



PALISADES CHARTER HIGH SCHOOL

CHIEF BUSINESS OFFICER

COVER SHEET FOR AGENDA ITEMS

May 17, 2022

TOPIC/ AGENDA ITEM:

VIII. FINANCE
B. LCAP Federal Addendum

PERSONNEL INVOLVED:

Board of Trustees, Executive Director/Principal, CBO/Finance, Administrative team, LTSP

ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):

The purpose of this action is to approve the LCAP Federal Addendum.

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency Plan provisions of the ESSA. Each provision for each program must be addressed, unless the provision is not applicable to the LEA. The CDE determined that PCHS did not address the below provision and required us to revise the plan.

“Title III Professional Development - 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”

The LCAP Federal Addendum was revised/submitted and has now been approved by the CDE.

IMPACT ON SCHOOL MISSION, VISION OR GOALS, (IF ANY):

The action requested of the Board today will ensure compliance with this CDE requirement.

OPTIONS OR SOLUTIONS:

The expectation is that the board approve the LCAP Federal Addendum.

CHIEF BUSINESS OFFICER’S RECOMMENDATION:

The Chief Business Officer recommends that the Board approve the LCAP Federal Addendum.

RECOMMENDED MOTION:

“To approve the LCAP Federal Addendum.”

Juan Pablo Herrera
Chief Business Officer

LCAP Federal Addendum System

Submission Dashboard

Palisades Charter High (19647331995836)

Status: Approved

All your sections have been approved by CDE reviewers! You are now finished with this submission system.

LEA Contact Name: **Dr. Pamela Magee**

LEA Contact Email: **pmagee@palihigh.org**

LEA Contact Phone: **310-230-6630**

[Edit LEA Contact](#)

Instructions, Strategy, and Alignment

Status: Approved

This section's responses have been approved by CDE. Select the "View Instructions, Strategy, and Alignment Section" button below to review (and print) your responses.

[View Instructions, Strategy, and Alignment Section](#)

Title I, Part A

Status: Approved

This section's responses have been approved by CDE. Select the "View Title I, Part A Section" button below to review (and print) your responses.

[View Title I, Part A Section](#)

Title I, Part A, Educator Equity

Status: Approved

This section's responses have been approved by CDE. Select the "View Title I, Part A, Educator Equity Section" button below to review (and print) your responses.

[View Title I, Part A, Educator Equity Section](#)

Title II, Part A

Status: Approved

This section's responses have been approved by CDE. Select the "View Title II, Part A Section" button below to review (and print) your responses.

[View Title II, Part A Section](#)

Title III, Part A

Status: Approved

This section's responses have been approved by CDE. Select the "View Title III, Part A Section" button below to review (and print) your responses.

[View Title III, Part A Section](#)

Title IV, Part A

Status: Approved

This section's responses have been approved by CDE. Select the "View Title IV, Part A Section" button below to review (and print) your responses.

[View Title IV, Part A Section](#)

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

LCAP Federal Addendum System

Instructions, Strategy, and Alignment

Instructions

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

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

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

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

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

The LEA must address the Strategy and Alignment prompts provided below. Please describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

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

Response from Palisades Charter High:

Palisades Charter High School (PCHS) continues to hold successful learning outcomes for English Learner students as a high priority. PCHS will continue to ensure that all faculty have and receive the training necessary to maintain a full roster of ELA certificated staff. To that end, PCHS has worked to ensure funds have been used to provide staff of EL students with updated training in SDAIE and ELD instruction. The success of this professional development is demonstrated by the overall increase in the academic achievement of all EL students. 100% of participating students demonstrated increased reading comprehension through the students' Scholastic Reading Inventory scores. Additionally, English Language Arts course access was increased by adding both sheltered year-long courses and summer school courses for English course credit. (The PCHS ELAC parents request for summer school for ELA credit was met in summer 2019.)

APPROVED BY CDE

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.

Response from Palisades Charter High:

To gain insight from all stakeholders, PCHS will continue the monthly Long Term Strategic Planning meetings to assess the alignment of federal funds to address the identified greatest needs. The administrative leadership uses such feedback and input in helping inform its decisions in the allocation and alignment of funds. These needs will be measured by tracking both CAASPP test scores, ELA and math benchmark assessments, and math and English pass rates. PCHS will continue to track math and English achievement for the following targeted subgroups: Blacks, Latinos, and Special Ed students in math. Additionally, PCHS will work to decrease suspension rates for the following subgroups: Black, Latino, and Special Education students as measured by the state dashboard data. The school will maintain a low (under 2% suspension rate) and maintain less than a 1% expulsion rate.

