

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

## LEA name:

Clarksville Charter School

## CDS code:

09618380136200

## Link to the LCAP:

*(optional)*

<https://clarksvillecharter.org/>

## 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.)*

Title I, Part A  
Title II, Part A  
Title III, Part A

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

# Instructions

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

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

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

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

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

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

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

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

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

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

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

## Strategy

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

Clarksville Charter School is a tuition-free, public charter school serving transitional kindergarten through 12th-grade students. As a non-classroom-based independent study charter school, we take great pride in offering our students flexible, personalized learning experiences. Families select the combination of systems that best suit student learning needs and interests, including Place-Based Learning that immerses students in local cultures, landscapes, and resources to contextualize our curriculum. We offer online and in-person courses led by credentialed teachers (when appropriate based on COVID restrictions). Of our approximately 1,167 students, approximately 38% are English Learners, live in poverty or foster care. About 9% of our students have exceptional learning needs. Further, 74% of our students are White, 14% are Hispanic or Latino, 6% are Two or More Races, 2% are Black, and 1% are Asian.

Although the state did not technically report results in the California Schools Dashboard for 2020 (SB98), it did publish valid and reliable data collected in 2019-20 that would have been included in the 2020 Dashboard. This data demonstrates our 2020 cohort high school graduation rate is 90%, higher than the statewide average of 86.6%. Our numerically significant subgroups' graduation rates are as follows: White 93%, and low-socio-economic status 85%. The data collected in 2019-20 that would have been reported in 2020 Dashboard also applies to Career and College Readiness. Based on the 2020 results, the percent of our students scoring at Prepared for Career or College is 13%. 15% of White students and 22% of low-income students scored at Prepared. We are making a concerted effort to improve our performance on the California Schools Dashboard indicator related to college and career readiness.

Further, our English Learner (EL) reclassification rate for the 2019-20 school year 10%, the same as the county average. We had less than 11 English Learners, thus the 2019 Dashboard did not report our results on the English Progress Learner Indicator.

The 2019 Dashboard also indicates our Distance from Standard Points (DFS) for English Language Arts is 31.7 points below standard. Although we improved from the previous year, our Dashboard

color score is Yellow. 51% of our students scored at Met or Exceeded the Standard for ELA. Achievement results demonstrate 13% of English Learners, 22% of Black students, 33% of Latino students, and 39% of low-income students scored at Met or Exceeded for ELA compared to 45% of White students.

Our schoolwide DFS is 87.9 points below standard in math, and our Dashboard color score is Orange. 15% of our students scored at Met or Exceeded the Standard for Math. Each of our significant subgroups need to improve their math performance. However, achievement results demonstrate a significantly greater need to improve our math achievement results in grades 3 through 6. For example, nearly 60% of our grade 11 student scored at Met or Exceeded the Standard for Math compared to 31% of students in grade 3, 37% of students in grade 4, 41% in grade 5, and 41% in grade 6. We are keenly aware of our performance on the Dashboard and working to improve our results.

To improve student performance, we will use federal funds to implement the following strategies:

#### Title I, Part A

1) We will supplement our mathematics curriculum and instruction. As described in the previous paragraph, we are keenly aware of our math performance on the Dashboard for all subgroups. For example, we will increase the amount of teacher professional development focused on understanding state academic standards, teacher resources, instructional material, and educational support. Professional development will focus on the standards for mathematical practice, appropriate instructional support, and formative assessments. We will focus on low-income students who are not performing At Standard in math.

2) We will supplement our English Language Arts (ELA) curriculum. As described in the previous paragraph, we need to improve our ELA performance, particularly for English Learners. Given the integration of ELA and English Language Development (ELD) standards, we will increase teacher professional development focused on understanding this overlap. Professional development will focus on the standards for ELA and ELD, appropriate instructional support, and formative assessments. We will focus on low-income students who are not performing At Standard in ELA.

3) We will supplement strategies intended to facilitate college and career readiness, including partnerships with local colleges and employers. Supplemental strategies include exploring the possibility of establishing work-based internships and establishing agreements for dual enrollment courses.

