

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

LEA name:

Contra Costa School of Performing Arts

CDS code:

07100740134114

Link to the LCAP:

(optional)

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 IV, 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.

The Contra Costa School of Performing Arts ("SPA") is a charter school located in Walnut Creek, CA and serving approximately 450 students in grades six through twelve. The school will eventually grow to enroll 700 students. The major goals at SPA are: 1) to implement curriculum, instruction, and assessment reflective of State Standards, College and Career Readiness, a Pre-professional Standard of Performing Arts, and 21st Century Skills; 2) to serve all student populations through a personalized learning program; and 3) to develop and implement a character education program focused on citizenship and social justice. The student population includes students who are socioeconomically disadvantaged (27.7%), English Learners (2.7%), and 0% Foster Youth. SPA makes it a priority to develop major actions in the LCAP to support all students, but especially students who are socioeconomically disadvantaged (SED) and/or English Learners (EL) and/or Foster Youth.

The major actions included in the LCAP for all students are: 1) to implement the NWEA MAP Benchmark assessments for math and ELA; to provide and procure training on using data to inform high risk student interventions; 2) to send SPA academic teachers to Basecamp training for the Learning Management System (LMS); to purchase Chromebooks for all students and provide tech support, provide/procure staff training for EL outreach and programming; and, to design and implement a personalized math and ELA intervention program; 3) to procure or provide internal staff professional development and follow-up curriculum development focused on social justice; to provide for additional character education initiatives; and, to implement restorative practices on a schoolwide basis.

The increased or improved services for socioeconomically disadvantaged students, foster youth and English Learners are to ensure these students receive high-quality interventions, LMS platforms that support their learning, and Social Emotional Learning (SEL) focusing on social justice, character education, and restorative practices. These increased or improved services are provide and procure professional development on using data to inform high risk student interventions, to send SPA academic teacher to Basecamp training for the LMS to ensure student engagement of SED students,

ELs, and foster youth, to provide and procure professional development for additional outreach and programming strategies for ELs, to design and implement a personalized math intervention program with priority given to SED students, ELs, and foster youth, and to provide and procure professional development to support the social emotional growth of students, especially SED students, ELs, and foster youth by focusing on social justice, character education, and restorative practices.

The decisions made about the use of supplemental federal funds are discussed at the school level through the Academic Excellence Committee (AEC) which consists of parents, teacher, and administrator. The AEC will meet four times per year to inform the process. The AEC discusses academic performance, supplemental services, and areas to make improvements with Title funds as part of the LCAP conversations at the meetings. The parents, students, teachers, and staff also participate in an annual survey which provides feedback on the goals and services. The teachers and staff actively participate in the decision making process throughout the year and during LCAP workshops. The teachers and staff discuss data as part of the school culture through planning lessons, re-teaching, and frequent targeted instruction. In addition, a parent serves on the Board of Directors. The decisions consider the needs of SPA based on student achievement data to include CAASPP, ELPAC, NWEA MAP, curriculum based assessments, discipline, attendance, and student demographic data to include the significant subgroups of Latinx, White, Two or More Races, Students with Disabilities (SWD), SED students which is used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

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.

The mission of Contra Costa School of Performing Arts is to provide a distinguished, pre-professional experience in performing arts within a college and career preparatory setting. We believe in fostering a culture of excellence with the core values of rigor, relevance, resilience, and relationships.

The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support achievement of the Charter School's vision and mission and the goals for all students are to remain transparent in regard to all fiscal expenditures, especially state and federal funds. The AEC will review and approve the LCAP prior to submission to the Board of Directors. During quarterly meetings, the AEC will receive quarterly benchmark data (NWEA MAP, curriculum based assessments, discipline, attendance, and student demographic data) for all students and significant subgroups to ensure that progress is being made and the achievement gap is being closed. The teachers and staff meet weekly to review the progress of the students in their class. Students are provided with interventions, but no less than bi-monthly, the teachers will review the progress made by each individual student in the core curriculum as well as in intervention/tutoring block. If adequate progress is being made, the teachers will determine if the student should continue in the intervention program for an additional eight weeks. If accelerated progress is being made, the teachers may determine if the student should discontinue the intervention program for the next two months. If a student is not making adequate progress, the teachers may determine that the student needs a more intensive intervention, should be referred for a Student Success Team, or if there is another intervention which would improve the student's skills. Each parent will receive updated progress information about the academic growth of their child every week. The Executive Director will present the student achievement data quarterly for all subgroups and significant subgroups to the Board of Directors. This process ensures that the state and federal funds are used in a coherent manner.