APPROVED BY CDE

Instructions, Strategy, and Alignment Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name**Contact Phone
and Optional Extension****Contact Email**

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

LCAP Federal Addendum System

Title I, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Parent and Family Engagement

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

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

Response from Palisades Charter High:

N/A

APPROVED BY CDE

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

Response from Palisades Charter High:

-The parent and family engagement and policy is developed upon student enrollment, during orientation and at school open house. During these sessions families are encourage to participate in one of our various programs or committees. In our LTSP we have a a family and community outreach plan that creates engagement activitied throughout the year.

There are monthly multi-lingual family meetings to participate in the shaping of school plans and recommend priorities for the spending of school funds.

- PCHS holds parent training through various parent support groups, such as TVN FuN, Administration team, the College Ce

The parent and family engagement policy is developed jointly, updated periodically, and agreed on with parents of children participating in Title I, Part A programs. PCHS processes for developing and evaluating its Title I parent engagement policy with the involvement of parents include the following:

- Asking for feedback on the policy during the monthly ELAC council meetings and parent surveys conducted in the beginning and middle of the year
- Parents are asked for feedback and input during Back to School Night and various family infrmation days on
- Providing parents of students with timely information about programs through the Handbook, weekly newsletter, parent

bulletin, phone calls, and emails

The parent engagement policy process is aligned with PCHS's LCAP stakeholder involvement process. During the annual LCAP stakeholder engagement meeting, the School Leader of PCHS presents to parents on the goals, actions and services, and outcomes in the school's LCAP. Parents follow along with the presentation, recording their feedback on an accompanying survey in real time. This parent input influences the LCAP as well as the parent engagement policy and all aspects of school culture.

PCHS assists parents in understanding State standards and assessments, Title I requirements and how to monitor their child's progress and work with teachers to improve their child's achievement in the following ways:

- Constant communication between the school and home. Parents are given access to Schoology to check when they need clarification about an academic assignment or need to talk about their child's progress

Parents of students at PCHS may also participate in LTSP as well as other schoolwide committees.

- PCHS provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet through report cards, weekly newsletters, parent workshops, and data reports.

PCHS educates teachers, principals, and other staff on the value of contributions of parents and how to communicate and work with parents as equal partners in the following ways:

- Front office and operational staff members receive professional development on creating a warm and welcoming environment for all school visitors, including parents and families

- PCHS staff must have evidence of strong connections with students and their families.

PCHS integrates parent involvement with other programs in the following ways:

- Parents of ELs may participate in the ELAC

- Parents are encouraged to participate PCHS committees.

PCHS provides informed participation of parents who have LEP, parents with disabilities, and parents of migratory children and ensure information about parent programs, meetings, and activities is provided in a format and language parents can understand in the following ways:

- PCHS will determine parents' language needs via the Home Language Survey. PCHS will ensure that written communications are provided in a language LEP parents can understand and also provide translation and interpretation services for all meetings involving these family members.

- PCHS uses a questionnaire to identify migratory families and determine and provide necessary additional supports

PCHS employs many different modes of communication – letters, phone calls, online platforms, in-person meetings – to ensure all families are engaged in an appropriate format.

addresses requests from parents of Title I students for other supports in the following ways:

- Requests can be made directly to the ED/Principal and administration of the school. The school's leadership will then work one-on-one with families to address or resolve the request.

Schoolwide

APPROVED BY CDE

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.

Response from Palisades Charter High:

Schoolwide Programs (SWP): COST (Coordination Of Services Team), free tutoring, supported transportation, math paraprofessionals in the classroom and in the math lab, study skills classes, SST (student success team),

comprehensive special education department offering an array of support services, therapeutic classroom, alternate small setting, Virtual Academy to address multiple learning styles and needs, mental health team comprised of social workers MFT, a partnership with Department of Mental Health to serve low income families, and we have a partnership with West side Family Health Clinic to support students reproductive Health and National Alliance for Mental Illness, PALI Cares supporting students with financial need with items needed for learning. We may also need to hold 504 or IEP meetings when needed.

TAS: School Transportation financial assistance, FACTOR parent engagement program, Dolphin Leadership Academy (summer bridge program for high needs students this includes transportation) and EL (Enligish Language Learner) Summer School for EL credit

Neglected or delinquent: N/A

APPROVED BY CDE

Address the ESSA provision:

SWP: Describe SWP here, if SWP does not exist type "N/A"

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

Save All and Continue

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.

