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation; and D) new teacher, principal, or other school leader induction and mentoring programs that are designed to improve classroom instruction and student learning and achievement, and increase the retention of effective teachers, principals, or other school leaders.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

11. Is the LEA using Title IIA funds for Recruiting Individuals from Other Fields?

CONDITIONS OF USE: ESSA supports recruiting mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinctions who demonstrate potential to become effective teachers, principals, or other school leaders.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

12. Is the LEA using Title IIA funds for Evaluation/Support Systems?

CONDITIONS OF USE: ESSA supports the development or improvement of a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that is based on evidence of student achievement and may include student growth. It should also include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

13. Is the LEA using Title IIA funds for Effective Teaching of ELL/MLL Students?

CONDITIONS OF USE: ESSA supports the development of programs and activities that increase the ability of teachers to effectively teach English language learners.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

2020-21 Consolidated Application for ESSA-Funded Programs - 2020

ESSA Programs - Title II Part A - Use of Funds

14. Is the LEA using Title IIA funds for Effective Teaching of Children with Disabilities?

CONDITIONS OF USE: ESSA supports the development of programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities. This may include the use of multi-tier systems of support and positive behavioral intervention and supports so that children with disabilities can meet the challenging State academic standards.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

15. Is the LEA using Title IIA funds for Increased Knowledge/Ability to Teach Early Childhood?

CONDITIONS OF USE: ESSA promotes the development and use of programs and activities that may be geared toward increasing the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing. This may include increasing the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age eight, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

16. Is the LEA using Title IIA funds for High Quality Instruction of Science, Technology, Engineering and Math?

CONDITIONS OF USE: ESSA supports the development and provision of professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, mathematics, and computer science.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

17. Is the LEA using Title IIA funds for Implementation of Formative Assessments?

CONDITIONS OF USE: ESSA supports the training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

18. Is the LEA using Title IIA funds for Supporting Students Affected by Trauma and/or Mental Illness?

CONDITIONS OF USE: ESSA supports the provision of in-service training for school personnel in techniques and support related to identifying and supporting students affected by trauma or mental illness, including the use of referral mechanisms, partnerships with outside organizations, or addressing school conditions for learning such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

2020-21 Consolidated Application for ESSA-Funded Programs - 2020

ESSA Programs - Title II Part A - Use of Funds

19. Is the LEA using Title IIA funds for Identification and Support of Gifted Students?

CONDITIONS OF USE: ESSA supports the provision of training to identify students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students, such as: A) early entrance into kindergarten; B) enrichment, acceleration, and curriculum compacting activities; and C) dual or concurrent enrollment programs in secondary school and post-secondary education.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

20. Is the LEA using Title IIA funds for Instructional Services Provided by Libraries?

CONDITIONS OF USE: ESSA supports professional development intended to improve the instructional services provided by effective school library programs.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

21. Is the LEA using Title IIA funds for Training to Recognize/Prevent Sexual Abuse?

CONDITIONS OF USE: ESSA supports the provision of training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

22. Is the LEA using Title IIA funds for Feedback Mechanisms to Improve Working Conditions?

CONDITIONS OF USE: ESSA supports the development of feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

23. Is the LEA using Title IIA funds for Career Readiness Education?

CONDITIONS OF USE: ESSA supports training teachers, principals, or other school leaders on strategies to provide effective career/technical education and work-based learning to help prepare students for post-secondary education and the workforce.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

Title IIA - Use of Funds - Class Size Reduction (Part 3 of 3)

24. Is the LEA using Title IIA funds for Early Grade Class Size Reduction?

CONDITIONS OF USE:

Class size reduction programs must meet the following evidence-based criteria. The program must:

- A) Extend for multiple years during the early grades, with a focus on low-income and minority students;**
B) Reduce class sizes to 15-18 students or fewer (including the use of co-teaching and floating teachers that bring the student to teacher ratio to one teacher per 15-18 students); AND
C) Be accompanied by a rigorous curriculum, effective teachers, and a sustained, job-embedded PD plan.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

2020-21 Consolidated Application for ESSA-Funded Programs - 2020

ESSA Programs - Title II Part A - Use of Funds

25. Is the LEA using Title IIA funds for Class Size Reduction for Special Populations?

CONDITIONS OF USE:

ELL – Class size reduction programs may be utilized throughout K-12 to accommodate effective teaching of English language learners. Consideration should be given to the number of ELL speakers in one classroom, as well as the number of different languages spoken, whether languages are low incidence or predominate, and student proficiency levels; models may include teaching with certified ENL teachers, or co teaching in specific content areas, instructional aides providing evidence-based supports (multimedia, visuals, graphic organizers, etc).

