

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

## LEA name:

Monseñor Oscar Romero Charter

## CDS code:

19-64733-0114959

## Link to the LCAP:

(optional)

[Provide link.]

## For which ESSA programs will your LEA apply?

Choose from:

### TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

### TITLE I, PART D

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

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

### TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

**Monseñor Oscar Romero Charter** serves 335 students in the Pico Union area of Los Angeles. With 99.1% Latino, .6% Asian, .3% White, 33.8% English Learners, 11.7% Students with Disabilities, and 97% of our students are on Free and Reduced Lunch.

**VISION:** Our school is named in honor of and inspired by **Monseñor Oscar Romero Charter**, a prominent Latino community-organizer who dedicated his life to lead the struggle of poor immigrant communities in California and across the nation for social and economic justice. Above all, he never failed to give eloquent and insistent voice to the cardinal importance of education. **Monseñor Oscar Romero** believed in the Jeffersonian ideal that without an intelligent citizenry, democracy and its attendant ideals become quite impossible.

**MISSION:** The **Monseñor Oscar Romero Charter School** prepares urban students in grades 6-8 for academic success and active community participation. The school is located in the Pico Union area of Los Angeles, California, an area fraught with poverty and academically struggling students. The majority of students attending schools in this area come from predominantly Latino immigrant families where Spanish is spoken in the home. A significant number of area public school students are eligible for federal free or

reduced meals, indicative of the high poverty levels in the area.

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

# Strategy

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

## Means to Achieve Mission and Vision

The innovative educational plan of **Monseñor Oscar Romero Charter** provides students with a rigorous Common Core State Standards-based college preparatory program in order to prepare them to succeed in the real-world through Linked Learning, which includes project-based learning, internships for both students and teachers, and other student-designed field work and work-based learning opportunities that integrate the academic and technical components of the model. This approach at **Monseñor Oscar Romero Charter** targeted population will provide a real-world context for learning, which in turn will motivate and inspire at-risk students to apply what they have learned to solve problems. Wraparound support, through grants that are being sought, will be provided so that students succeed in this challenging program of study.

**Monseñor Oscar Romero Charter** recognizes and supports the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty will be provided professional development and support in the following areas:

- Design standards-based instruction (using the principles of backwards design)
- Align appropriate assessments to the Common Core State Standards
- Implement instructional activities that are aligned to standards and reflect research-based best practices.

Teachers will incorporate instructional strategies detailed in *Classroom Instruction that Works*, by Marzano, Pickering, and Pollock. In addition to using the Marzano's observation and self-assessments instruments:

- iObservation—An online system for leaders and teachers that manages walkthroughs, observations, feedback, reporting, and professional development. It is also a system where teachers can engage in self-assessment and direct their own professional development based on Charlotte Danielson's Framework for Teaching.
- Professional development will be provided to teachers in the use of all teaching protocols, iobservation, and evaluation systems, setting of benchmarks, methodology and annual growth plans.

## Alignment

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

[Describe alignment here.]

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. Strategies addressed in *Classroom Instruction that Works* (Marzano, Pickering, and Pollock) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that "have a high probability of enhancing student

*achievement for all students in all subject areas at all grade levels"* (Marzano, Pickering, Pollock, 2001). Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.

This approach further supports teachers to develop standards-aligned assessments and project-based instructional activities at each grade level, across the content areas. The professional development in preparation and during the initial year will focus on this integration, as a transition period toward a more complete use of the technique in subsequent years. The foundational coursework, as outlined above, will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:

- Direct instruction
- Research based projects
- Cooperative group work and projects
- Inter-disciplinary approaches to curriculum
- The presentation of clearly defined "Learning Targets" for all students by all teachers
- Rubric self-assessment
- The involvement of community members and educational partners in instructional presentation
- Mentoring program
- Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Richard Dufour and Robert Eaker.

- Computer Assisted learning as described in Blended Learning
- Data that will be reviewed include but are not limited to the following:

- School Accountability Report Cards
- California Standards Test Report
- Academic Performance Metrics: Smarter Balanced, California 5 x 5 and other indicators
- English Learner Reports (Annual Measurable Achievement Objectives 1 and 2 and Reclassification Rates)
- Course Grades
- Attendance Reports

Responses to CDE:

# ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

## TITLE I, PART A

### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 ( <i>as applicable</i> )

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

**(A) Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;**

All **Monseñor Oscar Romero Charter** core subject teachers will have an appropriate credential in their subject matter based on ESSA requirements for highly qualified teachers. In addition, regular planning and professional development time allow teachers the opportunity to continue to improve their practice. A regular review of all credential and core teachers will be credentialed in the areas they are assigned.

**Monseñor Oscar Romero Charter** recognizes and supports the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty will be provided professional development and support in the following areas:

- Design standards-based instruction (using the principles of backwards design)
- Align appropriate assessments to the Common Core State Standards
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Teachers will incorporate instructional strategies detailed in Classroom Instruction that Works, by Marzano, Pickering, and Pollock. In addition to using the Marzano's observation and self-assessments instruments:

- iObservation—An online system for leaders and teachers that manages walkthroughs, observations, feedback, reporting, and professional development. It is also a system where teachers can engage in self-assessment and direct their own professional development based on Charlotte Danielson's Framework for Teaching.

The traditional backwards design process guides teachers through a three-step process:

- Internalization and prioritization of the Common Core State Standards
- Differentiated assessment methods aligned to prioritized standards and identified learning targets
- Innovative, research-based instructional strategies clearly articulating student learning objectives

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**(B) Identifying students who may be at risk for academic failure;**

**Monseñor Oscar Romero Charter MS** has a strong process of aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and assessable projects.

At **Monseñor Oscar Romero Charter** it will be the expectation that students are engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to all students while using formative and summative assessments to check for student mastery of all concepts and state content standards. Research clearly suggests that learning best occurs when students are actively engaged in their own learning. This requires that students are involved in conversations and participation about learning objects, instruction, and assessment. Furthermore, this student-centered approach supports a more culturally relevant curriculum that connects with student's interests and prior experiences. Frequent and meaningful connections with parents and engaging them in conversations about their child's education will also ensure that the academic program reflects the diversity of our community being served.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. Strategies addressed in Classroom Instruction that Works (Marzano, Pickering, and Pollock) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that *"have a high probability of enhancing student achievement for all students in all subject areas at all grade levels"* (Marzano, Pickering, Pollock, 2001). Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design. This approach further supports teachers to develop standards-aligned assessments and project-based instructional activities at each grade level, across the content areas. The professional development in preparation and during the initial year will focus on this integration, as a transition period toward a more complete use of the technique in subsequent years. The foundational coursework, as outlined above, will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:

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- interactions based on the work of nationally recognized work of Richard Dufour and Robert Eaker.
- Computer Assisted learning as described in Blended Learning

**Monseñor Oscar Romero Charter** will form and maintain partnerships with organizations to benefit the continued use of effective practices supported from their research and the resources of innovative educators in the networks. The following principles, taken from the theoretical frameworks of both these efforts, provide a foundation for our School . Teaching and learning should be personalized to the maximum feasible extent. Teacher teams at **Monseñor Oscar Romero Charter** will be encouraged to work in interdisciplinary teams that will allow strong relationships to form between students and teachers. This will allow student to make connections within content areas.

