

California Department of Education

LCAP Federal Addendum System

Instructions, Strategy, and Alignment

Instructions

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

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

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

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

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

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

Strategy

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

Response from KIPP Endeavor College Preparatory Charter:

Endeavor will use federal Title funds to supplement our state funding for programs to support students who are at risk of not meeting achievement standards and students who are English language learners (ELLs). Federal funds are also used for professional development of teachers.

These uses for the Title funding were determined by a needs analysis conducted by our administrative team with input from teachers, instructional coaches, and parents. The specific metrics

we need to improve are our CAASPP scores in ELA and math and our EL reclassification rates.

Specifically, Endeavor will invest the funds in the following ways:

Title I funds (estimated \$265,790) will be used for our Response to Intervention (Rtl) program, including \$253,934 for wages for Instructional Assistants who provide intervention to identified students and for salary for an Rtl Coach who will oversee the program. The remaining \$13,929 will

be applied toward salary for a dean role to support student discipline to minimize disruptions and

distractions in class and to increase time on task to promote more learning.

Title II funds (estimated \$30,241) will be used to support the professional development of new teachers by paying for the costs for them to participate in an induction program offered by another

Charter Management Organization (\$22,500) and for Endeavor staff who will serve as formal mentors

for them as they go through the program (\$9,000).

Title III funds (\$23,218 carried forward from 2017-18 school year and estimated \$22,650 for the 2018-

19 school year) will be used to support our ELLs by investing \$19,472 toward the salary of an ELD

coach who will lead PDs in ELD strategies and best practices and who will coach teachers through

observation and feedback cycles. The school will also invest \$14,841 in a full-time ELD teacher for

our middle school grades who will provide push-in language support during their core academic

classes and pull-out support during differentiated instruction blocks. [Note that unspent Title II funds

are being carried over from the previous school year. We anticipate that not all of the Title II funds

will be spent this school year, so some funds from our 2018-19 allocation will again be carried forward

into the 2019-2020 school year.

Title IV funds will be applied to support the Dean of Students' salary (in combination with the Title I funds mentioned above).

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Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Response from KIPP Endeavor College Preparatory Charter:

Endeavor College Prep takes a wholistic approach to planning and budgeting. In our annual update of our LCAP, we first consider what the school needs most to improve student achievement, and allocate allowable resources from most restricted funds first, then more restricted funds, and finally from general funds. We outline both federal and state funding sources in the LCAP to ensure that there is alignment in the funding without duplicated funding.

APPROVED BY CDE

Instructions, Strategy, and Alignment Contact

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

Contact Name

Contact Phone and Optional Extension

323-800-4125

Optional Extensic

Contact Email

dlukk@endeavorcollegeprep.org

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

California Department of Education

LCAP Federal Addendum System

Title I, Part A

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

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

Parent and Family Engagement

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

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

Response from KIPP Endeavor College Preparatory Charter:

N/A

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

Response from KIPP Endeavor College Preparatory Charter:

The Head of School met with the School Site Council to get feedback on and approve the parent and family engagement policy. The SSC meets monthly to get feedback on various

items including LCAP progress and creation. The English Advisory Council (ELAC) also meets regularly to collect feedback on various programs and policies.

Assistance is provided to parents on academic standards and monitoring process through monthly cafecitos with the Head of School, monthly Family Nights, weekly Friday Letters, and Monthly Workshops. Each of these aims at helping families support their children with academics, social-emotional growth, and feeling a part of the school community. Each of the events at our school are publicized to families through multiple means: paper copy, class dojo, text message, and Facebook. All advertisements are translated so families are able to access.

The Family Engagement policy is distributed at the first back to school nights, distributed at the beginning of the school year, and sent via digital means (text message). These documents are translated into Spanish and are discussed with more clarity at the family nights. We also incorporate any means necessary to communicate with families, such as text messages, interpreters, use of ClassDojo with translation, and any other necessary means to communicate with families.

