

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

## LEA Name

KIPP LA School District

## CDS Code:

## Link to the LCAP:

*(optional)*

## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by  
State and Local Educational Agencies

### 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.)*

*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 Charter school takes a holistic approach to achieving student achievement. The following outlines local priorities and how we anticipate using federal funds to support our strategy.

Local Priority 1 Extended learning time:

The Charter School offers an extended day model, where students are in school until at a minimum of one hour beyond core instructional time. This long day gives our students the opportunity for more time on task to master the core content standards and experience educational enrichment. The extended day allows the Charter School to employ a rotational model for instruction in which students rotate between teacher-led small groups, online instruction, and independent work, as well as time for intervention activities such as working on intervention games.

Local Priority 2 Parents as Partners:

The Charter School believes one of the most significant contributing factors to our school success is the partnership that exists between students, their families, and our school team. The Charter School will work to engage parents in multiple ways and levels.

Local Priority 3 Staff development and professional collaboration aligned with standards-based instructional materials:

Several weeks before the school year will be dedicated to staff development and professional collaboration. The week before school starts will be dedicated to long-term planning in Mathematics. In addition, early release days will be used to plan, reflect, and share best practices on a weekly basis. Staff development and professional collaboration will be led by the School Leader and Dean except in cases where they choose to bring in other instructional leaders.

## 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 Charter School's primary planning document is the Local Control and Accountability Plan (LCAP). In the LCAP the Charter School outlines all of the schools strategies, actions, services, goals and measurable outcomes. In order to ensure alignment, the Charter School's LEA Federal Addendum to the LCAP discusses strategies and activities that are based on federal funding which are in addition to our overall approach outlined in the LCAP. Our Single Plan for Student Achievement (SPSA) discusses the federal funds tied to the strategies and activities in our LEA Federal Addendum. The goals in the SPSA are also aligned to the LCAP to ensure there is alignment throughout the three school plans.

## 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.

Not applicable to the Charter School

## 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(S)	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 School

#### 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:

The Charter School involves parents of Title I students in an organized, ongoing, and timely way. Additionally, parents are involved in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy.

Parents are involved in the governing of the school through participation in monthly school site council meetings and parents are asked for feedback and input during monthly family nights. Parent groups may assist the Principal with community outreach, resource development, extracurricular programs, and community service projects. The committee will also have input into specific school-site decisions that pertain to fundraising efforts and special events.

Weekly parent newsletter will be sent home informing them of important events and ways to support their children at home. Parents will come to events such as Back to School Night and parent/teacher conferences at least twice a year.

#### 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:**

The Charter School will operate a Schoolwide Program (SWP). The required components are listed below:

### 1. A comprehensive needs assessment of the entire school

Through conversations with each family, home visits, current enrollment, waitlisted students, and historical demographic information the charter school anticipates the following student demographics: 96% of students will qualify for free/reduced lunch. 50% of our students are expected to be Latino, and 50% are expected to be African American; 20% are expected to be English Learners. This student body demographics fulfills the minimum that 40 percent of the students in the school, or residing in the attendance area served by the school, are from low-income families.

Furthermore, each year, the Charter School conducts a comprehensive data analysis of student achievement, including multiple measures of student performance. At the end of the year, the Charter School will use Smarter Balanced Assessment Consortium (SBAC) data to analyze student achievement. To assess student achievement needs on an ongoing, formative basis, the administrators and teachers at the Charter School will use weekly common standards-based assessments to assess students' mastery of the California content standards taught. After administering weekly assessments, grade level or content area teams will conduct data analysis in order to adjust weekly and long-term lesson plans, identify which standards need to be retaught or reinforced, and identify students who need extra assistance. Through the ongoing use of standards-based assessments to produce data that will inform the practice of its teachers, the Charter School will constantly be informed of the specific needs of its students in relation to the state academic content standards, and will be able to adjust its practice, methodology, curriculum, planning, and policies to meet these needs.

### 2. Effective Schoolwide reform strategies

The goal of all planning, instruction, assessment, and data analysis is to provide all students with the opportunity and instruction to meet the state's proficient and advanced level of student achievement in all relevant content areas.

All instruction is meticulously and collaboratively planned to assure continuity across grade levels and is taught using the normed lesson plan format. Workshop time is a designated block built into the daily schedule to provide teachers with the opportunity to target the specific instructional needs of their students. In addition, there is an intervention program in place to provide further instruction, in a small group setting, to students who are below grade level in reading or mathematics.