- **Student-as-worker, teacher-as-coach.** Students will be engaged in service-learning and other project-based work that demands their engagement with the core content.
- **Demonstration of mastery.** Multiple forms of fair and credible evaluations, ranging from ongoing observation of the learner to completion of specific projects, will be used to better understand the learner's strengths and needs, and to plan for additional assistance and enrichment, as needed. Students will have opportunities to exhibit their expertise before their family and community during the culminating —capstone projects at the end of each semester.
- **A school climate of decency and trust.** Our school will be a place that is comfortable and inviting to all students. School leadership will cultivate an environment of respect, trust, and partnership among students, parents, and teachers.
- **Democracy and equity.** Our school will demonstrate a non-discriminatory policy and institute an inclusive policies, practices, and pedagogies. It will model democratic practices that involve all who are directly connected and aligned with the school. The school will build on the strength of the community through its partnerships and outreach efforts.

Another effective source that we use is the School Redesign Network which is a learning collaborative that helps schools develop a deeper understanding of the features that effectively support excellence and equity in schools. *From the Stanford University School Redesign Network:*

- **Creating Family-School Partnerships.** When parents/families know what the school expects and needs from their children and from them, they are able to support their students' learning. Just as strong teacher-student relationships can provide students with invaluable support, likewise, solid partnerships among teachers and families are a key component of student success. Our charter school will actively create family-school partnerships through ongoing communication (with materials and presentations in parents' home language – Spanish), a contract that conveys to parents the school's expectations, and school-wide family events organized by the parents.

- **Continuous Relationships.** Our charters are structured to provide the time necessary for students to develop strong relationships with their teachers and peers. Students will remain with the same set of advisory teachers throughout their four years at our charter. The sustained relationship that develops over time will facilitate student's learning, and provide an ongoing monitoring of student progress. This process will also allow for additional support for College and Career Readiness and focus on student's achievement of career and educational goals.
- **Adaptive Pedagogy.** Research supports that students have different pathways and approaches to learning that enable them to process information and to make sense of their experiences. Teachers will adjust their teaching modes to meet students' individual needs and use technology, the arts, and real-world curriculum connections to support student learning. Through effective professional development, teachers will increase their toolkit of effective practices.

**(C) Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and**

Curriculum will address all state required standards Common Core State Standards and Appendices, and will utilize:

- Common Core State Standards (English, English Language Development, Mathematics, NEXT Generation for Science, Social Science, and other secondary curriculum for Fine Arts, Foreign Language, and P.E.)
- Common Core Standard based curriculum units
- Technical curricula for Media & Design Arts and Graphic Arts Technology career-technical education component of Linked Learning
- Providing for teacher effectiveness as described in Professional Development.

**(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.**

**Best Practices from Replication Model**

Utilizing the model school's "best practices" and a network of educational and human resources, **Monseñor Oscar Romero Charter** will provide a disciplined, balanced, and enriched college-preparatory education of the highest quality for its student population. Below is an outline of the practices that will be modeled through the curriculum and research-based effective best practices.

As best practices from replication model **Monseñor Oscar Romero Charter** has maintained a relentless focus on its innovative program elements, and as a result, has achieved several key accomplishments in each of those programmatic areas. The school has also worked hard to overcome the challenges that are inherent in any



innovative school. These students are ready to continue learning under similar aspects of philosophy, mission and vision in the **Monseñor Oscar Romero Charter**.

### **Family-Community-School Partnerships:**

**Monseñor Oscar Romero Charter** has actively engages families and the community in the life of the school, and students engage in service to the community. Thus **Monseñor Oscar Romero Charter** will continue to interact and engage with its community.

### **Key Accomplishments:**

- The school will establish funding for an after school Service Club. School-wide service days will occur every other month, giving all students access to frequent and meaningful community service opportunities in the Community Service/Community Engagement Club. Students will receive leadership opportunities and will be provided leadership training through workshops and community service such as community cleanups, tree planting, etc. Students are also exposed to community engagement through activities such as the commemoration day at the LA City Hall, the Cesar Chavez Pilgrimage, etc. This club will have monthly community clean-ups.
- The school will administer regular parent and student satisfaction surveys, and use the collected data to reflect on and improve school practices.
- Parent participation in school events will range from 80-90% in attendance. This success will be led and attributable to the presence of a highly skilled professional whose leadership capacity is dedicated to planning parent education and involvement events; as well as, sustaining regular communication with parents.

### **Technology Integration:**

By implementing technology with the curriculum, **Monseñor Oscar Romero Charter** ensures that students learn computer skills while pursuing academic goals. The **Monseñor Oscar Romero Charter** was able to complete the following and will be replicated:

### **Key Accomplishments at the Monseñor Oscar Romero Charter School Replication Model:**

- The Enhancing Education through Technology Grant will support the installation of computers in every classroom in at least a 1:4 computer to student ratio in the classrooms. Schoolwide, the ratio will be 2:3 students to each computer.
- Key technology applications will be integrated into every classroom, and students will be proficient in basic Office applications, graphic design tools, iMovie, and a variety of web search tools. Future instruction will focus on web design and other advanced applications.
- 100% of students will complete digital portfolios each year.
- All teachers will participate in Robert Marzano's iObservation training and coaching.
- All teachers and students will complete a technology survey that guides technology integration and professional development.

- All elective classes – Spanish, Communications, and Technology – will be fully technology integrated, and teachers regularly collaborate to design integrated, thematic, technology-based projects.

**Small Learning Communities:**

Students will have the opportunity to work in small cohort groups throughout their three years at the school, thereby increasing their sense of community and belonging.

**Key Accomplishments:**

- Students will have a true sense of commitment and ownership of the school, as evidenced by an average attendance rate of 95%.
- Teachers will collaborate at least weekly, either by grade level, by department, or in school leadership committees. They have engaged in rubric design and calibration, examining student work, and classroom-learning walks to keep the conversations focused on student needs.

**Interdisciplinary, Project-Based Curriculum:**

Students will explore how subjects relate to each other while achieving proficiency in the core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on students’ prior knowledge, and connecting learning to students’ lives.