SWD – Class size reduction programs may be utilized throughout K-12 to accommodate the teaching of students with disabilities, through co-teaching or push-in programs with certified special education teachers beyond that which is required through an individual student’s IEP. Such classrooms should be accompanied by a rigorous curriculum, ongoing professional development, and possibly tracking of data to determine the efficacy of the model.

- Yes, the LEA intends to allot funds to the above described use.
- No, the LEA does not intend to allot funds to the above described use.

26. Is the LEA using Title IIA funds for Other class size reduction activities?

CONDITIONS OF USE: If LEAs do not select from the above, they will be asked to provide evidence (strong, moderate, promising, or demonstrating a rationale) for the chosen class size reduction model, which will include providing citations and/or completing a logic model.

- Yes, the LEA intends to allot funds to the above described use.
- No, the LEA does not intend to allot funds to the above described use.

Title IIA - Use of Funds

No direct action is required of the LEA for Item #27. The calculation chart below is for informational purposes only.

27.

As the LEA completes the questions on this page (Items #2 - #26), the remaining balance will be reflected in the chart below to indicate when all of the funds have been appropriately assigned.
(PLEASE NOTE - All expenditures must be reflected in the Title II budget. Within the FS 10, be sure to identify expenditures by Use of Funds category.)

	Title II, Part A <i>LEA Proportionate Share</i> (\$)	Amount Remaining to be Identified (\$) - <i>Remaining Balance</i>
Title II, Part A Use of Funds	15,909.00	0.00

2020-21 Consolidated Application for ESSA-Funded Programs - 2020

ESSA Programs - Title III English Language Learner (ELL) - Program/Fiscal Information

Title III ELL - Program Information

GROWING UP GREEN CHARTER SCHOOL II - 342800860824

1. **Did the LEA evaluate the progress made toward achieving the Title III, Part A - ELL program goals set for the previous school year?**

- Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year.
- No, the LEA did not evaluate the progress made toward achieving the goals from the previous school year.

1a. **To what degree did the LEA make progress toward achieving the Title III, Part A - ELL goals from the previous school year?**

- The LEA exceeded the goals it set for the previous school year.
- The LEA met the goals it set for the previous school year.
- The LEA did not meet the goals it set for the previous school year.

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ESSA Programs - Title III English Language Learner (ELL) - Program/Fiscal Information

2. In the space provided below, please describe (1) the specific student needs that impact academic achievement, and (2) how your Title III, Part A - ELL program is designed to address those needs. The needs should be identified through a recent needs assessment, and should provide the basis for coordinated efforts on the part of the LEA to address them.

(PLEASE NOTE - All program activities supported by Title III, Part A - ELL funding should be explicitly aligned with proposed expenditures represented in the FS-10 budget.)

Growing Up Green Charter School II (GUGII) enrolls English language learners (ELLs) whose needs impact their academic achievement. Our Title III program coordinates the implementation of ELL identification, instructional intervention, professional development, and family engagement into a program that meets the needs of our identified English Language Learners and Multi-Lingual Learners (MLLs).

(1) Student Needs That Impact Academic Achievement

To determine student needs that impact student achievement, we collect, analyze, and use data upon entrance to the school and throughout the school lives of our ELLs.

Needs Assessment

Growing Up Green Charter School II (GUGII) identifies and measures the success of our ELLs/MLLs through rigorous data collection and continuous analysis through student assessment. We constantly refer back to these measures to prioritize our decision-making on a school-wide and individualized student basis. These measures include:

- Initial student identification through the **Home Language Questionnaire (HLQ)** and the **NYSITELL** (when student is initially enrolled in a NYS public school)
- **NYS Examinations:** Students in grades three through six take the Common Core-aligned state tests in the spring designed to assess student mastery in the core subjects. Our state test results and our analysis of what we can do to improve them school-wide, and especially for our ELLs, are reported to our authorizers annually.
- **Interim Assessments:** Internally, teachers administer interim assessments that measure whether students have mastered what we have taught, providing teachers with the information and flexibility to intervene as needed for each individual student. Results are uploaded into the data analysis portal of our student information management system. Teachers and principals spend assigned time after assessments dedicated to reviewing the individual assessments and creating data-driven instructional plans that target whole class, small group and one-on-one instruction to address any gaps in student learning.
- **Other qualitative data:** In addition to academic information, we also evaluate to see if ELLs are disproportionately susceptible to suspensions, removals, and other elements that measure our school culture overall.