In order to meet the needs of its English language learners, the Charter School ensures that all of its teachers have been trained in SDAIE methods of instruction. The administration monitors the effectiveness of instruction in terms of meeting the needs of English Learners. Materials and supplies are purchased to support the effective instruction of English Learners and provide them with explicit academic language development. The Charter school uses proven methodologies including increased time for reading and math and individualized instruction for students who are acquiring English. Additionally, teachers plan lesson plans that incorporate Thinking Maps and have language objectives that drive student output. Students' language proficiency levels, as determined by the ELPAC, are closely monitored to ensure students are advancing to higher levels of English Language proficiency.

The Charter school has designed its program to support students from socioeconomically disadvantaged backgrounds in several different ways. For example, the school has created a "College Bound" culture, naming each classroom after a top college and constantly talking to students and parents about college. The school works with families to create supportive learning environments at home and to increase literacy experiences. The school provides opportunities for students to engage in activities such as physical education, art, and technology. The Charter School provides organic, healthy meals for its students, recognizing that health and nutrition are important parts of a student's well-being and success in school.

The Charter school is in full compliance with the state and district regarding its special education students. For these students, after an assessment is completed, an Initial Individualized Education Plan (IEP) team meeting is convened where all assessment reports are shared and eligibility is determined. If the child is found to be eligible for special education, the Least Restrictive Environment (LRE) for the child is decided, IEP goals are set and the amount and types of services are decided upon by the IEP team.

Finally, the Charter School offers its families parent workshops in order to increase their knowledge about how to help their children at home and to make sure that learning occurs both at school and in the home.

### 3. Instruction by qualified teachers

Staff selection is one of the most crucial aspects of the founding and growth of the Charter School. The goal of the process is to find driven candidates and hire staff that has developed cultural competency, have at least two years of successful

teaching experience in an underresourced community, have exemplary student achievement results and are qualified to deliver the proposed instructional program. Also, they must have strong and positive recommendations, evidence of strong connections with students and their families must be team players, flexible, smart, community service oriented, embody and exemplify the values of the school, and be committed to the vision and mission of the Charter School.

#### 4. High-Quality Professional Development

Teachers and instructional assistants will engage in professional development throughout the year. They receive four weeks of professional development during the summer, three pupil-free days during the year, and weekly professional development every Monday, when students are dismissed early. All professional development is designed to maximize student achievement, including specific student groups. The instructional team focuses on long-term planning and supplementing the selected instructional materials to best support all students. The teachers share out best practices that are successful with their English Learners, such as effective instructional methods and strategies. The administration monitors and supports the teachers.

Staff development is delivered by the Principal, lead teachers, other faculties, and guests with instructional expertise. In addition, staff development funds are used to bring in consultants or vendors to provide specialized services. In addition, teachers seek out professional development opportunities such as attending workshops and conferences on areas of their individual growth plans or areas that will strengthen their team. Further, during the ancillary periods, observations of fellow teachers are planned in order to learn from the practices of colleagues. Ancillary periods will also be used to plan and prepare for upcoming lessons. By accessing the professional development library resources and targeted readings based upon needs, the staff models being lifelong learners.

#### 5. Strategies to attract qualified teachers

In order to seek out a diverse pool of the best candidates, the Charter School has implemented a strategic recruitment plan. The school utilizes the internet by posting open positions on a national database of all KIPP positions in which interested candidates can apply online. In addition, the Charter School has its own website, in which it will communicate its mission, vision, goals, values, and open positions, as well as information on how to apply for open positions. The school's recruitment team actively identify, source, and cultivate teacher talent from across the country to join KIPP LA. KIPP LA has a strong partnership with teacher pipeline programs such as Teach For America and California State Schools to seek candidates through career fairs and job posting websites. The school also attracts candidates through personal references made staff members and individuals who are familiar with the school. Finally, the school also utilizes their connections with students and alumni from local universities to seek out potential candidates from these universities.

#### 6. Strategies to increase parent involvement

At the Charter School, constant communication between the school and home is encouraged and facilitated. Parents are involved in planned parent nights as well as parent/teacher conferences where they learn ways to support their child at home and about their child's progress. Specifically, Parents receive training on how to support the development of their child's reading, writing, and mathematical skills at home at parent workshop nights. Teachers send home daily communication logs in which they are able to track each child's behavior and write notes to the parents. Additionally, the charter school sends home weekly newsletters informing parents of important news, information, and upcoming events. All teachers are given cellular phones in order to maintain constant communication with families. At parent orientation, parents are given their child's teacher's cellular phone number and will be encouraged to use it whenever they need clarification about an academic assignment or need to talk to the teacher about their child's progress.