**Overuse in Discipline Practices that Remove Students from the Classroom**

ESSA SECTION  
1112(b)(11)

STATE PRIORITY ALIGNMENT  
6 (as applicable)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> <li>• Students will be thoughtful, engaged citizens of a 21<sup>st</sup> century world.</li> <li>• Students at <b>Monseñor Oscar Romero Charter</b> will demonstrate respect for individual differences and uphold the character values that the school has established to provide a positive and safe learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive community building via advisory, orientation and Town Hall meetings as well as other school events.</li> <li>• Team Advisory course to promote family and establish sense of school connectedness.</li> <li>• Personalized Learning Plans.</li> <li>• Analysis of and action plans from school safety survey.</li> <li>• The <b>Monseñor Oscar Romero Charter</b> administrative team will ensure a positive learning environment is in place during classroom and school walkthroughs. The team will facilitate</li> </ul>

	<p>trainings as needed to help teachers ensure students are engaged, feel safe, and respected.</p> <ul style="list-style-type: none"> <li>• The <b>Monseñor Oscar Romero Charter</b> staff will ensure that parents and students understand the school's behavior expectations and related consequences through parent orientation, parent meetings, school assemblies, and classroom meetings.</li> <li>• The <b>Monseñor Oscar Romero Charter</b> Leadership Team will oversee the implementation of character education and the 6 pillars of Character Counts! through a school wide character focus, classroom meetings, parent meetings and other research- based strategies.</li> <li>• The <b>Monseñor Oscar Romero Charter</b> administrative team will monitor suspension and expulsion rates to inform policy and decision-making about the effectiveness of the school's current efforts to create a positive school climate.</li> </ul> <p>The Director of Operations will oversee the distribution of parent, student and staff surveys (translated as needed) to inform policy and decision- making about the effectiveness of the school's efforts to create a positive school climate.</p>
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## Career Technical and Work-based Opportunities

ESSA SECTION  
1112(b)(12)(A–B)

STATE PRIORITY ALIGNMENT  
2, 4, 7 (*as applicable*)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

**State Priority #7 (Course Access).** The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

<p>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</p> <p>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</p>	
ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> <li>• 100% of students are enrolled in a broad course of study, including graduation requirements that exceed UC A-G.</li> <li>• All <b>Monseñor Oscar Romero Charter</b> Students will receive a well-rounded education and instruction that integrates content areas.</li> <li>• Students with exceptional needs and all ELs, high and low-achieving students will receive modifications and differentiated curriculum to meet their needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Rigorous graduation requirements that exceed A-G.</li> <li>• Extensive Support Systems (advisory, tutoring, office hours, remedial courses, summer school, etc.).</li> <li>• The Director of Academics will provide instructional staff with the resources to create unit/lesson plans that incorporate the instruction of English, mathematics, social sciences, science, visual and performing arts, health, and physical education.</li> <li>• The <b>Monseñor Oscar Romero Charter</b> leadership team will ensure all teachers implement research-based practices in teaching the broad course of study and will monitor this through regular classroom walk-throughs.</li> </ul> <p>The <b>Monseñor Oscar Romero Charter</b> administration will ensure that progress is monitored through the use of a data and assessment management system to track performance of numerically significant subgroups.</p>

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION  
2102(b)(2)(A)

STATE PRIORITY ALIGNMENT  
1, 2, 4 (*as applicable*)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

#### **Supervise and Support Effective Teachers in Every Classroom**

The Leaders of Learning Program is the professional development for district and school leaders to skillfully use the Marzano Observation and Feedback Protocol for **supervising and supporting** effective teachers in every classroom. The program is delivered in six professional development sessions spaced over a school year delivered either in-person or online. Each session builds on the previous to deepen observers' skills and effectiveness. Topics include:

- Marzano Observation and Feedback Protocol
- **Inter-rater reliability** for observers
- Constructing **effective feedback**
- Analyzing data on teacher practice for trends and patterns
- Collecting data to convene collegial conversation
- Connecting teacher practice to student achievement

**Monseñor Oscar Romero Charter School  
iObservation Certification Process  
AKA iObservation Implementation Plan 2019 - 2020**

<b>Content Specific</b>	<b><i>Pacing Plan: Teachers with 4+ years of teaching experience</i></b>
August - October	New Knowledge
November - March	Deepening Knowledge
April - June	Generating and Testing Hypotheses
<b>Routines</b>	
August/September	Communicate Learning Goals Establish Rules and
<b>Enacted on the Spot</b>	
October - December	Adherence to Rules and Procedures High Expectations
January - June	Engage students Effective
<b>Content Specific</b>	<b><i>Pacing Plan: Teachers with 3 or fewer years of teaching experience</i></b>
August - January	New Knowledge
February - May	Deepening Knowledge
<b>Routines</b>	
August - January	Communicate Learning Goals Establish Rules and
<b>Enacted on the Spot</b>	
February - March	Adherence to Rules and Procedures High Expectations
April - May	Engage students Effective

The traditional backwards design process guides teachers through a three-step process:

1. Internalization and prioritization of the Common Core State Standards
2. Differentiated assessment methods aligned to prioritized standards and identified learning targets
3. Innovative, research-based instructional strategies clearly articulating student learning objectives

**Monseñor Oscar Romero Charter** has a process of aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and assessable projects. The expectations are that students will be engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to all students while using formative and summative assessments to check for student mastery of all concepts and state content standards. Research clearly suggests that learning best occurs when students are actively engaged in their own learning. This requires that students are involved in conversations and participation about learning objects, instruction, and assessment. Furthermore, this student-centered approach supports a more culturally relevant curriculum that connects with student's interests and prior experiences. Frequent and meaningful connections with parents and engaging them in conversations about their child's education will also ensure that the academic program reflects the diversity of our community being served.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. Strategies addressed in *Classroom Instruction that Works* (Marzano, Pickering, and Pollock) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that "*have a high probability of enhancing student achievement for all students in all subject areas at all grade levels*" (Marzano, Pickering, Pollock, 2001). Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.

This approach further supports teachers to develop standards-aligned assessments and project-based instructional activities at each grade level, across the content areas. The professional development in preparation and during the initial year will focus on this integration, as a transition period toward a more complete use of the technique in subsequent years. The foundational coursework, as outlined above, will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:

- Direct instruction
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- Rubric self-assessment
- The involvement of community members and educational partners in instructional presentation
- Mentoring program

- Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Richard Dufour and Robert Eaker.
- Computer Assisted learning as described in Blended Learning

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION  
3116(b)(3)

STATE PRIORITY ALIGNMENT  
3, 6 (*as applicable*)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

Students will explore how subjects relate to each other while achieving proficiency in the core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on students' prior knowledge, and connecting learning to students' lives.

#### **Response for Master Plan for English Learners: Appropriate Instruction and services for English Learners (EL)-Designated and Integrated English Language Development (ELD)**

***1. How does your school provide both a comprehensive designated and integrated ELD instructional program for every EL student to meet the linguistic and academic goals at their grade level and language learning needs?***

The comprehensive designated and integrated ELD instruction for every EL student to meet the linguistic and **Monseñor Oscar Romero Charter's** leadership; teachers, parents and students support academic goals at their grade level and language learning needs. This comprehensive ***English Learners (EL) Plan*** is premised on the ideal of equal educational opportunities for ALL students; it provides a comprehensive delivery system that will meet the needs of our English Learner students by:

- Providing a framework of the English Learners Program.
- Providing identification and assessment of appropriate instructional placement.
- Providing staff training programs, which will enhance bilingual competencies of personnel.
- Providing a balanced curriculum to ensure preparation and ongoing guidance to our students.