The student group data drives decision-making about the use of state and federal sources because the students with the greatest need in addition to the students who are identified as at-risk are the students who generate these funds. As the stakeholders meet to determine the schoolwide goals, it is the review of student achievement data which determines the types of activities that should be provided to increase student achievement. The annual achievement results of student group data help the stakeholders to determine which activities were effective in the prior year, and which activities need to be expanded, changed, or replaced. This is a powerful process of continuous improvement. It is imperative to utilize these funds to supplement and enhance the core program so there are instances when the core program has evolved to better provide the basic program.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all students. The AEC, parents, teachers, and administrators provide input on the core program, then make decisions based on differentiated needs of the students based on student achievement data and student demographic data. This ensures that the activities are not duplicative yet support the common outcomes.

The information about the school and organizations priorities are communicated to stakeholders include posting on the website, holding LCAP workshops for families, notifying parents of Title I programs in the Family Handbook, reviewing and approving the LCAP at AEC, discussing the LCAP goals a minimum of quarterly with teachers and staff as they begin to review student achievement data, posting the annual LCAP with the Federal Addendum on the website, and reviewing the monthly financial reports at a regularly scheduled Board meeting.

The Charter School ensures that school plans are aligned with the goals and priorities by reviewing the LCAP and the Federal Addendum with the AEC and the Board of Directors. In addition, a parent serves on the Board of Directors. Parents serve as executive officers on AEC and receive annual training on their duty to develop the LCAP, approve the federal restricted funds, approve the LCAP and Federal Addendum, and allow the parents to propose suggestions and questions.

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 for 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:

Contra Costa School of Performing Arts (SPA) develops and evaluates the Title I Parent Engagement Policy by engaging with the parents during parent meetings at the Academic Excellence Committee (AEC), during monthly Ensemble meetings, and committee meetings. Developing the Parent Engagement Policy is aligned to the process with the LCAP stakeholder involvement process as evidenced by frequent meetings with parents, sharing the development of the policy and the LCAP with AEC. The Parent Engagement Policy is included in the Family Handbook which is provided to every family and posted on the Charter School's website.

SPA provides parent workshops on Understanding State Standards and assessments including CAASPP and ELPAC, Title I Parent Rights Meetings, How to Help your Child be Successful, How to Prepare for Parent Conferences, How to be an Educational Partner, Social Emotional Skills including bullying and suicide prevention, Using Educational Technology, and College Access Night. The

Charter School also engages parents by honoring the academic success of each student's individual goals and celebrations of academic achievements, academic growth, and perfect attendance. SPA provides meaningful professional development to administrators, teachers and staff on building parent relationships and valuing parents as partners. This has included working with parents on identifying support systems in areas students are struggling, developing meaningful opportunities at the school for parents to include volunteering for events, chaperoning field trips, volunteering for fundraisers, and serving as parent leaders. SPA integrates parent involvement as leaders. The parents celebrate the presentations to witness their child sharing their academic hard work and achievement. Parents also serve on committees, lead community activities and initiatives throughout the year, and one parent serves on the SPA Board of Directors. All information about parent workshops, programs, meetings, and activities are posted on the Charter School's website, schoolwide emails and phone calls, newsletters, and reminders.

SPA will focus on student learning, individual goals for the students and investing in families to include translation services to parents who are English Learners. To parents and families with disabilities, SPA provides reasonable accommodations such as sign-language interpreters, accessibility to online systems with audio or visual enhancements, and physical access to school events. SPA will make special accommodations for communicating with parents or families with accessibility needs or other special needs like conducting home visits. For parents of migrant students, the Principal will meet with the parents to develop an Individualized Learning Plan so students have the opportunity to continue their education. The Principal will meet with the family when they return to incorporate any interventions needed. The process of addressing requests from parents of Title I students for additional supports includes a parent conference to review the supports currently being provided to the student, what additional supports are necessary to address the student's specific needs and developing an Individualized Learning Plan to support the student.