4) Establish a digital library program to provide students an opportunity to develop digital literacy skills and improve academic achievement. A digital library will emulate college approaches to creating centers of technology and information literacy, allowing students to access a vast array of books online and includes English Learner supports such as audiobooks and those written in their native language.

## 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.

We use our LCAP as the foundation for schoolwide (we are a single school charter) conversation and reflection to ensure our goals and state priorities are aligned and guide our focus. Our LCAP includes

actions paid with Title I, II, and III funds. Specifically, LCAP actions that address Local Control Funding Formula (LCFF) priorities 1, 2, 4, 7, and 8 are aligned with monitoring student performance and achievement outcomes. LCAP actions aligned with LCFF priorities 2, 4 and 7 are aligned with career technical and work-based opportunities. Further, we align funding sources such that federally funded actions supplement our state-funded base programs. By integrating addressing state priorities in our LCAP and including both state and federal-funded actions, we build upon success while simultaneously address areas of concern.

# ESSA Provisions Addressed Within the LCAP

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

## TITLE I, PART A

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

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

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

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

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

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

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

### Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

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

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

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

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

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

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

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

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

## TITLE I, PART A

### Poverty Criteria

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

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

# ESSA Provisions Not Addressed in the LCAP

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

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

## TITLE I, PART A

### Educator Equity

ESSA SECTION 1112(b)(2)

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.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

### 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).

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Collaboration is our first strategy will involve collaborating with parents as leaders, encouraging them to participate in various forms of governance in our school. Parent leaders assume essential roles in our school as volunteers supporting school programs or different governance structures. Parents will be given opportunities to participate in the English Learner Advisory Committee, ELAC, District English Learner Advisory Committee, DELAC, and our Parent Advisory Committee (PAC). These school groups will provide input into programs and expenses related to federal categorical funding. Our parents' consistent and informed participation will enable meaningful consultation with them as stakeholders. Efforts will be made to encourage the parents of underrepresented and underserved families, like the families of special needs students and homeless students, on the ELAC, DELAC, and Parent Advisory Committee. In partnership with school staff, parent leaders will develop and approve our school's Title I Parent and Family Engagement Policy. The evidence demonstrating that



our school addresses these requirements for parent participation will be uploaded onto an online school portal. Parents will learn about the available opportunities for participation in May for the following year to plan for increasing their engagement with school staff. We have created various policies to guide and strengthen our parent and family engagement programs. These policies will be reviewed annually by the Directors of Community and School Accountability and Compliance in partnership with parents to ensure stakeholder input and consistency in establishing the policies. One of the policies will include a summary of the Local Control and Accountability Plan Federal Addendum to disseminate to all families. Communication A second strategy will involve establishing multiple communication modes between the families and school to address families' diverse needs and interests. Special attention is provided to support parents and family members with disabilities, homeless and foster families, migratory families, and families with limited English proficiency. Communication from school to families will be provided through online postings and Weekly Wednesday Newsletters and translated into languages parents can understand. Families will receive text messages if they opt-in and email phone calls providing them with critical school information. Our communications will be provided in; parent-friendly language and graphic form for parents with low literacy levels when possible. For our English Learner parents of students with special needs, each school identifies and provides bilingual staff who can assist with oral interpretation at Individualized Education Plan meetings and enrollment. Our parents have access to an online Parent Portal to learn about their students' daily attendance, report cards, test scores, class schedules, resources for our forms, and contact information. Gaining access to their children's school information through the Portal allows families and school staff to have the same foundational information about their students to better focus on coordinating strategies for targeted support. Capacity Building A third strategy will involve building both parents' and school staff's capacity to partner with one another. To address this strategy, we will offer parent training for utilizing Smarter Balanced Assessment and Parent Portal resources, social-emotional support on physical, emotional, and online safety and gang awareness, and how to get help for students with special needs. Parents serving on a committee or council will be trained to understand and provide feedback on the committee or council's specific content. When parents are informed about what is being discussed, they can make connections and reinforce the learning at home. Title I meeting will be held annually to share detailed information about our Title I programs with families. Workshops will be posted online in multiple languages for parents who cannot attend school meetings to ensure families have various opportunities to learn. To build staff's capacity, all school personnel levels will be trained, paying particular attention to our team working with parents. Additionally, we will provide workshops for parents to learn more about school matters. Our school administrators will train either certificated or classified staff twice each year in how to partner effectively with parents, focusing on the value and utility of contributions of parents and their assets. When possible, this training will occur with parents as partners. Our workshops will enable parents to support their schools around budget development, instructional strategies, and social-emotional support, including building self-esteem and improving school attendance.