Response from Palisades Charter High:

Description of programs and services provided at the Charter School and how the services support academically at-risk students and close achievement gaps:

- Designated daily blocks allow teachers to target specific student needs, and an intervention program provides further small group instruction to students below grade level.
- Use of proven methodologies including individualized instruction for ELs. Students' language proficiency is monitored to ensure progress.
- Support of socioeconomically disadvantaged students through "College Bound" culture and by working with families to create supportive learning environments at home.
- Compliance with state and district special education policy. After assessment, the IEP team meets and decides eligibility, the Least Restrictive Environment, IEP goals, and appropriate services.
- Instruction by qualified teachers - the goal of the Charter School's recruitment process is to find driven candidates who have developed cultural competency, have 2 or more years of successful teaching experience in an under resourced community, and have exemplary student achievement results.
- High-Quality Professional Development – teacher PD includes 4 weeks during the summer, 3 pupil-free days, and weekly sessions on early dismissal days. The administration monitors and supports teachers.
- Strategies to increase parent involvement - the Charter School facilitates constant communication between school and home. Parents are involved in parent/teacher conferences and receive training on how to support the development of their child's reading, writing, and mathematical skills at home at parent workshop nights. Teachers send home daily communication logs. Additionally, the charter school sends home weekly

newsletters, and all teachers are given cellular phones so that families can contact them for support.

- Plan for student transitions - through student recruitment efforts, the school leader communicates regularly with local schools. Their awareness of the academic and social programs that incoming students have participated in informs planning and allows for a smooth transition. Students who struggle with the transition are identified early through diagnostic assessments and teacher observations and given extra support through daily small group intervention.

- Teacher input on instructional program - Teachers collaborate with colleagues at their grade and content level to review weekly standards-based assessments that are used to measure student mastery of each standard. Teachers are responsible for analyzing the resulting student data and for adjusting their lesson and unit plans to better meet the needs of their students.

-Timely assistance of struggling students - The results of the standards-based assessments assist teachers in monitoring which students have not mastered which standards. The teacher and their manager will monitor student progress and identify students not yet proficient. Student Success Team meetings are held to address accommodations and modifications to support the students.

-Coordination of federal and state programs - The charter school continuously monitors performance and takes a holistic approach to meeting the needs of our students, which involves coordinating federal, state, and local services. The Charter school works with local organizations such as after-school partners and preschool programs. The Charter school ensures parents have opportunities to be involved in school planning. The Charter School will add services as needed as student needs change.

The parents of the Charter School's students play an important role in developing school plans. All school plans are reviewed by the SSC and ELAC.

As of norm day 2018, student demographics fulfill the minimum that 40% of the students in the school, or residing in the attendance area served by the school, are from low-income families. Furthermore, each year the Charter School conducts

a comprehensive data analysis of student achievement, including multiple measures of student performance. This evaluation of plan effectiveness is aligned to our LCAP development process to ensure plan alignment. Written and verbal

input from the annual LCAP stakeholder engagement meeting influences the development and implementation of all school plans

APPROVED BY CDE

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.).

Response from Palisades Charter High:

PCHS ensures that homeless youths have access to educational and related services that they need to enable them to meet state academic standards to which all students are held. In addition, PCHS ensures that identified homeless students are not separated from the mainstream school environment. PCHS reviews and undertakes practices and protocols to keep the school updated on the laws, regulations, practices, or policies that may act as barriers to the identification, enrollment, attendance, or success in school of homeless children and youths.

1. Identification of homeless children and youths;
outreach through Counseling Office or Admissions/Attendance office

2. Collaboration and coordination with service providers:
County Department of Mental Health
Department of Social Services

Social Worker
 Mental Health providers
 National Alliance of Mental Illness
 Westside Family Health Center
 Teen Court
 Los Angeles School Police
 Los Angeles Police
 Our House Grief Support Group, Santa Monica
 Sojourn, Domestic Violence Support, Santa Monica
 Free Legal Services
 Health insurance
 Free and Reduced lunch
 Donated school supplies, clothing, food, and hygiene materials

3. Professional development:

Department of Mental Health: Trauma Training and Emotional First Aid

4. Admissions Department: Removing enrollment barriers, including barriers related to missed application or enrollment deadlines, fines, or fees; records required for enrollment, including immunization or other required health records, proof of residency, or other documentation; or academic records, including documentation for credit transfer;

5. School stability and the provision of transportation until the end of the school year, even if a student becomes permanently housed;

6. Privacy of student records, including information about a homeless child or youth's living situation; and

7. The dispute resolution process; The school works with LAUSD Homeless Education Program for support in dispute resolution if school mediation does not resolve a conflict.