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:

Contra Costa School of Performing Arts (SPA) is currently a Targeted Assistance School (TAS) as it waits for verifiable state and local data to analyze as part of the comprehensive needs' assessment. SPA only provides programs and services to the students who qualify for services from the eligible population. The eligible students who receive these services are the eligible students who are performing below the state standards and/or who are at risk of performing below the state standards. SPA identifies the eligible students for services through a variety of assessments and teacher recommendations. SPA uses a Universal Assessment for all students to determine which students are at risk of performing below the state standards or who are performing below the state standards. In addition, SPA uses the results of the NWEA MAP assessments and teacher recommendations for

intervention based on informal classroom assessments. The criteria to determine which eligible students qualify for services includes a score of Low or Low Average on the NWEA MAP, a score of under 60% on the Universal Assessment, or who are recommended by teacher for not making projected growth on interventions.

SPA is committed to providing services to eligible students that include including personalization, data-driven instruction, Multi-Tiered System of Supports (MTSS), and intervention. SPA's programs and Learning Management System (LMS) provides virtual instruction and differentiated instruction for the eligible students at their instructional level with the use of small group interventions and supplemental online tutoring systems. Eligible students also receive daily intervention and are invited to attend after-school tutoring for English or Math or both. Differentiated instruction may include the eligible students working in small group instruction or one-on-one with a teacher, paraprofessional, or tutor. These targeted services support academically low-achieving students by increasing literacy and numeracy skills by increasing ELPAC scores to 3 or 4 for English Learners, CAASPP ELA and Math scores to Meet or Exceeds, and grade level standard mastery to Average or above. The importance of increasing these scores ensures that eligible students are meeting or exceeding grade level mastery which helps close achievement gaps. Title I funds used for MTSS curriculum and tutors differentiates instruction for eligible students who are at risk of not meeting state standards. The Charter School provides professional development to teachers to ensure high-quality, data-driven instruction. The exit criteria for eligible students includes scoring Average or above on the NWEA MAP, scoring 80% or above on the Universal Assessment, and meeting growth targets during intervention.

The Academic Excellence Committee (AEC) works diligently to review student achievement and make recommendations for services like online digital platforms, ensuring the Executive Director monitors the implementation of English, English Language Development, and Math curriculum scope and sequence, and differentiated instructional groups to provide small group instruction or individual instruction during interventions and after-school tutoring. The AEC supports family literacy activities and active parent involvement. The AEC completes an annual needs assessment reviewing the family and student California Healthy Kids (CHK) survey results in the development of the annual LCAP and reviews the effectiveness of the prior year plan in order to determine which targeted services should continue, change, or be replaced.

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:

SPA follows the identification, enrollment, and continued support procedures as outlined by the McKinney-Vento Act and detailed in its Homeless and Foster Youth Policy. SPA has a Homeless Liaison who is the Counselor who provides outreach to families and coordinates services between the family and other agencies. The Charter School is committed to provide a high-quality education with all supports necessary to ensure that homeless youth have the opportunity to succeed. In order to help homeless youth, the Homeless Liaison will assist in procuring referrals to health, dental, mental health, substance abuse services, housing services, and any other appropriate services. The Homeless Liaison will assist the parents to enroll the student, obtain necessary immunizations or

immunization records. The Homeless Liaison will encourage parents to be involved in their child's education and ensure that parents are informed of educational and related opportunities to assist their child to be academically successful. With reservation funds for homeless education, SPA provides an individual laptop, internet access, bus passes to attend school and school events, school supplies and toiletries.

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:

SPA supports transitions to include elementary school to middle school and middle school to high school and high school to college or career to include college planning, funding, and preparation. The students attend field trips, host college informational meetings, college visits and participate in an extended school day, Advisory courses, tutoring block and electives. The goal is to have a smooth transition by empowering and recognizing that the parents are the child's first teacher. The school recognizes parents as partners and encourages parents to be leaders. The Charter School recognizes that children learn attitudes about school from the parents; therefore, as parents are excited, positive, and supported by the Charter School, the child's transition to school will be smooth. The Charter School hosts Orientation, Parent Conferences, Parent Workshops, and multiple events like quarterly Academic Excellence Committee meetings and monthly Ensemble meetings with school leadership to support families.