- e) Providing a method and criteria for selections, development, evaluation, and adoption of curriculum materials.
- f) Providing in-service training to develop and improve instructional strategies.
- g) Insuring the participation of staff, parents, students, and community members in the planning and implementation of the programs for our English Learners students.
- h) Determining and providing administrative leadership and fiscal needs to actualize the *English Learners Plan*.
- i) Providing periodic and ongoing evaluations of the instructional programs.
- j) Ensuring that the evaluation of resources is supplemental and distributed equally through all schools.

**Monseñor Oscar Romero Charter** implements the English Learner Master Plan to monitor the performance of English Language Learners. **Monseñor Oscar Romero Charter** follows the same principles outlined in the EL Master Plan listed below:

1. English learners are held to the same high expectations of learning established for all students and they are not denied access to the full curriculum while they are working on English Language Development. We hold the same standards for all students. Our work in meeting student needs can draw upon work in the fields of bilingual education and second language acquisition. Recognizing that the education of an EL student is multifaceted, we are to work towards not just supporting second language acquisition but all educational subjects and needs.
2. English learners develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students. We recognize that while informal social language usually develops quickly, the academic use of language can take from 4-7 years, depending on the individual.
3. English learners are taught challenging academic content that enables them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, health, and physical education, consistent with those for all students.
4. English learners receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels. We recognize that ongoing assessment using multiple measures is crucial to determine progress and to drive instruction that focuses on language acquisition and academic content. We further recognize the need to provide professional development for administrators, teachers, and all school staff to help support the learning of ELs in our schools.
5. English learners are evaluated with appropriate and valid assessments that are aligned to state and local standards and that take into account the language development stages and cultural backgrounds of the students.



6. The academic success of English learners is a responsibility shared by all educators, the family, and the community. We are in partnership with the families and community, by offering ESL Classes and other parent workshops. The English Learner Master Plan strives to promote the family's role in the education of ELs and to promote open communication and avenues for involvement.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

### TITLE I, PART A

#### Poverty Criteria

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

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

**Monseñor Oscar Romero Charter** used the Free and Reduced Applications This notice announces the Department's annual adjustments to the Income Eligibility Guidelines to be used in determining eligibility for free and reduced price meals and free milk for the period from July 1, 2018 through June 30, 2019. These guidelines are used by schools, institutions, and facilities participating in the National School Lunch Program (and Commodity School Program), School Breakfast Program, Special Milk Program for Children, Child and Adult Care Food Program and Summer Food Service Program. The annual adjustments are required by section 9 of the Richard B. Russell National School Lunch Act. The guidelines are intended to direct benefits to those children most in need and are revised annually to account for changes in the Consumer Price Index.

**Monseñor Oscar Romero Charter** 97% of our students are on Free and Reduced Lunch.

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Monseñor Oscar Romero Charter** is a Schoolwide Program. How the LEA, teachers, paraprofessionals, Directors, Administrators, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:

**Monseñor Oscar Romero Charter** holds a one-week summit during the summer where student performance data, parent evaluations, teachers' evaluations, and students' evaluation are examined. From the results and discussions, the participants at the summit created recommendations and action plans that have been represented in the LEA plan.

The administration and the teachers will evaluate the effectiveness of the reading and math program on a quarterly basis based on student data (State results, local assessments etc.) and appropriate adjustments will be made as indicate by the data.

In particular, assessments will be used to set benchmarks, including timelines four times a year to assess each student's progress toward mastery of the standards for reading.

The Directors, Administrators, Coordinators, and teachers will allot at least one pupil-free day at the end of each quarter and at the end of the year for this data analysis process.

## **Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

## THIS ESSA PROVISION IS ADDRESSED BELOW:

**Monseñor Oscar Romero Charter** will work closely to ensure services to students identified as homeless are served. **Monseñor Oscar Romero Charter** serves students who are in youth services or foster homes. In some classes additional uniforms, and supplies are provided, as need be. An opportunity for additional instructional support is offered.

### McKinney-Vento Homeless Assistance Act

**Monseñor Oscar Romero Charter** shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. **Monseñor Oscar Romero Charter** shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

### Non-Discrimination

**Monseñor Oscar Romero Charter** shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. **Monseñor Oscar Romero Charter** may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

## Student Transitions

### ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and

- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Provide Professional Development is provided to teachers, administrators and staff to ensure the highest educational mastery of English Language and access to high-quality, innovation and research-based language programs.

Provide Career Pathways, Project-based learning leadership.

College and Career Indicators.

Field trips and relationships with local universities; such as, UCLA, USC, California State University's, other community organizations and involvement of all stakeholders.

**Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Monseñor Oscar Romero Charter** is a Schoolwide Program. How the LEA, teachers, paraprofessionals, Directors, Administrators, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:

**Monseñor Oscar Romero Charter** holds a one-week summit during the summer where student performance data, parent evaluations, teachers' evaluations, and students' evaluation are examined. From the results and discussions, the participants at the summit created recommendations and action plans that have been represented in the LEA plan.

The administration and the teachers will evaluate the effectiveness of the reading and math program on a quarterly basis based on student data (State results, local assessments etc.) and appropriate adjustments will be made as indicate by the data.

In particular, assessments will be used to set benchmarks, including timelines four times a year to assess each student's progress toward mastery of the standards for reading. The Directors, Administrators, Coordinators, and teachers will allot at least one pupil-free day at the end of each quarter and at the end of the year for this data analysis process.

# TITLE I, PART D

## Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

### THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

## Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

## Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

### **Successful Transitions**

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

### **Educational Needs**

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

### **Social, Health, and Other Services**

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Parent and Family Involvement**

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.



Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## TITLE II, PART A

### Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Teachers incorporates instructional strategies detailed in Classroom Instruction that Works, by Marzano, Pickering, and Pollock. In addition to using the Marzano's observation and self-assessments instruments:

- iObservation—An online system for leaders and teachers that manages walkthroughs, observations, feedback, reporting, and professional development. It is also a system where teachers can engage in self-assessment and direct their own professional development based on Robert Marzano's Framework for Teaching.

The traditional backwards design process guides teachers through a three-step process:

- Internalization and prioritization of the Common Core State Standards
- Differentiated assessment methods aligned to prioritized standards and identified learning targets
- Innovative, research-based instructional strategies clearly articulating student learning objectives

The third step is a process of aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and assessable projects.

At **Monseñor Oscar Romero Charter**, it is expected that students are engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to all students while formatively and summative assessing for student mastery of all concepts and state content standards. Research clearly suggests that learning best occurs when students are actively engaged in their own learning. This requires that students to be involved in conversations about learning objects, instruction, and assessment. Furthermore, this student-centered approach supports a more culturally relevant curriculum that connects with student's interests and prior experiences. Frequent and meaningful connections with parents and engaging them in conversations about their

child's education will also ensure that the academic program reflects the diversity of the community being served.