We incorporate the homeless costs within the schools general fund (our homeless population is small) however we have school programs such as PALI cares.

APPROVED BY CDE

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.

Response from Palisades Charter High:

N/A

APPROVED BY CDE

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.

Response from Palisades Charter High:

College Center advisement (additional .5 FTE) Low income pupils: Transportation scholarships Study Center/Tutoring, Support classes, parent education, College Center advisement Foster Youth: Counseling services as provided by additional counseling consultant Students with Disabilities: Transition program performance data, information was communicated through various parent meetings, targeting key areas of concern such as math & EL reclassification. Parents continue to be involved in developing post-secondary plans for students with disabilities, including involvement with the We Can Work grant through the Department of Rehabilitation. The Counseling Office provides 4 year planning meetings with all 9th grade students. Additionally, PCHS holds several meetings for incoming students at the feeder middle school, as well as at PCHS.

APPROVED BY CDE

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.

Response from Palisades Charter High:

N/A

APPROVED BY CDE

Title I, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Greg Wood

**Contact Phone
and Optional Extension**

310 230-6650

Optional Extensio

Contact Email

gwood@palihigh.org

California Department of Education

LCAP Federal Addendum System

Title I, Part A, Educator Equity

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Educator Equity

ESSA SECTION 1112(b)(2)

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

Response from Palisades Charter High:

Not applicable. LEA is a charter school.

APPROVED BY CDE

Title I, Part A, Educator Equity Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Greg Wood

Contact Phone and Optional Extension

310-230-6650

Optional Extensio

Contact Email

gwood@palihigh.org

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

LCAP Federal Addendum System

Title II, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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.

Response from Palisades Charter High:

Principals-CalPads training, active members of CCSA, SELPA trainings, active members of the WASC and Charter Committees, yearly Board retreats with SMART goals that are revised and align with our professional development and goals.

Teachers-We have a PDS (Professional Development School) program with Pepperdine University, we active participate in the BTSA teacher induction program, there is a Pali new teacher training program, one on one teacher coaching as needed. Grade levels meet for at least an hour each week to share and support each other on top of the planned professional development on a specific topic.

Other school leaders- Cultivate school wide coaches to offer leadership opportunities and allow peer to peer mentoring, PLC leaders that direct and guide department and grade level PLCs, Department chairs that work closely with their administrator and departments to ensure that not only students needs are met but that they are taking on leadership roles.

All professional development activities are focused on the students mastering the content standards. Professional activities are planned based on the assessments results as well as classroom observations. At the beginning of the year, professional developments time is dedicated to focusing in on the selected instructional programs.

Professional development activities are based on scientifically based research that has been effective in driving forward student achievement. As all instruction is data-driven, so is the professional development and are thus expected to improve student achievement.

All professional development is designed to support the student achievement of all students while cognizant of the specific needs of our subgroups. Data will be disaggregated by gender, ethnicity, English Learners, and socioeconomic

status. Any identified gaps will alter professional activities.

Teachers and administration will be able to attend professional development activities that will enhance their growth as educators. Professional development is planned based on the needs of the school and the staff. Grade levels meet for at least an hour each week to share and support each other on top of the planned professional development on a specific topic.

APPROVED BY CDE

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).

Response from Palisades Charter High:

The Charter School is a single school LEA.

APPROVED BY CDE

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.

Response from Palisades Charter High:

The LEA pays for LACOE to come to our school site to conduct professional development in state interim assessment blocks. These sessions will allow teachers to be able to see the mastery of each student based upon the current levels they are at. We are a Professional Learning Community school and we utilize school funds to foster and keep our PLC model functioning. Data is analyzed daily through our PLCs. Administration is checking grade distribution and enrollment through Infinite Campus and our Power Bi system. We also utilize an LMS system Schoology which allows parents to track not only students grades and assignments, but also information coming from the school. The school wide survey is given to all stakeholders to collect and analyze the best and most meaningful way to utilize funds to provide continuous improvement and support.

It is through our multi-layered data collection and analysis process that funds were allocated and used to push in math paraprofessionals in our Algebra and Geometry classes.

APPROVED BY CDE

Title II, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Contact Phone and Optional Extension

310-230-7270

Optional Extensio

Contact Email

tchristopher@palihigh.org

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

LCAP Federal Addendum System

Title III, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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.