## **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:**

Target assistance school

Title I funds are utilized to supplement funds used to support students in meeting our challenging academic standards. A comprehensive needs assessment based on State and local data is used to determine the appropriate use of Title I funds. Each year, we conduct a comprehensive data analysis of student achievement, including multiple student performance measures. At the end of the year, we use the California Assessment of Student Performance and Progress (CAASPP) data to analyze student achievement. To assess student achievement needs on an ongoing, formative basis, the administrators and teachers use benchmark common core standards-based assessments and teacher diagnostics to assess students' mastery of the Common Core Content Standards taught. The needs assessment is included in our charter's process for the cycle of continuous improvement. This process consists of the following elements: • Analyzing data from the California Dashboard, benchmark, and local assessments • Identifying evidence-based actions/strategies to impact student outcomes • Identifying measurable outcomes as a means to evaluate progress toward accomplishing the goal. • Plan differentiate supports for our students. • Identify the gaps in performance across student groups, allowing for narrowing gaps and accelerating academic performance. • Strategies are targeted intensive supports, including academic intervention and support, parent and community engagement, and social-emotional intervention and support.

The school's academic support program includes opportunities for low-performing students to meet academic standards. Our students have access to tutoring services, personalized educational plans, personalized curriculum selections, intervention instructors, virtual academy instructors, Instructional Administrators, online academic support and instructional materials, technology, curriculum development, academic incentive programs, Career & Technical Education (CTE) Pathways, and college and career preparation, and other evidence-based intervention programs. Parent engagement strategies meet the needs of all students in the school with a specific focus on the lowest-achieving students and student groups who are at risk of not meeting grade-level proficiency. Parent and Community Engagement are provided in our community connections opportunities, parent education meetings, workshops and classes, multiple communication methods, and incentives for engagement. These strategies include counseling, additional teacher Professional Development, parent engagement opportunities, and supplemental curricular materials. Social-Emotional Learning (SEL) classes are provided for students weekly, curriculum development, professional development, parent meetings and training, SEL specialists, and psychologists. Title 1 funding is used to provide more intensive targeted support to close the achievement gap of the students who are considered unduplicated, high need students. Based on the California Longitudinal Pupil Achievement Data System (CALPADS), Home Language Surveys (HLS), Household Data Collection (HDC) forms, and Housing Questionnaires, we can identify students in the greatest need of support. Our identified socioeconomically disadvantaged, English Learners, and Foster youth students are not making adequate progress towards achieving grade-level academic standards. We believe that providing these students with targeted supports will help these students meet academic goals. Targeted intensive supports include academic intervention and support, social-emotional intervention and support, and parent and community engagement.

**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:**

We currently serve 5 (0.4%) homeless students and 1 (0.1%) foster student. We are careful to ensure that none of our homeless and foster students experience enrollment delays in school or classes or any other services. When a family is identified as homeless, we do not require anything substantive to enroll. Homeless students will be enrolled and provided a full and equal opportunity to succeed in school and various programs. Enrollment disputes are mediated in accordance with the law, Board policy, and procedure. Further, any family who identifies as homeless or foster may continue to enroll in our school should they move out of our district. Our McKinney-Vento Homeless Liaison, in collaboration with school administrators, teachers, and paraprofessionals, will coordinate to monitoring the attendance/engagement of homeless students, including their academic, behavioral, and social/emotional progress and needs. We will use Title I funds to supplement programs and supports aligned with the McKinney-Vento Homeless Act provisions and ensure that each child of a homeless individual and homeless youth has equal access to the same free, appropriate public education provided to other children and youths. We will provide specific information in outreach materials, websites, and social media platforms notifying parents that the school is open to enroll and provide services to all students, including contact numbers to access additional enrollment information. Our McKinney-Vento Homeless liaison coordinates with all staff to ensure homeless students are provided with technology, supplies, and counseling to support them academically and social-emotionally. These needs could include academic, attendance, or social-emotional support. In particular, our liaison ensures families of homeless students are aware of opportunities to adjust graduation requirements (including the impact on college enrollment requirements).