We compare the growth of our ELL subgroup with their non-ELL peers throughout the year to measure their progress. As a data-driven school, we then leverage our interim assessments and other data to make changes to individual student's learning plans in real time. As a measure of proficiency, the NYS assessments allow us to measure which students are exiting ELL status and the pace in which they do so, which thus allows us to perform standards-aligned program evaluation. Through this data, we can implement new or buttress our localized instructional approaches to better support our students' oral, verbal and written language skills development. Overall, we can better utilize more data-based instructional design including explicit vocabulary instruction and interventions in English Language Arts, math, and other content areas.

(2) How our Title III, Part A- ELL program is designed to address the above stated needs

We developed our ELL program to address the above stated needs by increasing proficiency in English, and by providing ongoing and sustained professional development for our staff, and by engaging parents, families, and our community.

Increase English Proficiency

To support the differentiated needs of our ELL students, we intend to implement an embedded English language instructional program that is responsive and structured to students' instructional needs. Embedding our interventions directly into the classrooms, especially second teacher classrooms, will allow for real-time remediation and instructional language support.

These supports will further our goals to meet students where they are. For example, should they speak less common languages or are very new to the English language, we may utilize software applications to build language skills and avoid language isolation. In any case, familiarity with and inclusion of the NYS Bilingual Common Core Progressions is built into our interventions and our professional development program.

Professional Development

The funded portion of our Title III program will include supplemental, embedded teacher coaching as well as professional development for programs based on the specific learning needs of English Language Learners and any associated curricular materials.

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ESSA Programs - Title III English Language Learner (ELL) - Program/Fiscal Information

Our ELL specialists will ensure that we integrate the high-quality effective professional development with daily instruction by improving teacher practice, including, but not limited to: development of data-driven ELL intervention plans; continuous assessment of students; communications between the content area and support teachers teacher to ensure smooth transition of support; instruction inside the classroom through push-in interventions; and additional supplemental supports based on individual student needs

Both general education and support teachers will receive ongoing professional development and support in implementing the Common Core Bilingual Progression, including the Main Academic Demands as well as the Grade Level Academic Demands. Professional development in implementing Linguistic Demands will also be included in ongoing teacher development.

Parent, Family, and Community Engagement

Stakeholder engagement involving both our students’ families and the community at large is a linchpin of our existence as a charter school. As we actively seek English Language Learners and their families so that our school represents the district we serve, we also leverage our community’s resources to both support the diverse needs of our students and inform our own school’s development as a community-based LEA.

As a school, we have staffed family engagement staff as part of our main office and also established a host of community events and parent training programs hosted both at our site and beyond to broaden our outreach. These initiatives have proven effective at supporting parents with helping their students academically at home, as well as identified supports that as a school we have provided, including resource rooms and guidance support. The relationships we have nurtured with various community-based organizations has also provided additional linkages to socio-emotional, health, and other resources that benefit both students and parents alike.

3. **In the space below, please describe the specific goals and/or outcomes the LEA has identified for ELLs based on the information provided above. The goals/outcomes should be measurable and aligned directly to the above identified needs/obstacles impacting ELL student achievement.**

Goals and Outcomes

At Growing Up Green Charter School II (GUGII), our goals for our English Language Learner (ELL) population center around first, the correct identification of all students who require ELL services and second, assuring that each ELL student exits the program with proficiency in the English language.

Our needs assessment of the most recently available state assessment data and our internal assessments indicate that the school must continually dedicate its resources to support more in-depth language acquisition, as defined by the following goals and outcomes:

- Identified English Language Learners with at least two years of attendance will demonstrate English language proficiency, as indicated on the NYSESLAT
- Identified English Language Learners who have tested out via the NYSESLAT will meet or exceed state learning standards in ELA and Math within two years.

Title III ELL - Fiscal Information

LEAs are requested to complete each item fully and completely. Please respond with “0” as applicable to indicate no funds or if an individual field does not apply to the LEA.

4. **Please provide the LEA allocation for Title III, Part A - ELL funds for the 2020-21 school year.**

	Title III, ELL - 2020-21 <u>Allocation</u>	<u>Transferability</u> Funds to Title III, ELL (\$)	TOTAL FUNDS for Title III, ELL Purposes (Allocation + Transferability) (\$)
Title III, ELL Calculations	5,042	0.00	5,042.00

5. **Please complete the following chart to determine Per Pupil Amount and Proportionate Share Amounts for Title III, Part A - ELL funds. The LEA must consult with each private school located in their geographic catchment area to determine the total number of K-12 ELL students served by each private school, regardless of the student's district of residence.**

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ESSA Programs - Title III English Language Learner (ELL) - Program/Fiscal Information

	Amount (#)
Total Number of K-12 ELL Students Enrolled in PUBLIC Schools (#)	56
Total Number of K-12 ELL Students Enrolled in In-District PARTICIPATING PRIVATE SCHOOLS, Regardless of LEA of Residence (#)	0

6. Based on the information provided above, please find below the Per Pupil Amount, LEA Proportionate Share, and Private School Proportionate Share for Title III, Part A - ELL.

