

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

**LEA name:**

Alliance Cindy and Bill Simon Technology  
Academy High School

**CDS code:**

19647330121285

**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 Scholars

**TITLE IV, PART A**

Scholar 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

*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 scholar 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 scholars.

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 scholars 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 mission of Alliance Cindy and Bill Simon Technology Academy High School is to operate a small, high-performing school that prepares all of our scholars to graduate and to enter and succeed in college. We strive to ensure that each of our scholars develops the resilient character and strong critical thinking and collaborative skills necessary to become socially responsible, globally minded citizens who are an integral part of their local, national and international communities

In order to achieve this goal, we direct our federal funds towards supporting our intervention programs in Mathematics and English Language Arts. We provide our scholars with intervention support 3 days per week for 30 minutes and have found this service effective in helping our scholars grow academically as evinced by several years of data.

Additionally, we strive to eliminate performance gaps between scholars by providing further support to scholars who are the most at-risk. Once LCFF supplemental funds have been exhausted, we reflect on the strategic roadmap provided by our LCAP goals and stakeholder feedback to identify additional funding opportunities to provide additional services focused on targeted scholars, including socioeconomically disadvantaged students, English learners, and foster youth, with the goal of realizing growth in the school's LCAP goals.

## 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 achieve our LCAP goals by aligning our use of federal, state, and local funds to help students grow academically. The LCAP describes the following efforts that contribute to this:

1. Provide a stable community of highly qualified teachers and maintain a low student-staff ratio to allow for a significant amount of small group work and individualized attention.
2. Provide targeted interventions to those students who are behind in reading and math.

We utilize the LCAP process to develop a strategic road map of mission critical goals and goal related metrics. We begin the budgeting process by spending LCFF supplemental dollars on additional services for focus group students designed to achieve LCAP goals grounded in educational research. We then use our federal funds to provide additional support beyond the use of these funds. By allocating funds by goal through an iterative process, we are able to better align the allocation of state, local, and federal funds.

# 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 Scholar 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 scholars' 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 scholars;
- (B) identifying scholars who may be at risk for academic failure;
- (C) providing additional educational assistance to individual scholars 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 scholar learning.

### Overuse in Discipline Practices that Remove Scholars 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 scholars from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the scholar 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 scholars 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 scholars and minority scholars being taught at higher rates than other scholars by ineffective, inexperienced, or out-of-field teachers.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

### 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:

Our school strongly believes in working with our parents as partners. We strive to engage parents meaningfully and actively in their children's education by encouraging them to provide feedback and to support our school through volunteering. In order to achieve this vision, we have outlined structures for robust parent engagement in our charter petition to involve parents in the monitoring of achievement data and to solicit input on the school's programs. We hold regular meetings throughout the year to facilitate this engagement, including School Coordinating Council meetings, town halls, and English Learner Advisory Committee meetings.

ESSA Section 112(b)(7) – Our school uses the following strategies to ensure effective parent and family engagement:

- We hold meetings at the beginning of each school year to develop our “Family and Community Engagement Roadmap”, which outlines our parent engagement efforts for the school year. During these meetings, we collect input from families to ensure that we provide the most effective programs for parents. We also share our policies on parent engagement with families at the beginning of each year by disseminating our parent-scholar handbook and parent/scholar compact and by providing an orientation meeting for parents. During this cycle, we also engage with parents and families to develop a parent and family engagement policy.
- We offer a regular workshop series to help families support scholars in learning at home and college persistence. Within these workshops, we cover topics like “Understanding Tests,” “How to Monitor your Child’s Progress,” and “How to Keep you Child Motivated, On-Task and On-Time.” During these workshops, parents receive information and are engaged in teaching and learning opportunities on the State standards and assessments. We also host family literacy nights and offer computer literacy workshops throughout the year.
- The Alliance Home Office provides regular professional development for Parent Engagement Specialists to support the planning and successful implementation of parent programming. The Alliance Home Office also provides professional development to administrators to develop their understanding of effective stakeholder engagement, especially as it relates to the development of their LCAP. Teachers, instructional personnel, and staff also receive professional development to support their understanding of how to engage effectively with parents as partners.
- We provide a space for parents to access their scholar’s curriculum, receive support from our Parent Engagement Specialist, and receive referrals to health and social resources. We also detail goals and specific measures of success in our “Family and Community Engagement Roadmap” to ensure that we meet our scholars’ needs.
- We translate all of our School Board of Directors and Local Control and Accountability Plan materials to ensure that our parents understand and can provide feedback on the work we do. We also provide interpretation services through our Parent Engagement Specialist to answer any questions our parents have on the materials. Last, we communicate with families on a regular basis through phone calls, emails, and automated phone messages through the Parent Square program and also ensure that families academic reports and parent-student handbooks are in English and Spanish.
- We translate all of our materials, including reports cards, enrollment forms, and school presentations, to Spanish, which is the primary language of many of our parents. We also share resources on special education with parents and maintain an “Immigration Toolkit” to ensure our parents have access to the resources they need.
- We conduct a robust process of stakeholder engagement with parents to share data and gather input to coordinate the use of State and Federal funding within the LCAP. Based on the input that we receive from parents, we develop a comprehensive budget and a set of programs to provide support to our students school-wide and by subgroup.