In summary, we have made both System Changes and Instructional Changes that have added to more effectively providing for student academic achievement, teacher support, and parent information and support.

### Systems Changes

- Developed a transformational distributive leadership model. Each YPICS school has, or will have when growing a new school, a Director of Operations, Director/Coordinator of Instruction, and a Director of Student Climate and Culture. Each summer leaders participate in a YPICS Leadership Institute. Leaders new to YPICS attend the annual CCSA Conference and the CSCD Leadership Boot Camp.
- Rewrote job descriptions and established systems to support the institutional learning that was needed to move academic achievement forward. For example, the Assistant Principal Job Function was renamed to the Director of School Climate and Culture in order to focus on developing a culture of excellence, engagement, and caring at the schools. Additionally, the function of this position is to increase student attendance, lower suspension rates, and celebrate students when they grow academically.
- Completely refocused the organization on data-driven outcomes and began to use Study Island and teacher created assessments for weekly assessments.
- Institutionalized Quarterly, Coaching Data sessions: All data benchmark data began to be aggregated and analyzed by cohort, by teacher, by subject, and by students. The Organization has a professional development half-day to look at the organizational data trends. Successes are celebrated and the entire team reflects upon root causes for the outcomes and then takes actions steps to create a plan to increase the academic outcomes. ALL analyzed outcomes are now shared with teachers, parents and students quarterly. Students receive information in class. Parents are invited to workshops to learn about the school's progress and to ensure that parents are informed about their own child's progress.
- Restructured the math program and changed Algebra eligibility requirements, instead of having 90 students in algebra and 30 students in 8th grade math we more clearly defined the criteria for a student to take Algebra in 8<sup>th</sup> grade.
- Added a Director of Instruction position to each school to commit an instructional leader to monitor and support instruction weekly.
- Added the IObservation Platform and Instructional Resource Library to develop teacher growth plans and a consistent meaningful teacher evaluation plan.
- Used teacher turnover as a means to hire highly qualified teachers to fill open positions.

- Added a Director of Special Education to oversee the Special Education program on campuses.
- Members of the LAUSD Charter Operated Programs, Options #3.
- Established the YPICS Summer Teacher Training Institute.
- Established Personal Learning Communities in order to have teacher voice in their professional development through action research.
- Teachers now loop with their students, as promised in the petition, from one grade level to another and as they do at Oscar Romero from 6<sup>th</sup> grade to 7<sup>th</sup>. Action research from Romero indicated academic gains are greater when the teacher moves with the student. This allows for teachers to core subjects (ELA/Social Science and Math/Science) in grades 6 and 7. Students' benefit by having fewer teachers as they are adjusting to a secondary structure. Teachers have a greater opportunity to personally get to know their students better. Finally, one struggling teacher does not greatly impact an entire subject for an entire grade. And, if the teacher student dynamic just is not working it allows the school administrative team to make adjustments so that all are working together at optimum levels.
- ELA/Social Science teachers focus on implementing our service-learning goals
- Math/Science teachers focus on enhance learning and technology integration goals
- Communications teachers focus on technology skills, presentations, speeches, and training parents on power schools, along with other programs to support our family/community engagement goals.

### Instructional Changes

- Purchased Alex for Math support, intervention, and acceleration
- Implemented Adaptive Curriculum, a technological computer assisted instruction for math and science.
- Added Achieve 3000 for ELA and EL support.
- Hired instructional Experts in EL instruction, such as Elizabeth Jimenez with CAFE; and Math Instruction, Guillermo Mendieta and Inquiry by Design.
- Purchased the New Success For All Common Core Reading Program to support struggling students, students with disabilities, general education students, and gifted students.
- Implemented the Hype Program
- Encourage staff members to attend conferences to support their PLCs and as members of NCLR our teachers have multiple opportunities to attend and grow at NCLR National instructional summits.
- All teachers participate in the Summer Special Education Summit for Options 3.
- All teachers participate in the EL/ELD Institute, presented by CAFE at Bert Corona.

Moving forward all of the systems and instructional changes that have taken four years to implement will remain in place at all three schools. The students moving forward to the high school are far more prepared today. Several of Bert Corona graduates are currently attending private elite high schools in Los Angeles such as Campbell Hall, Harvard Westlake, and Chaminade due to the Hype Program that is provided for our gifted students. We look forward to completing the task of preparing ALL of our students for secondary and post secondary success!

## **Prioritizing Funding**

### **ESSA SECTION 2102(b)(2)(C)**

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## **Data and Ongoing Consultation to Support Continuous Improvement**

### **ESSA SECTION 2102(b)(2)(D)**

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

To monitor progress for our students, we use data and measures from multiple resources:

- Classroom assessments
- ALEKS online learning data
- Success for All-Study Island assessment data
- 4Sight Common Core benchmark exam.
- Reading mastery level data (from Success for All Member Center)
- State testing data
- Meet all statewide standards and conduct the pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC 47605(c)(1)

**Monseñor Oscar Romero Charter** understands the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty is provided professional development and support in the following areas:

- Design standards-based instruction (using the principles of backwards design)
- Align appropriate assessments to the Common Core State Standards
- Implement instructional activities that are aligned to standards and reflect research-based best practices.
- To monitor progress for our students, we use data and measures from multiple resources:

- Classroom assessments
- ALEKS online learning data
- Success for All-Study Island assessment data
- 4Sight Common Core benchmark exam.
- Reading mastery level data (from Success for All Member Center)
- State testing data
- Meet all statewide standards and conduct the pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC 47605(c)(1)

# TITLE III, PART A

## Title III Professional Development

ESSA SECTION 3115(c)(2)

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

### THIS ESSA PROVISION IS ADDRESSED BELOW:

#### Performance Goal 2:

All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

<b>SCHOOL GOAL # 2</b> <b>(Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</b> <b>Increase English Language Arts and Mathematics Proficient and Advanced score by 5 points for English Learner sub-group.</b>	
Student groups and grade levels to participate in this goal: All students' grades 6th through 8th that are identified as English Learners.	Anticipated annual performance growth for each group: An increase in Proficient and Advance rates for these students.
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> <li>• <b>Monseñor Oscar Romero Charter</b> Data Dashboard: Two page snapshot of school performance. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and Smarter Balance data.</li> <li>• Smarter Balance Test Results are mailed to our school, and in turn <b>Monseñor Oscar Romero Charter</b> mails individual data results home to the student's parents. Parents and others can also access Smarter Balance school data by using the California Department of Education website.</li> <li>• Each Advisory instructor reviews the Smarter Balanced data with each student and with parents during Parent-Teacher conferences.</li> <li>• Individual Learning Plans are monitored by their Advisory instructor. Regular meetings (two times a quarter) are held with each student, to <b>Monseñor Oscar Romero Charter</b> the student's academic and social</li> </ul>	Data to be collected to measure academic gains: <b>Monseñor Oscar Romero Charter</b> uses several information systems to support the operations. The primary systems are: <ul style="list-style-type: none"> <li>• Illuminate- Student Information System (SIS)</li> <li>• NWEA MAPs– student performance database and reporting tool</li> <li>• SFA, Achieve3000, Adaptive Curriculum and other programs</li> <li>• 3N – communication tool linking teachers and parents</li> <li>• School web-site with school focused collaboration tools</li> <li>• Google Apps – open platform for deployment of teacher and student web tools</li> </ul>



progress. As needed, new goals are set with clear benchmarks identified for yearly growth.