	Title III, ELL Per Pupil Amount (\$)	Title III, ELL - LEA Share (\$)	Title III, ELL - Private Share (\$)
Title III ELL Calculations	90.04	5,042.00	0.00

Title III ELL - Intent to Apply

7. How does the LEA intend to access its Title III, Part A - ELL funds?

- The LEA receives an allocation greater than or equal to \$10,000 and intends to apply for its Title III funds as a SINGLE APPLICANT.
- The LEA intends to apply for its Title III funds as a MEMBER of a consortium.
- The LEA intends to apply as the LEAD APPLICANT of a consortium.

7b. Please provide the BEDS number of the LEAD APPLICANT of the consortium the LEA intends to join.

310500861012

7c. Please provide your LEA Title III, Part A - ELL allocation.

5,042

7d. I agree to be part of a shared services consortium with the consortium lead named above for the provision of services to English Language Learners under Title III, Part A of the Elementary and Secondary Education Act (ESEA). I hereby assure the State Education Department that the district will fully comply with all provisions established under the aforementioned Act.

- The LEA agrees to the above consent statement.

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ESSA Programs - Title IV Part A - Program/Fiscal Information

Title IV Part A - Program Information

GROWING UP GREEN CHARTER SCHOOL II - 342800860824

1. Did the LEA evaluate the progress made toward achieving the Title IV, Part A program goals set for the previous school year?

- Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year.
- No, the LEA did not evaluate the progress made toward achieving the goals from the previous school year.

1a. To what degree did the LEA make progress toward achieving the Title IV, Part A goals from the previous school year?

- The LEA exceeded the goals it set for the previous school year.
- The LEA met the goals it set for the previous school year.
- The LEA did not meet the goals it set for the previous school year.

2. Does the LEA have a Title IV, Part A allocation equal to or greater than \$30,000?

- Yes, the LEA has a Title IV, Part A allocation equal to or greater than \$30,000.
- No, the LEA does not have a Title IV, Part A allocation equal to or greater than \$30,000.

2e. In the space provided below, please describe (1) the specific student needs that impact academic achievement, and (2) how your Title IV, Part A program is designed to address those needs. The needs should be identified through a recent needs assessment, and should provide the basis for coordinated efforts on the part of the LEA to address them.

(Please Note - All program activities supported by Title IV, Part A funding should be explicitly aligned with proposed expenditures represented in the FS-10 budget.)

As part of our needs assessment, we determined that one of the primary reasons for the school's continued gains in academic achievement is the development and retention of strong teachers. We offer a highly supportive environment where teachers are given the opportunity to grow in their practice, improve their skills, and receive continual coaching and support. Therefore, we determined that Title IV would best be utilized as a transfer to Title II to help offset some of the costs incurred by our extensive professional development initiatives.

2f. In the space provided below, please describe the goals, objectives and intended outcomes of the Well Rounded Educational Opportunities, Safe and Healthy Students, and/or Effective Use of Technology content areas of the Title IV, Part A program based on the results of a recent needs assessment.

The ultimate goal at GUGII is to provide a well-balanced and rigorous foundation of learning that meets diverse student learning needs and promotes student achievement. As such, the school's efforts to foster effective instruction through professional development are embedded in all elements of the school's programming. The success of this endeavor will be measured by the attainment of the school's achievement goals:

- 75% of all students will perform at or above grade level on the NWEA MAP Reading test
- 75% of students will perform at or above grade level on the Fountas & Pinnell Benchmark Assessment System
- Students will show at least 3 levels of growth on the Fountas & Pinnell Benchmark Assessment System between September and June of each school year

Title IV Part A - Calculation of Proportionate Shares

LEAs are requested to complete each item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

3. Please provide the LEA allocation for Title IV, Part A funds for the 2020-21 school year. Do not include carryover funding from the previous year.

	Title IV, Part A -2020-21 <u>Allocation</u>	<u>Transferability</u> Funds (Funds <u>to</u> Title IV added, Funds <u>from</u> Title IV deducted) (\$)	TOTAL FUNDS for Title IV, Part A Purposes (Allocation +/- Transferability) (\$)
Title IV, Part A Calculations	10,000	-10,000.00	0.00

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ESSA Programs - Title IV Part A - Program/Fiscal Information

4. Please complete the following chart to determine Per Pupil Amount and Proportionate Share Amounts for Title IV, Part A funds. The LEA must consult with each private school located in their geographic catchment area to determine the total number of K-12 students served by each private school, regardless of the student's district of residence.