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Contra Costa School of Performing Arts (SPA) provides a strategic system of professional growth and improvement systems to California's Quality Professional Learning Standards. Professional growth and improvement are based on data that aligned professional learning priorities, design and assessments to content and pedagogy for all students, especially significant subgroups of significant subgroups of Latinx, White, Two or More Races, Students with Disabilities (SWD), and SED students. The system uses an evidence-based approach which focuses on specific topics throughout the year for sustained learning that enables teachers, staff, and administrators to acquire the new content, practice the strategies, and assess whether the professional development improved practice and student outcomes. SPA teachers meet in Professional Learning Communities to ensure a collaborative learning process for teachers to positively impact student learning throughout the school. At SPA, special education teachers and general education teachers collaborate to focus on students with significant leaning and/or behavioral needs through manageable caseloads, differentiated curriculum, accommodations and modifications ensuring that they meet the goals of student learning. The Board of Directors, with input from all stakeholders, set the goals for the following year based on student achievement, behavior, and attendance data, then through a collaborative process, the teachers, parents, staff, administrators, and community then determine how to utilize Title II funds to dedicate resources for professional learning to accomplish the goals. This is evidenced by the LCAP. The Charter School utilizes the system of professional growth and learning in alignment with state and federal requirements and resources.

SPA has a system of support for teachers, principals, and school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities. Each staff member works with their supervisor at the beginning of each school year to establish SMART goals that include opportunities for professional growth and development. For clerical and classified staff, they learn to

share responsibilities to support each other, attend County Office of Education job-specific trainings, visit colleagues at other Charter Schools, attend conferences or workshops related to their jobs like paraprofessional, human resources, and business management trainings. For new teachers, this may include completing a new teacher induction program, clearing their credential, taking additional classes, completing a Master's degree, working with a veteran teacher who will mentor them by lesson modeling, peer observation and co-planning lessons. Veteran teachers receive an opportunity to serve as a mentor teacher, lead professional development sessions in an areas of expertise, serve as a teacher leader as content specialist, grade level leader, serve on the Academic Excellence Committee or other committees, serve in an advisory capacity on school wide instructional decisions, attend conferences like California Charter School Association (CCSA) Conference, Next Generation Science Standards (NGSS) or other conferences of their choice decided by the SMART goals and approved by their supervisor, then returning to the school to present their professional learning to other teachers. Advancement opportunities for teachers include those opportunities previously mentioned. In addition, teachers can advance by taking the CSET to become an administrator, completing a Master's degree in Educational Administration or becoming a National Board Certified Teacher. New administrators are provided the opportunity to clear their Administrative Services Credential, attend Principal Institutes, and work with a seasoned administrator. Administrators can advance by attending trainings, workshops, and conferences, by serving on a WASC Visitation Committee for other schools, serve as readers for CDE grants and programs, and write and present conference proposals for conferences like CCSA and Charter School Development Center (CSDC).

The Charter School determines how this system promotes professional growth and ensures improvement by evaluating the success of each staff member at the end of the school year to determine if they met or exceeded their established SMART goals, reviews multiple measures of student data, and analyzes the data over time. The administrators ensure participation by verifying sign-in sheets, observing strategies in the classroom, analyzing data, and determining that professional growth is occurring and improvements in teacher capacity and student achievement is realized. Most importantly, the Charter School uses input provided by staff, teachers, and administrators immediately following a professional learning session and then again three months later to determine if professional learning is implemented and sustained.