## **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:**

We do not plan to use Title 1, Part A funds to support student transitions. Actions related to student transitions are outlined in our LCAP and funded with state LCFF funds. Pertinent LCAP actions ensure all students transition successfully from elementary school to middle school, from middle

school to high school, and from high school to postsecondary education and careers. For example, our LCAP actions including increasing the number of Career Technical Education (CTE) Pathways.

### **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:**

We will use Title I, Part A funds to establish a digital library program to provide students an opportunity to develop digital literacy skills and improve academic achievement. A digital library will emulate college approaches to creating centers of technology and information literacy, allowing students to access a vast array of books online and includes English Learner supports such as audiobooks and those written in their native language.

## **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:**

N/A

### **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:**

N/A

## **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:**

N/A

## **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:**

N/A

## **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:**

N/A

## **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:**

N/A

## **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:**

N/A

## **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:**

N/A

## **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:**

N/A

## **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:**

N/A

**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:**

N/A

**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:**

N/A

**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:**

Title II funds supplement school funds used for professional development for teachers and other school leaders. Professional development is currently focused on closing the achievement gap and improving the performance of underperforming student groups: improving our Multi-Tiered Systems of Support; Universal Design for Learning to help teachers design lessons that engage students of all performance levels; Positive Behavioral Interventions and Supports to decrease disciplinary incidents and increase the amount of time students spend learning; Professional development training for intervention specialists and special education teachers to support students who are not successful in learning to read and current intervention programs; trauma-informed practice to build teacher understanding of how to support students in crisis; professional learning communities where teachers

analyze data and plan instructional improvements to increase student success; and new teacher induction to help teachers new to the profession become effective as quickly as possible. We use Title II to support PBIS work in our school, where data shows more support is needed. Some of our staff members are struggling with an effective response to trauma-affected students. We provide PBIS (Positive Behavior Intervention & Supports)/MTSS (Multi-tiered Systems of Support) training with county offices of education and in-house offerings. Data used for Planning: Our professional development planning begins with analyzing student performance and needs, educators' capabilities and needs, progress in our school, and data about current professional development effectiveness. Our focus is on equity. We use internal benchmark data to identify individual students and student groups not meeting expectations in English language arts, mathematics, socio-emotional development, behavior, and progression toward college and career success. Surveys of teachers, conversations with leadership, and observations help us identify areas in which professional development would help teachers meet student needs. We identify needs for our leaders as we analyze school data and identify focus areas for improvement. Our professional development (PD) can be divided into two primary categories: academic/pedagogical/technical and socio-emotional/behavioral. It is important to us to address both areas. Our data shows that it is often socio-emotional factors, not just academic factors, that are interfering with some students' ability to master academic standards and thus our ability to close the achievement gap. An example is our current focus on inclusion, which includes supporting PD in Universal Design for Learning and training in meeting students' socio-emotional needs. Multiple areas must be addressed if our students are to be successful. PD is a work in progress, with more data being made available. We realize that we need to narrow our PD focus and become more systematic and deliberate with implementation to achieve lasting results. Content and pedagogy We use teacher surveys to measure our progress in implementing state standards, including the Common Core ELA and math standards, ELD standards, Next Generation Science Standards (NGSS), other California standards. These survey results are reported to the Executive Director and discussed in our leadership meetings. Examples: In math, instructional strategies need work. In NGSS, some teachers have implemented the new standards effectively, but other teachers still need PD on the standards we have planned for the next school year. Additional growth areas that emerge from the data are differentiated instructional approaches such as UDL (Universal Design for Learning). On the socio-emotional side, the staff is learning how to support students in crisis. We are providing training in EverFi and ways to help students calm themselves. We have reviewed the data of our students who are not reading proficiently by the end of second grade, which has led to PD on multi-sensory reading approaches and evidence-based programs to help students before they fall behind begin to think reading is not for them. Design and Structure the school provides our teachers with a range of learning options. EverFi, our socio-emotional curriculum, has online training that based on teacher feedback and implementation observations is very effective. We provide virtual training sessions and send staff to workshops and conferences when it is safe and available. For our teacher induction program, CTI, the Riverside County Office of Education teacher induction program. CTI is focused on teachers' most essential needs, with embedded structures to help our new teachers focus on high-leverage learning that will have a broad impact on their practice. Collaboration and shared accountability

