



Ledyard Charter School
39 Hanover Street
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(603) 727-4772
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Title IV-A Needs Assessment Summary

School Year 2026–2027

Ledyard Charter School

Because Ledyard Charter School's preliminary Title IV, Part A allocation is below \$30,000, the school is not required to conduct a formal comprehensive needs assessment pursuant to ESSA Section 4106(d). This summary outlines the needs assessment process used to inform funding decisions and program priorities for the 2026–2027 school year.

Data and Input Sources

Needs were identified through ongoing administrative review and consultation with school staff, students, families, and community partners. The school reviewed:

- student academic performance and engagement data,
- attendance and behavioral trends,
- counseling and wellness observations,
- technology and instructional resource needs,
- teacher and staff feedback,
- student support planning discussions,
- family communication and informal feedback.

As a small public charter high school serving a diverse population of students with individualized educational needs, the school continuously reviews barriers to student participation, engagement, and academic success. Consultation with staff, students, families, and community partners supported the identification of needs related to student engagement, college and career readiness, mental health and wellness supports, attendance, and school connectedness.

Identified Needs

A. Access to a Well-Rounded Education

School data indicate that many students enroll significantly behind in credits and have experienced previous academic disruption or disengagement. Students benefit from learning opportunities that connect academic



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content to real-world experiences and future goals. The school has identified a need for increased access to experiential learning, career exploration, work-based learning, postsecondary planning, and enrichment opportunities that improve student engagement, support graduation progress, and strengthen college and career readiness.

B. School Conditions for Student Learning

Attendance and student support data indicate that social-emotional and mental health challenges are a contributing factor to student absenteeism, disengagement, and interrupted academic progress. The school has identified a need for counseling services, wellness supports, and relationship-based interventions that improve student well-being, strengthen school connectedness, increase attendance, and support persistence toward graduation.

C. Access to Personalized Learning Supported by Technology

Students require access to technology resources that support personalized learning, communication, career readiness, and academic success. Technology needs are reviewed annually and addressed through available funding sources as appropriate. Technology needs were reviewed and determined to be adequately supported through existing local and other funding sources during the 2026-2027 school year.

Planned Use of Funds

Title IV-A funds will be used to address identified needs related to student engagement, college and career readiness, experiential learning, mental health, social-emotional wellness, and school connectedness. Planned activities include STEAM enrichment activities such as an afterschool STEAM club, counseling services provided by West Center Behavioral Health, and access to the CCBA Recreation Center for Physical Education enrichment activities.

Timeline and Review Process

Needs will continue to be reviewed throughout the 2026–2027 school year through regular staff collaboration, student support meetings, attendance and academic monitoring, family communication, and administrative review of schoolwide data and student needs. Adjustments to programming and support will be made as necessary to ensure equitable access and participation for all students.



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