We help build buy-in and capacity in our school staff to connect with parents through home visits, community programs, family nights, conference practice and preparation, and coaching around parent phone calls. Staff also gets support during more specialized meetings (like SSPT), where families work as part of a team to support their child. We provide support to ECP staff through professional development sessions and coaching. Through both of these we are able to share best practices in communicating with families and building a sense of community. Many family nights involve time in each child's room to develop a stronger ties between staff and families. Teachers are expected to communicate regularly with families about student progress, celebrations, and areas for growth via phone and Class Dojo app. We also encourage staff members to meet before or after school, if necessary, to accommodate the family needs.

Interested parents are invited to volunteer to help our school in various ways. These parents communicate with our Outreach Coordinator and have a Parent Center to create a sense of community and feel a part of our school.

Lastly, we support students academically to help fill any gaps from relocating, as well as set-up any necessary independent study.

APPROVED BY CDE

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and

delinquent children in community day school programs.

Response from KIPP Endeavor College Preparatory Charter:

We use data from interim assessments through i-Ready, supplemented by classroom data, to group students based on need. We then use our differentiated reading and differentiated math time (40-60 min Monday thru Thursday) to differentiate and provide remediation for students. Small group lessons are taught by teachers and Instructional Assistants in order to get groupings smaller and target skills of need. Various resources are used to provide instruction at the students level, such as i-Ready lessons and Benchmark Guided Reading lessons. Our instructional coaches observe lessons and give feedback. This year, our focus is primarily on differentiated reading. Teachers have watched exemplar Guided Reading lessons and coaches will provide feedback for these lessons throughout the school year.

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Address the ESSA provision:

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

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

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

Save All and Continue

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

Response from KIPP Endeavor College Preparatory Charter:

Interim assessments are given 3-4 times a year (based on grade). It gives results as Lexile levels and grade level equivalents. It also breaks down mastery in terms of skills. After each interim, teachers use a pupil-free PD day to analyze the data, regroup, and identify any students who aren't improving. If students are still not improving, they are recommended for an SSPT to receive more intensive supports.

APPROVED BY CDE**Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

Response from KIPP Endeavor College Preparatory Charter:

Endeavor does not have any federally funded programs specific to homeless youth, however we do use our general funds to support homeless youth with school supplies and clothing as needed. We also train our operations team to identify homelessness during the enrollment process and to reduce barriers to for enrollment for homeless students. Our attendance team meets regularly to identify students with frequent absences. We research and problem-solve supports for each student to improve attendance at school. In school, we have a tiered system for applying academic supports to any student that needs it through small groups. We also have an after school program which provides additional hours of supervision, homework support, extracurricular activities, and an additional meal. These services allow for greater safety and student success at school.

APPROVED BY CDE**Student Transitions**

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Response from KIPP Endeavor College Preparatory Charter:

N/A

APPROVED BY CDE

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- A. through coordination with institutions of higher education, employers, and other local partners; and

- B. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Response from KIPP Endeavor College Preparatory Charter:

Endeavor provides high school placement assistance for our middle school students. This includes hosting an annual high school fair featuring representatives from dozens of local charter, District, magnet, and private high schools.

The school also provides scholarship application assistance, including partnership with external scholarship organizations such as A Better Chance and the Carson Foundation.

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Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- A. assist schools in identifying and serving gifted and talented students; and
- B. assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Response from KIPP Endeavor College Preparatory Charter:

N/A

APPROVED BY CDE

Title I, Part A Contact

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

Contact Name

Danielle Lukk

**Contact Phone
and Optional Extension**

323-800-4125

Optional Extensic

Contact Email

dluukk@endeavorcollegeprep.org

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

California Department of Education

LCAP Federal Addendum System

Title I, Part A, Educator Equity

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

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

Educator Equity

ESSA SECTION 1112(b)(2)

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

Response from KIPP Endeavor College Preparatory Charter:

Not applicable. LEA is a charter school.

Not applicable. LEA is a single-school district.