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:

Not Applicable for Charter Schools

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:

The decisions made about the use of supplemental federal funds including updating and improving activities supported under Title II, Part A are discussed at the school level through the Academic Excellence Committee (AEC) which is a parent, teacher, administrator organization that serves as the advisory body of the school to the Board of Directors. In addition, a parent serves on the Board of Directors. AEC provides input on the school program, the activities supported by federal resources, and promotes school and community partnerships. The AEC discuss academic performance, provides input on the school program and supplemental services to make improvements with Title funds as part of the LCAP conversations at the meeting in the fall (October) and at the meeting in the spring (April). The AEC completes an annual needs assessment. The parents, staff, and teachers also participate in an annual survey which provides feedback on the goals and services. The teachers and staff actively participate in the decision making process weekly throughout the year, formally quarterly and during LCAP workshops. In the Spring of each school year, the stakeholders develop the professional learning calendar for the following school year. As the teachers meet in Professional Learning Communities weekly and in depth quarterly, teachers and staff discuss the effectiveness of professional learning as part of the school culture. The decisions consider the needs of SPA based on student achievement data to include CAASPP, ELPAC, NWEA MAP assessments, curriculum based assessments, attendance data, discipline referrals and student demographic data to include the significant subgroups significant subgroups of Latinx, White, Two or More Races, Students with Disabilities (SWD), and SED students. Further, the SPA reviews the activities specifically supported by Title II by reviewing the professional learning provided, a summary of the initial evaluations, a summary of the three month sustained evaluations and the evidence of professional learning through summaries of sign-in sheets, observed strategies in the classroom, improvements of teacher capacity by meeting SMART goals and improved student learning. This student achievement data, student demographic data, and professional learning data is used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

The Charter School evaluates professional learning based on the student achievement data, student demographic data, and professional learning data. The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support the Charter School's professional learning and meeting the goals for all students are to remain transparent in regard to all fiscal expenditures, especially state and federal funds. The AEC will review and approve the LCAP prior to submission to the Board of Directors. During quarterly meetings, the AEC will receive quarterly benchmark data (NWEA MAP assessments, curriculum-based assessments, attendance data, and discipline referrals) for all students and significant subgroups to ensure that progress is being made and the achievement gap is being closed. The AEC also reviews the professional learning data. The Executive Director presents student achievement data, student demographic data, and professional learning data quarterly for all students and significant subgroups to the Board of Directors. This process ensures that the state and federal funds are used in a coherent manner.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The AEC, teachers, staff, and parents provide input on the core program, then make decisions based on needs of the school based on student achievement data, student demographic data and professional learning data. This ensures that the activities are not duplicative yet support the common outcomes.

The information about the school and organizations priorities are communicated to stakeholders include posting on the website, holding LCAP workshops for families, notifying parents of Title I programs in the Family Handbook, reviewing and approving the LCAP goals, actions and services at AEC, discussing the LCAP goals no less than monthly with teachers and staff as they begin to review student achievement data, student demographic data and professional learning data, posting the

annual LCAP with the Federal Addendum on the website, reviewing the monthly financial reports at a regularly scheduled Board meeting, and listing it in the State of the School Report.

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Contra Costa School of Performing Arts (SPA) developed this Federal Addendum in consultation with parent leaders during Academic Excellence Committee meetings, Ensemble meetings with school leadership, teachers during professional development sessions and at the administrative level reviewing the most common strategies or obstacles to success. The stakeholders including teachers, parents, staff, and administrators complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year plan in order to determine which services should continue, change, or be replaced.

SPA is committed to the safe, healthy supportive drug-free environments that support academic achievement through prevention, education, and structured discipline policies. The Charter School follows a rigorous calendar of staff training, safety team meetings and professional development. In order to ensure that the students are safe and healthy, SPA has implemented powerful Positive Behavior Intervention and Supports (PBIS), Social Emotional Learning (SEL), and Restorative Practices. The approach to PBIS has been found to decrease suspension rates, prevent violence, and increase self-esteem and self-regulation. The long-term benefits of this support and the inclusion

of SEL will include drug and violence prevention, suicide prevention, conflict resolution and fewer mental health issues caused by trauma.

Technology enhancements are important for the school community. SPA has added technology to increase the home to school connection. The school incorporates Chromebooks at a 1:1 ratio to support the core curriculum and to provide supplemental learning programs. The benefit of using technology like this support each student at their own level. It provides another format to ensure the core curriculum is differentiated in a way that support the students' interests, allows them to interact with the platform individually at their own level and provides digital texts that can define words, allow students to take notes or refer to the text. The goal of using technology to supplement the core program ensures that personalized instruction is provided.