## **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:**



We are a single-school charter.

## **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:**

Professional Development Teacher training is differentiated and matched to career stages. Training for teachers participating in induction might focus on routines and procedures and classroom management at the beginning of the year. More experienced teachers might be focused on practice problems, such as helping all students master operations with fractions in fourth grade. We have teachers interested in promotion, and their learning experiences might include managing a program or running a summer school. The most significant number of teacher training hours were focused on mathematics, technology, mindfulness and working with trauma-affected students, social emotional support, and PBIS. English language arts continue to be a significant area of focus for students, along with mathematics. There was also a great deal of training for Special Education teachers and general education teachers to develop all students' inclusion. Professional Development for Administration Staff that is new to leadership receives coaching through an administrator coach. We are fortunate to have a strong leadership experience serving our new administrators, and we have ample evidence that the coaching helping all become effective more quickly. The coach supports the new administrator in setting both school and professional growth goals, the pair meets periodically for check-ins. Communication is open, and principals report that they feel this support is effective. We believe there is excellent value in administrators participating in training alongside their teachers, which frequently happens. Administrators who participate in training are better equipped to support and coach implementation, making the training more effective. Our administrative team acts as a PLC, using executive meetings to analyze our schools and student group data. These sessions also allow the Executive Director to share information about the state's evolving accountability system with school leadership. The process for using data to analyze professional development effectiveness is described in detail above. Our consultation structure is the LCAP process, where we consult with all stakeholders as we develop our plan. Consultation with parents often leads to areas of focus for professional development. An example is a recent meeting of our Parent Advisory Group, where parents talked about wanting information about the path to college earlier. Our families expressed that they value the high school's FAFSA and college applications workshops but think disseminating that information should start earlier. For implementation, we provide them with training with a team of people who have presented workshops. Even initial workshops will be successful. LCAP consultation with staff and all stakeholders also adds PD topics to the list. Our team is very open about sharing their struggles and their ideas for training that would be helpful, and the information is beneficial. Our analysis of PD data yields information about what was effective, what was ineffective, and the changes we need to make for the subsequent year. We use that information to plan the PD activities for the next school year. The school is involved in the implementation of improvement in all curricular areas. Through the professional learning for teachers described above, both our leadership and training specialists work with groups of teachers using improvement science methods and tools. Through the use of teachers' teams, training specialists and site leaders are answering three essential questions: 1. What is it that we are trying to accomplish? (How much, for whom, by when) 2. What changes might we try and why? 3. How will we know if a change is an improvement? In answering these three questions, teachers' teams set up their metrics of success for continuous

improvement. Each team identifies data sources for the short, medium, and long term. As an example, a long-term measure could be CAASPP or ELPAC results; a medium-term measure could be a unit assessment project-based learning objective. Lastly, a short-term measure could be the specific change idea that teachers decided to try, such as how many students draw a picture to help solve a math problem. Each of these measures is agreed upon by the teacher team trying out the change. The teacher team can then use the data to adapt their plans as needed. We have put most of our staff development into our LCAP, which helps manage funds while also creating a natural place to include a report of PD effectiveness in our Annual Report for that LCAP area. We use a variety of communicating our upcoming PDs.

## **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:**

We plan to use Title III, Part A funds to supplement professional development related to English Learner needs. The leadership team, including administrators, will engage in monthly professional learning focused on best practices that are successful with English Learners, such as effective instructional methods and strategies. Best practices are based on evidence-based successful approaches.