#### 7. Plan for student transitions

Through student recruitment efforts, the school leader of the charter school communicates regularly with local schools where our students are coming from. Their awareness of the academic and social programs that the incoming students have participated in informs their leadership of the entering grade level curricular planning, and allows them, in conjunction with the teachers, to plan a smooth transition from the early childhood/elementary programs to the academic content-heavy the curriculum of the Charter's instructional program. Students who struggle with the transition are identified early through diagnostic assessments, standardsbased assessments and teacher observations, and are then given extra support through daily participation in small group language arts and/or mathematics sessions with an intervention teacher.

#### 8. Teacher input on instructional program

Teachers collaborate with fellow teachers at their grade and content level to review weekly standards-based assessments that are used to measure student mastery of each California content standard in language arts and mathematics taught during the week. Teachers are responsible for analyzing the resulting student data, and for adjusting their lesson and unit plans to better meet the needs of their students

#### 9. Timely assistance of struggling students

The results of the standards-based assessments assist teachers in monitoring which students have not mastered which standards. The teacher and their manager will monitor student progress and identify students not yet proficient. Student Success Team meetings are held to address was implement accommodations and modifications to support the students. In addition, the lowest-performing ten to fifteen students per grade level in language arts and mathematics, as identified by the standards assessments, are pulled for 30 – 60 minutes per day to work in small groups with an intervention teacher in order to assure that they catch up with their peers who are performing at or above grade level.

#### 10. Coordination of federal and state programs

The charter school is continuously monitoring performance and takes a holistic approach to meeting the needs of our students - this involves coordinating federal state and local services. The Charter school has a relationship and continues to build relationships with local community-based organizations such as after-school partners and preschool programs. The school receives all of its food from Revolution Foods, Inc., which provides students with all organic, healthy food. The Charter school provides workshops to train parents to help their children academically at home based on the needs identified by assessments and have opportunities to be involved with reviewing how well out planned actions and services are meeting the needs of our students. The Charter School will add services as needed as the school adds grade levels in future years or as student needs change.

### **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:**

The Charter School recognizes the right of all students residing within the school's boundaries, including those who are homeless, the opportunity to enroll in, and participate in the Charter School's educational and support programs. The Charter School will adhere to the provisions of the McKinney-Vento Homeless Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School will include specific information in outreach materials, websites, at community meetings, and regional center meetings notifying parents that the school is open to enroll and provide services to all students, which shall include a district standard contact number to access additional information regarding enrollment. A student's IEP will never be required prior to participation in any attendance lottery or as a condition of enrollment.

#### Definitions

Homeless means students who lack a fixed, regular, and adequate nighttime residence and includes:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
2. Children who may be living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement
3. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings
4. Children and youth who are living in cars, public spaces, abandoned buildings, substandard housing, bus or trains, or similar settings
5. Migratory children who qualify as homeless because the children are living in conditions described above

#### School Homeless Liaison

The school leader will designate a member of the leadership team as the School Homeless Liaison ("Homeless Liaison") for homeless students attending a school or program. The Homeless Liaison shall ensure that:

1. Homeless students are identified by school personnel and through coordinated activities with other entities and agencies
2. Homeless students enroll in, and have a full and equal opportunity to succeed in, its schools and programs
3. Homeless families and students receive educational services for which they are eligible
4. Parents/guardians are informed of the educational services and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children
5. Notice of the educational rights of homeless students is disseminated at places where children receive services, such as schools, shelters, and community centers.
6. Enrollment disputes are mediated in accordance with law, Board policy, and procedure
7. Parents/guardians are fully informed of all transportation services

#### Student Rights

Homeless students who are enrolled in the Charter School have the right to:

- Equal access to all educational programs and services, including transportation and school nutrition programs;
- Continue to attend the Charter School for the duration of homelessness or the current school year, whichever ends first;
- Attend the Charter School ] while homeless, unless there exists a legitimate reason for requiring attendance at another school; and
- Receive all educational services for which they are eligible

### Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), 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) coordination with institutions of higher education, employers, and other local partners; and

(B) 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:**

As addressed in the SWP - Through student recruitment efforts, the school leader of the charter school communicates regularly with local schools where our students are coming from. Their awareness of the academic and social programs that the incoming students have participated in informs their leadership of the entering grade level curricular planning, and allows them, in conjunction with the teachers, to plan a smooth transition from the early childhood/elementary programs to the academic content-heavy the curriculum of the Charter's instructional program. Students who struggle with the transition are identified early through diagnostic assessments, standards based assessments and teacher observations, and are then given extra support through daily participation in small group language arts and/or mathematics sessions with an intervention teacher.