	Amount (\$ or #)
Title IV, Part A Program Administration Costs (Public and Private Schools - no more than 2%) (\$)	0
Total Number of K-12 Students Enrolled in PUBLIC Schools (in-district) (#)	542
Total Number of K-12 Students Enrolled in In-District PARTICIPATING PRIVATE Schools, Regardless of LEA of Residence (#)	0

5. Based on the information provided above, please find in the chart below the Per Pupil Amount, LEA Proportionate Share, and Private School Proportionate Share for Title IV, Part A .

	Title IV, Part A <i>Per Pupil Amount</i> (\$)	Title IV, Part A <i>LEA Share</i> (\$)	Title IV, Part A <i>Private School Share</i> (\$)
Title IV, Part A Calculations	0.00	0.00	0.00

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ESSA Programs - Title IV Part A - Use of Funds

Title IV Part A - Balance

PLEASE NOTE - LEAs with greater than \$30,000 in funds used for Title IV, Part A purposes are required to allot:

- A minimum of 20% of its total funds to *Well-Rounded Educational Opportunities*;
- A minimum of 20% of its total funds to *Safe and Healthy Students*; AND
- Some portion of its total funds to support *Effective Use of Technology*.

1. **No direct action is required of the LEA for Item #1. The calculation chart below is for informational purposes only. As the LEA completes the items below (Items #2 - #4), the remaining balance will be reflected in the chart below to indicate when all of the funds have been appropriately assigned. (PLEASE NOTE - All expenditures must be reflected in the Title IV budget. Within the FS 10, be sure to identify expenditures by Use of Funds category.)**

	TOTAL FUNDS for Title IV, Part A Purposes (Public and Private Shares) (\$)	Amount Remaining to be Identified (\$) - <u>Remaining Balance</u>
Title IV, Part A Use of Funds	0.00	0.00

Title IV Part A - Use of Funds

All LEAs or consortiums of LEAs may spend no more than 15 percent of the funding allocated to support *Effective Use of Technology* activities on devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases. For example, if any LEA allocates \$1,000 toward *Effective Use of Technology* activities, no more than \$150 may be spend on infrastructure-related costs.

2. **Please complete the chart below by identifying the funds being used to support allowable activities associated with Well-Rounded Educational Opportunities. Please respond with "0" to indicate that no funds are being assigned to a given activity. The figures in this chart should represent BOTH public and private school funds.**

	Funding Amounts (\$)	LEA and/or Private School Activities
Science, Technology, Engineering, and Mathematics	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Music and Arts	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Foreign Language Instruction	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Accelerated Learning Programs	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
HS Redesign with Dual/Concurrent Enrollment and/or Early College High Schools	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Civics Instruction	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
College and Career Counseling	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity

2020-21 Consolidated Application for ESSA-Funded Programs - 2020

ESSA Programs - Title IV Part A - Use of Funds

	Funding Amounts (\$)	LEA and/or Private School Activities
		<input checked="" type="checkbox"/> N/A - Not Applicable
Social Emotional Learning	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Environmental Education	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable

3. Please complete the chart below by identifying the funds being used to support allowable activities associated with Safe and Healthy Students. Please respond with "0" to indicate that no funds are being assigned to a given activity.

The figures in this chart should represent BOTH public and private school funds.

	Funding Amounts (\$)	LEA and/or Private School Activities
Preventing Bullying and Harassment	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Relationship-Building Skills	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
School Dropout Prevention	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Re-Entry Programs and Transition Services for Justice Involved Youth	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
School Readiness and Academic Success	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Child Sexual Abuse Awareness and Prevention	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Reducing Use of Exclusionary Discipline Practices and Promoting Supportive School Discipline	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Suicide Prevention	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Violence Prevention, Crisis Management and Conflict Resolution	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Preventing Human Trafficking	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Building School and Community Relationships	0	<input type="checkbox"/> LEA Activity

2020-21 Consolidated Application for ESSA-Funded Programs - 2020

ESSA Programs - Title IV Part A - Use of Funds

	Funding Amounts (\$)	LEA and/or Private School Activities
		<input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Culturally Responsive Teaching and Professional Development of Implicit Bias	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Drug and Violence Prevention	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Health and Safety Practices in School or Athletic Programs	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
School-Based Health and Mental Health Services	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Healthy, Active Lifestyle, Nutritional Education	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Physical Activities	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Trauma-Informed Classroom Management	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Preventing Use of Alcohol, Tobacco, Marijuana, Smokeless Tobacco, Electronic Cigarettes	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Chronic Disease Management	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable

4. Please complete the chart below by identifying the funds being used to support allowable activities associated with Effective Use of Technology. Please respond with "0" to indicate that no funds are being assigned to a given activity.