## **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:**

Our school uses our Title 1 funding to operate school-wide programs, because more than 40% of our scholars are below the poverty-line. However, though we don't identify specific scholars for inclusion in our programs, we maintain a robust stakeholder engagement process where we engage parents in the analysis of both school performance data and the needs of all scholar groups to ensure that we address any performance gaps within our scholar population. Based on the needs of our school, we provide our students with intervention programs in Mathematics and English Language Arts in order to develop the foundations for academic success.

Targeted Support Programs: N/A

Neglected or Delinquent Reservation: N/A

## **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:**

In order to meet the needs of scholars experiencing homelessness, we maintain a robust system for training staff and identifying families. During the summer before the start of each school year, we designate a homeless and foster liaison who participates in a training at our Alliance Home Office to gain an understanding of the needs of our homeless youth and the services that we are able to provide with our Title funding. This liaison then works with other staff involved in the registration and re-enrollment processes at the start of the year to ensure that all parents receive a questionnaire to self-identify as homeless. After collecting this data, our liaison enters the information into our data management system and administers needs assessment meetings with families to ensure that we gain an intimate understanding of the circumstances of each family and to provide the resources needed for their scholars to thrive at our school. During these needs assessment meetings, we give parents the opportunity to indicate any resources that they need, including transportation, uniforms, hygiene kits, and free meals.

In addition to the standard services that we provide under the McKinney-Vento Homeless Assistance Act, we offer affidavits that work in place of standard materials like birth certificates or residency documents during our yearly registration process to eliminate barriers to registration and to provide equal opportunity for homeless and foster scholars to enroll in our schools. We train all staff involved in scholar enrollment in the use of these alternate forms to ensure that no family is rejected on the basis of missing documentation. We also go above and beyond to provide families with referrals for services that we can't provide under Title 1 funding, such as shelters and food banks, during their Needs Assessment. We also provide these families with the opportunity to opt into a door to door transportation service that we provide to make school easily accessible to our homeless youth.

Throughout the school year, we make sure that all of these services remain readily available to any family that needs them by training Counselors to look for common signs of homelessness and Attendance Clerks to handle the emotional needs of homeless scholars and to offer information about our transportation services. We also regularly assess our academic data by subgroup, including foster and homeless youth, to ensure that all scholars receive the support they need to excel academically. Twice a year, we hold a two day working session called "Data Days" to provide time for teachers and administrators to take a deep dive into this subgroup data and address any performance gaps at the school.

## **Scholar 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 scholars 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 scholar access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify scholar interests and skills.

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

Early Childhood Programs: N/A

Student Transitions:

Middle School:

We provide a robust Advisory program at each grade level to support scholar's successful transition through middle school and into high school. We also provide guidance counseling to our scholars to address any questions or concerns as they begin their transition to high school.

### High School:

In order to acclimate our incoming 9<sup>th</sup> grade scholars to their new high school environment, we provide a Summer Bridge program over the summer where scholars and families can learn about the expectations and environment at the school. During this time, we encourage scholars to become acclimated to each other and to develop social ties to ease their transition to high school.

In order to prepare our scholars for college, we provide a number of resources and continuously monitor data. For example, we provide scholars with recommended college lists based on their academic data and reflection guides starting in their 10<sup>th</sup> grade year to ensure that they are knowledgeable about the college application process and the potential universities and college to which they might apply. We include a number of schools in these lists that have high rates of graduation for underserved scholars to ensure that our scholars consider environments where they will receive the most support. We also provide these scholars with one-on-one college coaching conversations to ensure that our scholars understand the options available to them, such as financial aid. Additionally, we track a number of metrics throughout the year, including FAFSA completion and our college essay review rate, to make sure that all of our scholars are on track for a successful college application process.