- Curriculum Embedded Assessments: quarterly teacher/ department tests.
- Use of ELPAC for English Learners
  
- Academic Performance Index, is determined by the state. Our students' scores on the Smarter Balanced and additional demographic statistical information are used by the state to determine our growth according to the state formula. This statistical data includes sub-group reports on meeting academic growth.

- The main Student Information System (SIS) used at **Monseñor Oscar Romero Charter** is Illuminate. This system provides teacher, staff and parents' access to student attendance, daily assignments and student scores/grades, progress reports, semester reports, transcripts, behavior information and other individual student information.
- Benchmarks, teachers' assessments and other identified results.

## Performance Goal 2

All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.  
 Planned Improvement in Programs for LEP Students and Immigrants (Title III) (Summarize information from district-operated programs and approved school-level plans)

		Description of how the LEA is meeting or plans to meet this requirement.								
<b>Required Activities</b>	<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:                      Describe the programs and activities to be developed, implemented, and administered under the sub grant;                      Describe how the LEA will use the sub grant funds to meet all annual measurable achievement objectives described in Section 3122;                      Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: meeting the annual measurable achievement objectives described in Section 3122 ;making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B); annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);                      Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>1. a b <b>Monseñor Oscar Romero Charter</b> will incorporate an ELD program that will target students who are struggling with the development of their English language skills that will include:</p> <ul style="list-style-type: none"> <li>• Ongoing measurement of each LEP student’s progress toward English language proficiency, through the use of ELD portfolios.</li> <li>• Use of SFA Modules for EL, Vocabulary and 4 Sight to assist LEP students.</li> <li>• Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model.</li> <li>• Opportunities for ELD level 1 and 2 students to receive additional instructional support after school.</li> </ul> <p>c. Title III funding from the federal government to help English learners to speak, read, and write in English and to achieve in reading and mathematics. <b>Monseñor Oscar Romero Charter</b> receives Title III funds that are reviewed each year, as required under the ESSA, to see if they meet the three Annual Measurable Achievement Objectives (AMAOs) for our English learners:</p> <table border="1"> <thead> <tr> <th>AMAO's</th> <th>Measurable Goals</th> </tr> </thead> <tbody> <tr> <td>                     Progress in Learning English                      Increase One Proficiency Level                      Early Advanced and Advanced must reach English Proficient level bringing all skills to Intermediate Level.                      English Proficient level are expected to maintain that level.                 </td> <td>                     Administer the ELPAC to ascertain the level of proficiency.                      Conduct analysis of EL’s using ELSSA.                      Identify factors that contribute to meeting or not meeting AMAO’s.                      Use <b>Monseñor Oscar Romero Charter</b> English Learner Plan of Action-Visited yearly and/or on an ongoing basis.                      Work with teachers, parents and staff to provide services.                 </td> </tr> <tr> <td>                     Progress in the percentage of students who become proficient in English.                 </td> <td>                     Increase English Learner redesignation ratio yearly. Continue to <b>Monseñor Oscar Romero Charter</b> students who have been redesignated and work with students at each level.                 </td> </tr> <tr> <td>                     Academic targets in English-language arts and mathematics  <input type="checkbox"/> Participation Rate  <input type="checkbox"/> Percentage Proficient or Above                 </td> <td> <b>Monseñor Oscar Romero Charter</b> </td> </tr> </tbody> </table>	AMAO's	Measurable Goals	Progress in Learning English Increase One Proficiency Level Early Advanced and Advanced must reach English Proficient level bringing all skills to Intermediate Level. English Proficient level are expected to maintain that level.	Administer the ELPAC to ascertain the level of proficiency. Conduct analysis of EL’s using ELSSA. Identify factors that contribute to meeting or not meeting AMAO’s. Use <b>Monseñor Oscar Romero Charter</b> English Learner Plan of Action-Visited yearly and/or on an ongoing basis. Work with teachers, parents and staff to provide services.	Progress in the percentage of students who become proficient in English.	Increase English Learner redesignation ratio yearly. Continue to <b>Monseñor Oscar Romero Charter</b> students who have been redesignated and work with students at each level.	Academic targets in English-language arts and mathematics <input type="checkbox"/> Participation Rate <input type="checkbox"/> Percentage Proficient or Above	<b>Monseñor Oscar Romero Charter</b>
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	Academic targets in English-language arts and mathematics <input type="checkbox"/> Participation Rate <input type="checkbox"/> Percentage Proficient or Above	<b>Monseñor Oscar Romero Charter</b>								
	<p>Holding quarterly meetings with parents to discuss each student’s progress toward English language proficiency. ELAC/PAC provides leadership for our EL students.                      at EL meet academic targets in English Language Arts of 56.0%, and 56.4% in Mathematics (Increasing yearly)</p>									

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

(Summarize information from district-operated programs and approved school-level plans)

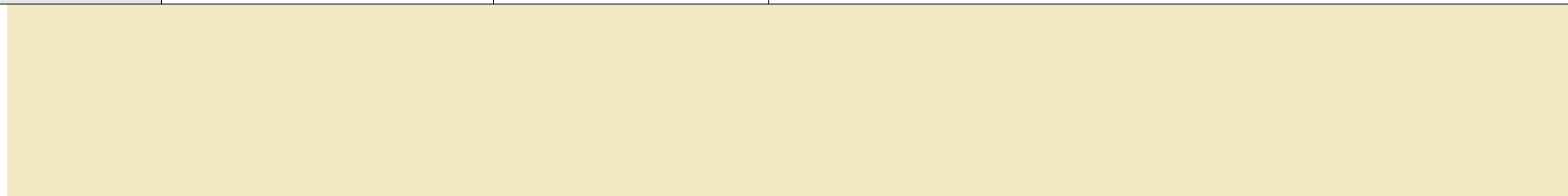
	Description of how the LEA is meeting or plans to meet this requirement.
<p>R e q u i r e d A c t i v i t i e s</p> <p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>Describe the programs and activities to be developed, implemented, and administered under the sub grant;</p> <p>Describe how the LEA will use the sub grant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <p>meeting the annual measurable achievement objectives described in Section 3122;</p> <p>making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B);</p> <p>annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);</p> <p>Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p><b>Monseñor Oscar Romero Charter School</b> will incorporate an ELD program that will target students who are struggling with the development of their English language skills that will include:</p> <p>Ongoing measurement of each LEP (English Learner/EL) student’s progress toward English language proficiency, through the use of ELD portfolios, incorporations of Thinking Maps, and effective Instructional strategies.</p> <p>Use of SFA, Achieve3000, Adaptive Curriculum and other programs to include: Vocabulary, 4Sight, and other materials to assist EL students.</p> <p>Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model.</p> <p>Opportunities for ELD level 1 and 2 students to receive additional instructional support after school.</p> <p>Holding quarterly meetings with parents to discuss each student’s progress toward English language proficiency.</p>