Teachers also engage in monthly professional development focused on analyzing data from formative and interim supports and academic support reflection. We take a Professional Learning Community (PLC) approach wherein all teachers are welcome to participate and contribute to professional learning. Teachers are empowered to provide feedback to their colleagues in supporting English Learner success. Our PLC approach facilitates the identification of instructional successes and needs and thus the adjustment of professional development.

### **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:**

We do not receive Title III, Immigrant funding.

### **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:**

Our Tier 1 English Language Development (ELD) curriculum (integrated and dedicated) includes a range of information systems (e.g., graphic organizers, diagrams, videos, or other media) and improved language models (e.g., sentence frames and stems) to provide comprehensible input and structure. These instructional supports are aligned with our core instructional approach, emphasizing multiple means of engagement, representation, and expression. We use Title III, Part A funds to supplement our Tier 1 ELD curriculum, including synchronous online leveled designated ELD classes composed of approximately 20 students, additional dedicated ELD, twice a week in 45-minute synchronous sessions, and access to online programs such as BrainPop, MobyMax, and Babble.

**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:**

**Achieving English proficiency**

We use various tools available to retrieve achievement data on the ELPAC and CAASPP. School Student information system's (Pathways) dashboard make relevant data available to all staff with multiple data points reported, including English learner progress. These dashboard assists us in identifying students who are not making expected progress for early identification and intervention. Each school year and throughout the year, our teachers are presented with relevant data on their students, including English learners. Our school staff reviews the data and determines the intervention levels required for students not making satisfactory growth. During collaborative meetings, teachers analyze grade-level data to collectively determine students' needs and devise strategies, including English learners' interventions. Teachers and other staff meet regularly to track student progress, including English learners, and adjustments are made in levels of instruction needed and appropriate instructional strategies. Our English Language Learner Coordinator monitors English learner student progress regularly, establishes the need(s) for direct instruction or curricular changes as needed. Communication between the Coordinator and staff is frequent and specific to English learner students who are not making progress. The Coordinator identifies English learner students who are at-risk of becoming Long term English learners (LTELs) or are already considered LTEL. In collaboration with Intervention Coordinators and ELD teachers, the Coordinator devises a plan for each LTEL and at-risk LTEL, including appropriate placement, instructional materials, supplemental materials, communication with parents, and graduation requirements for high school

students. This plan is implemented and revised as needed to ensure student growth. Our expectation is that English learner students will progress by at least one level each year on the ELPAC. For EL students scoring at the lowest level, level 1, the assessment means that they should reach English proficiency and be eligible for reclassification within 4 to 5 years. Progress for English learner students on the ELPAC assessment is monitored annually with the expectation that all EL students will show at least one growth level. For those EL students who do not show growth, the Coordinator helps identify these students and collaboratively devises an individual learning plan tailored to EL student's need. The English Language Learner Coordinator has processes to monitor English learner students and ELs who have been reclassified. We examined each EL and reclassified (RFEP) student's progress three times a year. Data (grades, CAASPP scores, benchmark scores, ELD assessment data) and feedback are gathered from teachers, Intervention Coordinators, Special Education staff, and other support staff. To ensure that teachers monitor their EL student's progress, the EL Coordinator reviews the progress monitoring reports. This review process provides the school leadership with information about which ELs are not making progress and require modifications in instruction, in materials used, and other interventions that might be needed. Progress monitoring forms are provided to parents also to support at-home activities to assist EL students. The progress monitoring forms, when completed, are forwarded to the Coordinator, who reviews each one and then collaborates with staff to modify instruction and interventions to ensure EL student success as necessary. Of particular importance in this process are long-term English learners (LTEL). Frequent monitoring of long-term ELs by the school helps LTEL students make satisfactory English progress to be eligible for reclassification. English learner students who become LTELS present a tough challenge in determining how we can move these students to English proficiency. The effects of being an LTEL are far-reaching as they affect these students through high school and beyond. Teachers frequent monitoring LTEL students and we have data-driven monitoring meetings at least three times or more per year to focus on our LTEL students. The result is a comprehensive plan to move LTEL students toward English proficiency.

## **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]