APPROVED BY CDE

Title I, Part A, Educator Equity Contact

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

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

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

LCAP Federal Addendum System

Title II, Part A

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

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

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Response from KIPP Endeavor College Preparatory Charter:

Endeavor uses Title II funds to pay for induction costs for 9 teachers and extra-duty stipends for the mentors who support them through the program. Mentors are either current coaches or teacher leaders. Through this program, teachers get additional support to help them develop into competent, reflective teachers who will remain in the teaching profession and prepare all students for college. Mentors support teachers through weekly or bi-weekly pre-planning sessions, observations, and feedback sessions all focused towards a growth goal. Additionally, mentors help support teachers to analyze data, conduct research, and differentiate for all learners. Lastly, both the teachers and the mentors attend additional

professional development sessions in order to support both their teaching and coaching skills. This helps build the capacity both in our teachers, mentors/coaches, and those teachers looking to advance their careers into leadership.

Endeavor provides professional development each year that is funded through Title 1 and state funding. This development happens in various ways. Every teacher has a coach that he/she meets with at least once every two weeks either before or after an observation. Each teacher also participates in a data and re-teach planning meeting at least every other week. There is also professional development or guided work-time for at 6-15 hours a month. These development opportunities for teachers are based on data collected through coaching notes, walkthroughs, formal evaluations, and student data. Through this we monitor effectiveness and plan sessions based on needs.

Support is given to coaches primarily by the assistant principal who leads a weekly coaches meeting. During this time a variety of development occurs; teacher data analysis, research, shared reading, walkthroughs to calibrate and collect data, practice coaching sessions, and more. The coaches also meet with the assistant principal to get more personalized supports. The principal, assistant principal, and coaches also have the opportunity to attend various external PDs such as Relay, Teach Like a Champion in order to support the work they're doing with teachers.

Teachers who are interested in developing and advancing their careers have opportunities to grow as a leader through being a mentor for those teachers going through induction, joining our leadership team, or taking on other committee roles.

APPROVED BY CDE

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Response from KIPP Endeavor College Preparatory Charter:

Endeavor is a single-school LEA, so all funds go to a single school site.

APPROVED BY CDE

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

Response from KIPP Endeavor College Preparatory Charter:

Endeavor utilizes a variety of surveys to get honest feedback to assess the effectiveness of the supports as discussed above. Two times a year we participate in a teacher survey through The New Teacher Project. Questions within this survey target the effectiveness of evaluation, observation and feedback, leadership, school culture, instructional planning, career pathways etc. It also allows for suggestions to be made through comments. This data allows us to assess how well teachers feel supported, compare ourselves to other schools, and get ideas about better support. We also do internal surveys every 2-3 months to get feedback from our entire staff that focuses around similar domains, more specific to our goals. This allows us to hear from all staff members about support. Parents and students are also surveyed at least two times a year. This survey data allows us to assess many aspects of our school such as culture, academic rigor, accessibility of leadership, and quality of teachers, etc.

These data sets are analyzed by the administrative team in order to monitor progress. We then pair this data with other sets of data, such as academic data, culture data, walkthrough data, coaching notes, etc in order to identify next steps towards our goals.

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

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

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

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

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Title III, Part A

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

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

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Response from KIPP Endeavor College Preparatory Charter:

Our ELD Coach, whose salary is partially paid from Title III funds, leads several PDs each year focused on ELD strategies and best practices. She also supports our teachers through coaching, including live coaching and observation & feedback cycles. This is additional support beyond normal coaching cycles. Through the core program, each teacher has a coach that coaches them at least twice a month. The ELD coach is a supplemental support for teachers as they receive coaching from her about ELD strategies and instruction through focused classroom walk-throughs specifically looking for ELD strategies and supports being utilized in core content classes. From this, she is able to provide additional supports to

teachers that need it. Additionally, she supports the designed ELD times in a similar fashion.

We also have an ELD teachers in the middle school grades. This teacher pushes in and co-teaches lessons throughout the school day. This supplement the core academic program with an additional teacher to support EL students in content classes. During this time, she is also providing supports for the core content teachers by modeling strategies that helps them develop and grow.