<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) .</p> <ul style="list-style-type: none"> <li>• The effectiveness of the LEP programs will be determined by the increase in:</li> <li>• English proficiency; and</li> <li>• Academic achievement in the core academic subjects</li> </ul>	<ol style="list-style-type: none"> <li>1. The designated ELD Coordinator will provide mentoring to all subject level teachers and will assist teachers in developing lesson plans that incorporate appropriate language goals for EL students.</li> <li>2. The staff will discuss research- based literature related to best teaching practices in ELD instruction on an ongoing basis.</li> </ol>

Required Activities	<p>3. Provide high quality professional development for classroom teachers, Directors, Administrators, and other school or community-based personnel.</p> <p>a. designed to improve the instruction and assessment of LEP children;</p> <p>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</p> <p>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills;</p> <p>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p> <p>The Directors, Administrators, Coordinators, and the teachers will participate in professional development workshops provided by our designated ELD coordinator and through various educational organizations. Professional development activities chosen will instruct staff and teachers in the methods of incorporating research-based methodology proven to enable EL students to improve both their English Language proficiency and their mastery of content standards.</p> <p>Our designated ELD coordinator will attend seminars, conferences and training sessions in order to keep current with the research on EL students.</p>	
Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	<p>Yes or No</p> <p>No</p> <p>No</p>	<p>If yes, describe:</p>
		<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	

Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes or No  Yes	If yes, describe:  <b>Monseñor Oscar Romero Charter</b> will use the designated ELD coordinator to provide additional tutoring and intensified instruction for our EL students.
	6. Develop and implement programs that are coordinated with other relevant programs and services	Yes or No Yes	If yes, describe: SFA, Achieve3000, Adaptive Curriculum and other programs will be used as an ELD program and an intervention program for our students scoring below basic on the Smarter Balanced test. An ELD based writing program will be implemented school-wide. (In progress) The SIOP model will be used as a means for daily planning as well as assessment of all of our teachers' performance.
	7. Improve the English proficiency and academic achievement of LEP children.	Yes or No Yes	If yes, describe:  <ul style="list-style-type: none"> <li>• Teachers will use methodology learned about in professional development workshops and will work collaboratively across disciplines to improve English proficiency and academic achievement of EL students.</li> <li>• The faculty will adopt a school-wide literacy plan that targets at least seven language objectives, and those objectives will be modified based on students' ELD levels.</li> </ul>

<p>Allowable Activities</p>	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <p>To improve English language skills of LEP children; and To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</p>	<p>Yes or No</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p> <p>If yes, describe: 1. <b>Monseñor Oscar Romero Charter</b> will invite parents to the English Learner Advisory Council (ELAC) that will meet regularly to advise the Directors, Administrators regarding the school’s ELD program. (Formalizing ELAC)</p> <p>2. The ELAC, in conjunction with the designated ELD coordinator, will hold parent-training session on how to best support their child’s instruction at home.</p>
	<p>9. Improve the instruction of LEP children by providing for –</p> <p>The acquisition or development of educational technology or instructional materials Access to, and participation in, electronic networks for materials, training, and communication; and Incorporation of the above resources into curricula and programs.</p>	<p>Yes or No Yes</p>	<p>If yes, describe The school will purchase language development software that will be available in the computer lab (in process). Instructional materials that will assist the teacher in enabling the students to reach their language and academic goals will be purchased.</p> <p>Monitoring of the incorporation of these resources will take place through assessments, observations and discussions during staff meetings.</p>
	<p>10. Other activities consistent with Title III.</p>	<p>Yes or No No</p>	<p>If yes, describe:</p>



Plans to Notify and Involve Parents of Limited-English-Proficient Students

	Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents	Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> <li>the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</li> <li>the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement;</li> <li>the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</li> </ul>	<p>1. The school will hold meetings with parents to discuss all aspects of identification, assessment, instruction, benefits, and exit requirements at our August Open Advisory. Parents of EL students with an IEP will be informed about the effectiveness of the plan to meet all associated goals and objectives.</p>



<p>Required Activity</p>	<p>information pertaining to parental rights that includes written guidance detailing –  the right that parents have to have their child immediately removed from such program upon their request; and  the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;  the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</p>	<p>Parents will be informed of the rights to remove their child from the program, not to enroll their child, and their choice of instructional methods for their child at our August Open Advisory.</p>
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		<p>ELPAC is administered, and testing for placement within the 30 days after the beginning of the school year.</p>
<p>LEA Parent Notification Failure to Make Progress  If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		<p>EL families are provided with: 1) regular, periodic information about their child’s academic progress at school, 2) their child’s progress in acquiring English as measured by the ELPAC, 3) their child’s progress in meeting California standards in academic subjects as measured by the Smarter Balanced tests.</p>

## Plans to Provide Services for Immigrants

If the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>	<p><b>Yes or No</b></p>	<p><b>If yes, describe:</b></p> <p><b>a)</b> The education and engagement of parents and families of ELs are essential to academic success. In alignment to California Common Core State Standard, ELA and Mathematics. ELD CCSS, NEXT Generation-Science, and Appendices.</p> <p>Teachers are provided profession development opportunities during 2 week teacher institute prior to the start of school. This training includes unpacking California Content Standards Title III funds will be used to support parents to promote family literacy, parent outreach and active participants in their child’s academic achievement and language acquisition. Parent participation will be provided as follows:</p> <ul style="list-style-type: none"> <li>• Training parent coordinator to help parents understand the identification and assessment process, options for program placement, EL compliance requirements, and how to help their children at home.</li> <li>• All administrators, teachers and staff will be provided on going professional development on program procedures, requirements, mandates and monitoring process.</li> <li>• Training for Title III-Immigrant parents on the legal responsibilities and budget process for this program.</li> <li>• Needs assessments to be conducted for planning appropriate parent training activities and conferences.</li> <li>• Parent education conferences that include sessions on issues relevant to the education of immigrant families, and how to support social and academic achievement, health services, high school graduation requirements, college preparedness and career readiness requirements, and parenting skills.</li> <li>• Additional support for family education programs conducted for migrant families and families of recently arrived immigrants.</li> <li>• Parent institutes to provide in-depth information to parents on California Common Core State standards-based instruction and expectations in learning English and grade level content, course requirements, graduation requirements, collaboratively developing an educational plan for their child.</li> <li>• Attendance at national, state, and local conferences relevant to EL issues (e.g., NABE and CAFE).</li> </ul> <p><b>b)</b> Participants will be available to all Title III-Immigrant parents.</p> <p><b>c)</b> Title III funds will assist by providing additional training opportunities to parents to understand Common Core State Standards research-based instruction, curriculum, and assessment for ELs in each program.</p>