### **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 scholars; and
- (B) assist schools in developing effective school library programs to provide scholars an opportunity to develop digital literacy skills and improve academic achievement.

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

N/A

## **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 scholars 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 scholars.

**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:

The professional development of our staff is fundamental to our goal of improving academic outcomes for scholars, and our Home Office invests heavily in leadership development across the spectrum from teacher leaders to principals.

#### Principals and Assistant Principals:

Development for principals and assistant principals happens monthly in full-day centralized trainings focused on a narrow set of leadership practices. This focused development builds skills identified in the Alliance Leadership Competency Framework that have been assessed to be a need for a majority of leaders and connected to recommended instructional strategies. One focus of these trainings is to develop principals' skill at developing their leaders on campus (AP and Teacher Leader) to improve and expand the leadership capacity at schools.

Alliance also cultivates leadership succession through the Aspiring Principal Program (APP), which works intensively with highest performing APs in preparation for future principalships. APP includes an additional 14 days of centralized learning, in-field capstone projects, mentor principal access, and leadership coaching. Last year 66% of new principals were hired from the APP program.

#### Instructional Leaders:

Teacher leaders (Instructional Leaders) are trained to be effective leadership partners with their principal on the Instructional Leadership Team (ILT) through Home Office full-day trainings. In addition to centralized school leader development, Instructional Superintendents, Content Directors and Content Specialists also work in the field with school leaders and teachers to advance their skills and practices.

#### New Teachers:

Our Home Office builds on its investment in leader and teacher development through its New Teacher Support Program. New Teacher Support provides initial and continuous professional development support for approximately 40% of all early career Alliance teachers (0-2 years of teaching experience). Network level supports provided by NTS include:

1. Designing and implementing a week-long New Teacher Orientation (NTO),
2. Providing a year-long professional learning series (6 full days) for new teachers that build off their NTO experience and provide more immediate support for identified areas of need and,

3. Providing comprehensive Induction program support to general education and education specialist teachers clearing their preliminary credentials in partnership with our recommending agency Green Dot Public Schools.

All three supports above focus on supplying early career teachers with resources and tools to strengthen their classroom management and instructional planning skills.

#### Teachers:

At our school-site, we conduct regular professional development sessions for our teachers based on a schedule that we lay out at the beginning of the year. During this time, teachers meet with administrators to complete professional development by content areas and receive feedback coaching through Practice Perfect or scholar work analysis protocols. Additionally, coaches meeting with teachers at least once a month to provide instructional coaching based on formal and informal classroom observations. After each observation, feedback conversations are conducted that highlight observed strengths and provide bite-sized, actionable feedback for growth that can be implemented immediately.

The LEA has elected to transfer its Title II, Part A funds to Title I, Part A.

### **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:**

N/A

### **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:**

Our Home Office utilizes three major data processes to govern strategies, focus, and programming. At the Home Office level and at the principal level, annual state data (SBAC, etc.) is used to assess progress year to year, analyze performance in comparison to neighborhood schools, and drive towards top quartile performance city-wide. Our network has a codified theory of change that includes eight additional Key Performance Indicators (KPIs) which we use to assess progress towards our annual targets. Additionally, three times a year, principals and ILTs are supported by their Instructional Superintendent to conduct a "KPI Stepback." These analytical conversations ensure



leadership teams dig into the KPIs, make sense of progress and barriers, and plan strategic leadership action to course correct. Additionally, our teachers administer three interim assessments a year in ELA and Math, and two interims for science. Our teachers have three 2-day pupil free days (October, January, and March) during which they can collaboratively dig into the results of the interim data, make sense of trends, and plan reteaching lessons to address scholar misconceptions. These school-based sessions ensure that teachers are continuously using system-wide data to support effective pacing and instructional rigor that aligns to the expectations of the SBAC assessment.

Our parents, staff, and scholars participate in biannual satisfaction surveys which serves as a key information vehicle to understand the needs of our stakeholders and make adjustments based upon feedback. For schools that perform in bottom quartile parent/staff/or scholar satisfaction surveys - instructional superintendents support principals to identify key questions for pulse surveys that are used more frequently to ensure leaders are taking actions the respond to stakeholder voice.

The LEA has elected to transfer its Title II, Part A funds to Title I, Part A.

## **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:**

N/A

### **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:**

N/A

### **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:**

N/A

**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:**

N/A

**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 scholars 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:**

N/A