The figures in this chart should represent BOTH public and private school funds.

	Funding Amounts (\$)	LEA and/or Private School Activities
Provide Personalized Learning	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Discover, Adapt, and Share High-Quality Resources	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Implement Blended Learning Strategies	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Implement School-wide and District-wide Approaches to Inform Instruction, Support	0	<input type="checkbox"/> LEA Activity

2020-21 Consolidated Application for ESSA-Funded Programs - 2020

ESSA Programs - Title IV Part A - Use of Funds

	Funding Amounts (\$)	LEA and/or Private School Activities
Teacher Collaboration, and Personalize Learning		<input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable

Title IV Part A - Use of Funds CALCULATIONS

No direct action is required of the LEA for Items #5 and #6. The calculation charts below are for informational purposes only.

5. Please find total amounts allocated to each of the Title IV, Part A content areas - Well-Rounded Educational Opportunities, Safe and Healthy Students, and/or Effective Use of Technology. Additionally, the chart provides the maximum of 15% of funds allotted to the Effective Use of Technology content area for equipment and infrastructure.

	Well-Rounded Educational Opportunities TOTAL (\$)	Safe & Healthy Students TOTAL (\$)	Educational Technology TOTAL (\$)	Maximum for Technology Infrastructure (Max. 15% of Ed. Tech. Funding) (\$)
Content Area Use of Funds	0.00	0.00	0.00	0.00

6. For LEAs with an allocation (including Transferability) greater than \$30,000 - the following chart provides the minimum Title IV, Part A funding amounts of 20% that an LEA is required to allot to both Well-Rounded Educational Opportunities AND Safe and Healthy Students content areas.

	Well-Rounded Educational Opportunities minimum (20% of total Title IV Allocation) (\$)	Safe & Healthy Students minimum (20% of total Title IV Allocation) (\$)
Content Area Minimum/Maximum	0.00	0.00

2020-21 Consolidated Application for ESSA-Funded Programs - 2020

Equitable Services - Equitable Services

Equitable Services

LEAs should utilize the "2020-21 Private School Equitable Services Consultation Resource" in the Documents panel to determine private schools that served resident students during the 2019-20 school year.

PLEASE NOTE - The equitable services requirement does not apply to Charter LEAs or Special Act LEAs, as these types of LEAs do not have a defined geographic catchment area for determining a student's residency.

1. **Does the LEA have any resident students attending private schools that are located either within the district's geographic boundaries or in another LEA?**

- Yes, the LEA does have students being served by private schools in or out of its district boundaries.
- No, the LEA does not have any students being served by private schools in or out of its district boundaries.
- Not Applicable, the applicant is a Charter LEA.
- Not Applicable, the applicant is a Special Act LEA.

2020-21 Consolidated Application for ESSA-Funded Programs - 2020

Budgets/Narratives - Budgets/Narratives

Budget/Narrative - Title I, Part A

PLEASE NOTE:

1. The FS-10 for each program area should reflect only the program area allocation for the 2020-21 school year.
2. Carryover funds should not be included in the FS-10.
3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
4. LEA's must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.
5. All program activities should be explicitly aligned with proposed expenditures represented in the FS-10 budget. Please identify the expenditures by school, as applicable, to reflect appropriately prioritized distribution of funds amounts.

1. **The amount of funds shown in the space below reflects the LEA's 2020-21 Title I, Part A allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #2 and #3.**

77,639.00

2. **Upload a completed and signed copy of the FS-10 Budget for Title I, Part A. The FS-10 should represent the 2020-21 allocation only. (Carryover may be accessed by way of an amendment, separate from this application process; and funds subject to Transferability should not be included in the FS-10 of another program area.)**

Title I_FS 10_Signed_GUGII_FY21.pdf

3. **Upload a completed copy of the Budget Narrative for Title I, Part A.**

(Please Note - an original and two copies must be mailed to NYSED as part of the LEA's application submission).

Budget Narrative GUGII - Title I.pdf

Budget/Narrative - Title I, Part D

PLEASE NOTE:

1. The FS-10 for each program area should reflect only the program area allocation for the 2020-21 school year.
2. Carryover funds should not be included in the FS-10.
3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
4. LEA's must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.