	<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p><b>Yes or No</b></p>	<p>If yes, describe:</p> <ul style="list-style-type: none"> <li>a) Use SDAIE Methodology with a 6-8 SDAIE Lesson Design Template and embed the following four access strategies in professional development to address the linguistic and academic needs of ELs and provide access to the core curriculum aligned to California Common Core State Standards for English and Mathematics along with the California Common Core State Standards English Language Development. <ul style="list-style-type: none"> <li>• Instructional conversations (strategies for clarifying, expanding and elaborating thinking during discussions).</li> <li>• Academic vocabulary development (e.g., frontloading and the use of Thinking Maps® and targeting high -frequency, high -utility academic words).</li> <li>• The use of graphic organizers/visual tools (e.g., Thinking Maps®, Adaptive Curriculum, etc...)</li> <li>• Cooperative learning (structured group activities that promote student interaction and accountability).</li> <li>• Provide professional development to EL instructional staff to build a common understanding of programs and services for ELs.</li> <li>• Provide training to parent coordinator, teachers, staff and administrators to help parents understand EL compliance requirements and how to help their children at home.</li> <li>• Continue to focus on high quality California Common Core State Standards -based instruction</li> <li>• Continue to build the capacity of teachers to act as peer coaches for ELD instruction and provide funds for release time. Provide ongoing high quality professional development for all EL instructional staff, including instructional coaches, and special education staff, regarding the instructional strategies (referenced above) that will provide access to ELs.</li> </ul> </li> <li>b) Faculty professional development held weekly, ongoing in-services and two-weeks before school professional development provided. Additionally, opportunities for teachers to attend conferences when available locally for professional growth.</li> <li>c) These activities involve professional experts in the field of education, English Learners, Special Education, and content areas. These activities are led by Leadership team members, administrators, teachers, staff, Consultant Experts, including University Partners, such as LMU School of Education.</li> </ul>
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	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p><b>Yes or No</b></p>	<p>If yes, describe:  Intervention programs will be developed and implemented targeting specific students' English language proficiency and academic needs based on ELPAC results, the periodic assessments, Smarter Balanced, NWEA MAPs and other measurements. Title III allocations will be used to provide targeted intervention services on the use of California Common Core State Standards- and research-based materials, strategies and assessments for ELs. Program effectiveness will be evaluated by multiple measures: pre/post assessments, Smarter Balanced, NWEA MAPs school, classroom and student level data and EL Monitoring Rosters</p>
<p>Allowable Activities</p>	<p>4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:</p>	<p><b>Yes or No</b></p>	<p>If yes, describe:  Title III funds will be used to access additional training materials that enable teachers to focus on effective ELD strategies and methods to enable students to access the core curriculum. The use of the Common Core State Standards-ELD. Teachers can access resources to enhance their instruction, including:</p> <ul style="list-style-type: none"> <li>• rubrics, checklists and anchor papers</li> <li>• teacher-created materials</li> <li>• reteaching options</li> <li>• pacing plans</li> <li>• current research</li> <li>• online course support</li> <li>• Supplemental professional development offered through technology (Online)</li> </ul>

	<p>5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:</p>	<p><b>Yes or No</b></p>	<p>If yes, describe:  Intervention programs will be developed and implemented targeting specific students' English language proficiency and academic needs based on ELPAC results, the periodic assessments Smarter Balanced, NWEA MAPs and other assessment tools. Title III allocations will be used to provide targeted intervention services on the use of California Common Core State Standards- and research-based materials, strategies and assessments for ELs. Program effectiveness will be evaluated by multiple measures: pre/post assessments, NWEA MAPs, classroom and student level data and EL Monitoring Rosters</p>
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	<p>6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:</p>	<p><b>Yes or No</b></p>	<p>If yes, describe:</p> <p><b>Monseñor Oscar Romero Charter</b> will align its technology assisted learning, while drawing from best practices offered by SFA, and other internal components.. Include (but are not limited to):</p> <ul style="list-style-type: none"> <li>• Practicing a cycle of improvement based on analysis of data; setting realistic and measureable goals; planning strategies, resources, and actions; implementing benchmarks and deliverables; evaluating and monitoring success; and making ongoing to adjustments to ensure students are successful.</li> <li>• Adopting the four guiding principles of Linked Learning as set forth by ConnectEd: 1) pathways prepare students for postsecondary education <i>and</i> careers; 2) pathways lead to a full range of postsecondary and career opportunities by eliminating tracking and keeping all post-high school options open; 3) pathways connect academics to real-world applications by integrating challenging academics with a challenging technical curriculum; and 4) pathways improve student achievement.</li> <li>• Adopting the four core components of Linked Learning as set forth by ConnectEd: 1) a challenging academic component; 2) a demanding technical component; 3) work-based learning opportunities to learn through real-world experiences that enhance academic instruction; and 4) wraparound support services to ensure students succeed.</li> <li>• Create performance tasks and interdisciplinary projects and assessments aligned with real world applications and in partnership with industry professionals.</li> <li>• Embed wraparound support services for students and their families to support students' academic success and career preparation.</li> <li>• Offer a progression of technical coursework that builds on the previous year's learning and develop students' higher skills within their pathway.</li> <li>• Ensure career-technical programs promote college and career readiness.</li> </ul>
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Allowable Activities	<p>7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:</p>	<p><b>Yes or No</b></p>	<p><b>If yes, describe:</b></p> <ul style="list-style-type: none"> <li>a) Family-Community-School Partnerships <b>Monseñor Oscar Romero Charter</b> will actively engage families and the community in the life of the school, and students engage in community service to the community.</li> <li>b) Interdisciplinary, Project-Based Curriculum: Students will understand how subjects relate to each other while achieving proficiency in all core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on students’ prior knowledge, and connecting learning to students’ lives. Core academic and technical classes link with work-based learning opportunities to increase engagement and ability to apply academics to real world situations.</li> <li>c) Culturally-Relevant Instruction: Culturally relevant instruction will be integrated into the instructional experience to increase the relevance of school in students’ lives.</li> <li>d) A student project that will reflect the best practices in capstone projects interfacing with community businesses and services, National Council of La Raza, Youth Policy Institute, and other such organizations.</li> <li>e) <b>Monseñor Oscar Romero Charter</b> will draw upon existing community partnerships with area colleges, universities, and community-based organizations to enhance the resources and instruction of the school. The school will bring the community into the classroom through its tutorial, enrichment, mentor, and parent volunteer programs. Tutors and mentors will be recruited from the University of California at Los Angeles (UCLA), Mission College, and California State University at Northridge (CSUN), building on YPI’s current partnerships with these institutions of higher learning.</li> </ul>
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## **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## **Title III Programs and Activities**

ESSA SECTION 3116(b)(1)

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## **English Proficiency and Academic Achievement**

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**



[Address the provision here]

# TITLE IV, PART A

## Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]