**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:**

## **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:**

The Charter School does not receive Title I, Part D funds.

### **Formal Agreements**

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and 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:**

The Charter School does not receive Title I, Part D funds.

### **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:**

The Charter School does not receive Title I, Part D funds.

### **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:**

The Charter School does not receive Title I, Part D funds.

### **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:**

The Charter School does not receive Title I, Part D funds.

**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:**

The Charter School does not receive Title I, Part D funds.

**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:**

The Charter School does not receive Title I, Part D funds.

**Parent and Family Involvement**

ESSA SECTION 1423(8)

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:**

The Charter School does not receive Title I, Part D funds.

**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:**

The Charter School does not receive Title I, Part D funds.

**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:**

The Charter School does not receive Title I, Part D funds.

**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:**

The Charter School does not receive Title I, Part D funds.

**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:**

The Charter School does not receive Title I, Part D funds.

## **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:**

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

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

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

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

### **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:**

The Charter School is a single school LEA.

### **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 Charter Schools regional support office (KIPP LA Schools) has a team - Talent Acquisition and Credentialing that monitors teacher level information and progress towards their individual goals. On going consultation is provided through individual meetings with the teacher and the school leader where they review individual development plans.



## **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:**

The Charter School is grounded in the belief that teachers are the key levers that boost student achievement; thus quality professional development is essential for KIPP students to excel academically. All professional development is designed to maximize student achievement, including that of our English Learners. The instructional team will focus on long term planning and supplementing the selected instructional materials to best support all of our students. The teachers will share out best practices that are successful with their English Learners, such as effective instructional methods and strategies. The administration will monitor and support the teachers to enhance the effectiveness of instruction. Professional development for teachers takes place on a weekly basis. The primary function of dedicated professional development time is to analyze data from interim and formative assessments. The interim assessment results are analyzed every 6-8 weeks, whereas the results of formative assessments are analyzed bi-weekly. Secondly, school-wide professional development is a chance for the school's administration and teachers to use scientifically based research to address instructional trends in the classroom and ways the students can be more effectively served. Topics may include instructional strategies like improving check for understandings, incorporating resulting in a positive and lasting impact on student achievement in their classrooms.

Another integral component of professional development at the Charter School is the observation-debrief cycle (coaching cycle). The School Leader will formally observe teachers. Following the observation, the School Leader and teacher will discuss student learning based on student data and notes from the observation. Teachers will also be empowered to observe and provide feedback to their colleagues. These observations will allow the School Leader and teachers to notice instructional and cultural trends across the school. This one-on-one professional development will cultivate a profound desire in teachers to continue to improve their craft.

### **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:**

The Charter School does not receive Title III, Immigrant Funds

### **Title III Programs and Activities**

ESSA SECTIONS 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:**

It is a priority at The Charter School for all of our English Language Learners to advance each year in their language development and be redesignated. Based on their Home Language Survey, all students designated as potential English Learners will take the English Language Proficiency Assessment for California (ELPAC). The Charter School will purchase classroom materials that will support access to grade-level content for ELs in correlation with the California ELD standards. The Charter School will also support professional development for teachers, including training in SDAIE methods of instruction. The administration will monitor the effectiveness of instruction items of meeting the needs of our English Learners. Additionally, the parents of English Learners will receive specialized training in how to support the development of their child's language proficiency at home at parent workshop nights.

## **English Proficiency and Academic Achievement**

ESSA SECTIONS 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:

- (C) 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
- (D) meeting the challenging State academic standards.

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

The selected instructional programs at The Charter School were chosen because of their basis on scientifically based research and effectiveness with English Learners. The school will use proven methodologies including increased time for reading and math and individualized instruction for students who are acquiring English. Examples of instructional models that may be employed with EL students at KIPP Comienza Community Prep are:

- Workshop models
- Cooperative learning
- Thematic teaching
- Scaffolding instruction
- Think/pair/share
- Kinesthetic activities

Students' language proficiency levels as determined by the ELPAC will be closely monitored to ensure our students are advancing to higher levels of English Language proficiency.

Student mastery of the grade level content standards will be measured through standards-based assessments, as well as the SBAC, the NWEA MAP assessment, and KIPP LA regional assessments. In addition, teachers will keep anecdotal records of their students' progress. Assessment results will be disaggregated by English language proficiency levels for further analysis. Additionally, the academic progress of reclassified students will be monitored for two years after reclassification. ELs and RFEP students not making adequate ELD or academic progress will be provided with appropriate interventions. ELs at risk of retention will receive additional intervention services.

## **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:**