4. **The amount of funds shown in the space below reflects the LEA's 2020-21 Title I, Part D allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #5 and #6.**

0.00

5. **Upload a completed and signed copy of the FS-10 Budget for Title I, Part D.**

(Please Note - a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).

(No Response)

6. **Upload a completed copy of the Budget Narrative for Title I, Part D.**

(Please Note - an original and two copies must be mailed to NYSED as part of the LEA's application submission).

(No Response)

Budget/Narrative - Title IIA

PLEASE NOTE:

2020-21 Consolidated Application for ESSA-Funded Programs - 2020

Budgets/Narratives - Budgets/Narratives

1. The FS-10 for each program area should reflect only the program area allocation for the 2020-21 school year.
2. Carryover funds should not be included in the FS-10.
3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
4. LEA's must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.

7. **The amount of funds shown in the space below reflects the LEA's 2020-21 Title II, Part A allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #8 and #9.**

5,909.00

8. **Upload a completed and signed copy of the FS-10 Budget for Title II, Part A.**

(Please Note - a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).

Title II_FS 10_Signed_GUGII_FY21.pdf

9. **Upload a completed copy of the Budget Narrative for Title II, Part A.**

(Please Note - an original and two copies must be mailed to NYSED as part of the LEA's application submission).

Budget Narrative GUGII - Title II.pdf

Budget/Narrative - Title III, Part A - English Language Learners (ELL)

PLEASE NOTE:

1. Only SINGLE APPLICANTS and LEAD APPLICANTS of a consortium should upload Title III, Part A - ELL budget information.
2. LEAs applying as a MEMBER of consortium do not upload budget documents.
3. The FS-10 for each program area should reflect only the program area allocation for the 2020-21 school year.
4. Carryover funds should not be included in the FS-10.
5. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
6. LEA's must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.

10. **The amount of funds shown in the space below reflects the LEA's 2020-21 Title III, Part A English Language Learner allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #11 and #12.**

5,042.00

11. **Upload a completed and signed copy of the FS-10 Budget for Title III, Part A English Language Learners (ELL).**

(Please Note - a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).

(No Response)

12. **Upload a completed copy of the Budget Narrative for Title III, Part A English Language Learners (ELL).**

(Please Note - an original and two copies must be mailed to NYSED as part of the LEA's application submission).

(No Response)

Budget/Narative - Title III - Immigrant Education

13. **The amount of funds shown in the space below reflects the LEA's 2020-21 Title III, Immigrant Education allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #14 and #15.**

0.00

2020-21 Consolidated Application for ESSA-Funded Programs - 2020

Budgets/Narratives - Budgets/Narratives

14. Upload a completed and signed copy of the FS-10 Budget for Title III, Immigrant Education.

(Please Note - a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).

(No Response)

15. Upload a completed copy of the Budget Narrative for Title III, Immigrant Education.

(Please Note - an original and two copies must be mailed to NYSED as part of the LEA's application submission).

(No Response)

Budget/Narrative - Title IV, Part A

PLEASE NOTE:

1. The FS-10 for each program area should reflect only the program area allocation for the 2020-21 school year.
2. Carryover funds should not be included in the FS-10.
3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
4. LEA's must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.

16. The amount of funds shown in the space below reflects the LEA's 2020-21 Title IV, Part A allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #17 and #18.

10,000.00

17. Upload a completed and signed copy of the FS-10 Budget for Title IV, Part A.

(Please Note - a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).

Title IV_FS 10_Signed_GUGII_FY21.pdf

18. Upload a completed copy of the Budget Narrative for Title IV, Part A.

(Please Note - an original and two copies must be mailed to NYSED as part of the LEA's application submission).

Budget Narrative GUGII - Title IV.pdf

Budget/Narrative - Title V Rural Low Income Students (RLIS)

PLEASE NOTE:

1. The FS-10 for each program area should reflect only the program area allocation for the 2020-21 school year.
2. Carryover funds should not be included in the FS-10.
3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
4. LEA's must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.

19. The amount of funds shown in the space below reflects the LEA's 2020-21 Title V, Rural Low Income Students (RLIS) allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #20 and #21.

0.00

2020-21 Consolidated Application for ESSA-Funded Programs - 2020

Budgets/Narratives - Budgets/Narratives

20. Upload a completed and signed copy of the FS-10 Budget for Title V Rural Low Income Students (RLIS).

(Please Note - a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).

(No Response)

21. Upload a completed copy of the Budget Narrative for Title V Rural Low Income Students (RLIS).

(Please Note - an original and two copies must be mailed to NYSED as part of the LEA's application submission).

(No Response)

Funded Administrator

Please refer to the *Documents* panel along the left of the application for additional information and access to the "*Funded Administrative Position*" form.