Response from Palisades Charter High:

PCHS adopted a multi-year schoolwide PD plan in 2021-22 that is designed to maximize student achievement, including that of our English Learners. It Professional Development will be utilized to provide services to EL students and families, as well as analyze data to inform our practices to meet our student achievement goals.

All faculty, staff and administrators participate in ELD training (English Language Learner Supports, SDAIE strategies). Professional learning for paraprofessionals and instructional aides is also provided, aligned to their role in the classroom working with students and supporting parents of English learners and enhancing instructional strategies and interventions.

Professional Learning also includes:

- Training in use of English Language Proficiency Assessments for California (ELPAC) results to improve instruction
- Literacy PD
- ESL staff collaboration to upgrade the ES/Literacy curriculum
- Collaboration time for teachers to consider student needs, share effective strategies, and plan instructional modifications, as needed (teacher mentoring and coaching)
- Stipends for teachers to attend targeted High Quality Professional Development (HQPD) to benefit language acquisition of EIs and Low Literacy SEL students
- SDAIE engagement strategy workshops
- Bell-to-bell classroom observations

PCHS is continuously developing a culture of improvement and it will continue to provide an education program characterized by high expectations and personalization to ELs so they can attain optimal linguistic and academic success.

APPROVED BY CDE**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.

Response from Palisades Charter High:

N/A

APPROVED BY CDE**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.

Response from Palisades Charter High:

PCHS has aligned resources to ensure English Learners (ELs) and immigrant students have equitable access and opportunities that support student achievement and social-emotional development. The EL Coordinator, FACTOR (formerly PIQE) Program, English Learner Advisory Committee (ELAC), EL Teacher, EL Assistant, Tutoring, MESA/SHPE and FUERZA programs, will all benefit from effective PD targeted towards English Learners.

Title III Programs and Activities

- Language Appraisal Team (LAT)
- English Learner Advisory Committee (ELAC)
- Fuerza Unida Program, designed to help our Latino population reach academic excellence
- Families Acting Towards Real Results (FACTOR, formerly PIQE)
- PTSA EL/Immigrant specific support

APPROVED BY CDE**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.

Response from Palisades Charter High:

PCHS uses the student information system to monitor the progress of socioeconomically disadvantaged students on all available assessments such as Smarter Balanced IABs, CAASPP, AP, and PLC Benchmark Assessments at each reporting period based on subject grade performance. The EL coordinator works closely with the EL teacher, Title III coordinator and related programs to create support systems for EL and immigrant students.

PCHS tracks metrics/performance for statewide assessment participation and performance (ELPAC for ELLS and CA Interim Comprehensive Assessments for Junior Class)

Additionally, PCHS monitors progress toward English language proficiency (Scholastic Reading Inventory, Achieve 3000) and allocates funding to enhance these services.

APPROVED BY CDE**Title III, Part A Contact**

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name**Contact Phone
and Optional Extension****Contact Email**

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

California Department of Education

LCAP Federal Addendum System

Title IV, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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;

Response from Palisades Charter High:

The funding received for Title IV is a relatively low amount, therefore it is used to supplement the costs for professional development, including technology training, socioemotional support and training, trauma-informed training, consultants for academic enrichment, and safe school training. The programs used for professional development are determined both by the Longterm Strategic Planning Committee and the Academic Achievement Team. Both of these entities use stakeholders (administrator, parent, student, teacher, school staff, and community members) input to determine PD and its educational outcomes. The PD is evaluated by these entities on a monthly basis. LTSP and Academic Achievement Team, along with administration, look at the teacher and student surveys alongside predetermined targets to evaluate PD and program effectiveness. We also have a variety of professional development opportunities on campus to address Title IV Activities and Programs including technology training, socioemotional support and training, trauma-informed training, consultants for academic enrichment, and safe school training. The community resources the school has used come from local community partners such as NAMI (National Alliance on Mental Illness) and Common Sense Media for Digital Citizenship units. For Technology, PCHS used the National Education Technology Plan to guide needs assessment and for socioemotional support, PCHS used the CASEL guide.

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- B. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

Response from Palisades Charter High:

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C. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

Response from Palisades Charter High:

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D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

Response from Palisades Charter High:

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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.

Response from Palisades Charter High:

APPROVED BY CDE

Title IV, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Monica Iannessa

**Contact Phone
and Optional Extension**

310-230-7227

Optional Extensio

Contact Email

miannessa@palihigh.org

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233