22. Does the LEA have any professional-level administrative or supervisory positions included in the FS-10 Budget forms submitted for the federal Titles?

- Yes, the LEA does have professional-level administrative or supervisory positions included in the FS-10s submitted for one or more of the federal Titles?
- No, the LEA does not have professional-level administrative or supervisory positions included in the FS-10s submitted for any of the federal Titles?

2020-21 Consolidated Application for ESSA-Funded Programs - 2020

Submission Summary - Submission Summary

Submission Summary - Title I, Part A

GROWING UP GREEN CHARTER SCHOOL II - 342800860824

- The following represents a summary of Title I, Part A funding figures based on the information provided in previous sections of the application.

	Title I, Part A Allocation (\$)	Total Funds for Title I, Part A Purposes (Allocation + Transferability) (\$)	Title I, Part A Per Pupil Amount (\$)	Title I, Part A LEA Share (\$)	Title I, Part A Private School Share (\$)
Title I, Part A - Summary	77,639.00	77,639.00	204.85	77,639.00	0.00

- The following represents additional Title I, Part A summary figures based on information provided in earlier sections.

	Title I, Part A LEA Reserves (\$)	Title I, Part A LEA Funds Distributed to Public Schools (LEA Share minus Funds Reserved) (\$)
Title I, Part A - Summary (Cont.)	1,700.00	75,939.00

Submission Summary - Title I, Part D

- The following represents a summary of Title I, Part D funding based on information provided in previous sections.

	Title I, Part D Allocation (\$)	Total Funds for Title I, Part D Purposes (Allocation +/- Transferability) (\$)
Title I, Part D - Summary	0.00	0.00

Submission Summary - Title II, Part A

- The following represents a summary of Title II, Part A funding based on information provided in previous sections.

	Title II, Part A Allocation (\$)	Total Funds for Title II, Part A Purposes (Allocation +/- Transferability) (\$)	Title II, Part A Per Pupil Amount (\$)	Title II, Part A LEA Share (\$)	Title II, Part A Private School Share (\$)
Title II, Part A - Summary	5,909.00	15,909.00	29.35	15,909.00	0.00

Submission Summary - Title III ELL/Immigrant

- The following represents a summary of Title III, Part A - ELL funding figures based on the information provided in previous sections.

	Title III - ELL Allocation (\$)	Total Funds for Title III - ELL Purposes (Allocation + Transferability) (\$)	Title III - ELL Per Pupil Amount (\$)	Title III - ELL LEA Share (\$)	Title III - ELL Private School Share (\$)
Title III - ELL Summary	5,042.00	5,042.00	90.04	5,042.00	0.00

6.

2020-21 Consolidated Application for ESSA-Funded Programs - 2020

Submission Summary - Submission Summary

The following represents a summary of Title III, Immigrant Education funding figures based on the information provided in previous sections.

	Title III - Immigrant Allocation (\$)	Title III - Immigrant Per Pupil Amount (\$)	Title III - Immigrant LEA Share (\$)	Title III - Immigrant Private School Share (\$)
Title III - Immigrant Summary	0.00	0.00	0.00	0.00

Submission Summary - Title IV, Part A

7. The following represents a summary of Title IV, Part A funding figures based on the information provided in previous sections of the application.

	Title IV, Part A Allocation (\$)	Total Funds for Title IV, Part A Purposes (Allocation +/- Transferability) (\$)	Title IV, Part A - Per Pupil Amount (\$)	Title IV, Part A - LEA Share (\$)	Title IV, Part A - Private School Share (\$)
Title IV, Part A - Summary	10,000.00	0.00	0.00	0.00	0.00

8. The following represents a summary of the total Title IV, Part A allocation - BOTH public and private school shares - use of funds by content area based on the information provided in previous sections of the application.

	Well Rounded Educational Opportunities Total	Safe and Healthy Students Total	Effective Use of Technology Total
Title IV Use of Funds - LEA Share	0.00	0.00	0.00

9. The following represents a summary of Title IV, Part A - Private School Share use of funds by content area based on the information provided in previous sections of the application.

	Well Rounded Educational Opportunities Total	Safe and Healthy Students Total	Effective Use of Technology Total
Title IV Use of Funds - Private School Share	0.00	0.00	0.00

Submission Summary - Title V Rural Low Income Students (RLIS)

10. The following represents a summary of Title V Rural Low Income Students (RLIS) funding based on information provided in previous sections.

	Title V - RLIS Allocation (\$)	Total Funds for Title V - RLIS Purposes (Allocation + Transferability) (\$)
Title V RLIS - Summary	0.00	0.00