These two roles have been established to provide additional supports for ELs beyond the core program.

APPROVED BY CDE

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Response from KIPP Endeavor College Preparatory Charter:

Endeavor does not use federal funds for programs for immigrant youth, however in most cases they do benefit from programs directed at ELLs. We also share resources such as immigrant rights with families

APPROVED BY CDE

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Response from KIPP Endeavor College Preparatory Charter:

Endeavor uses Title III funds to pay a portion of the salary of a middle school ELD teacher to have her offer extra services to our ELs, including push-in language support during core academic classes. During this time, the general education teacher and the ELD teacher co-teach allowing the ELD teacher to provide necessary supplemental supports to the ELs in the class. This model allows the ELs to have greater access and success in meeting the state

academic standards. This practice also allows for the general education teacher to learn more EL strategies through the co-teaching experience, so that he/she may replicate the strategies even when the ELD teacher is no longer present in the room. The ELD teacher also provides additional language support during differentiated instruction blocks. [Note that the rest of her salary is paid from state funds to cover the percentage of her time that is spent in the standard Designated ELD instruction.]

APPROVED BY CDE

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- A. achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- B. meeting the challenging State academic standards.

Response from KIPP Endeavor College Preparatory Charter:

The EL Coach and ELD teacher help support student growth by supplementing the core program. The ELD teacher co-teaches during content classes to be an additional support. This allows ELs to have greater access to the core content and this supplemental support allows them to see more growth. Additionally, the ELD coach provides strategic coaching via observation and debrief, live coaching, and support with materials and scaffolding. This support, which supplements the teacher's assigned coach, allows for greater student growth.

Our ELD Coach closely monitors and tracks English Learner data (ELPAC scores, interim assessment data, English Learner interim assessment data, trimester grades, etc). Through this tracking, our coach is able to analyze the data see such things as: which students are ready to be re-designated, which students need additional supports, which re-designated students need additional supports, etc. This monitoring and analysis allows us to use data to make decisions and identify where more supports are needed. Additionally, she supports teachers in creating ELD lessons that incorporate strategic practice to increase performance on the ELPAC and CAASPP assessments. She manages and supports teachers to give practice EL assessments.

Since we are a single school-site, we do not need to hold other sites accountable for the data.

APPROVED BY CDE

Title III, Part A Contact

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

Contact Name

Contact Phone and Optional Extension

Contact Email

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California Department of Education

LCAP Federal Addendum System

Title IV, Part A

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

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Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- A. any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

Response from KIPP Endeavor College Preparatory Charter:

Title IV funds are used to for the same programs described in Title I, Part A as the overall costs for the Rtl program and Dean support exceed our Title I allocation.

Title I funds (estimated \$265,790) will be used for our Response to Intervention (Rtl) program, including \$253,934 for wages for Instructional Assistants who provide intervention to identified students. The remaining \$13,929 will be applied toward salary

for a dean role to support student discipline to minimize disruptions and distractions in class and to increase time on task to promote more learning.

The Rtl program is an identified need based on our current academic data as measured by internal interim assessments and CAASPP assessments. SSC meetings have also discussed the need for more support for students who are performing below grade level. The need for improved classroom culture and school environment is also an identified need via parent concerns, teacher concerns, and observations. The position of the Dean is meant to improve classroom culture by supporting teachers to create classrooms that maximize learning. The goal of this position is to minimize disruptive or unsafe behaviors. The goal of the Rtl program is to provide intensive supports to students who are multiple years below grade level in the form of small group or one on one instruction. This program will be considered effective as students receiving this support show growth on both formative and summative assessments. Endeavor will monitor interim assessment data at least 3 times a school year to monitor student progress.

APPROVED BY CDE

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

Response from KIPP Endeavor College Preparatory Charter:

APPROVED BY CDE

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

Response from KIPP Endeavor College Preparatory Charter:

APPROVED BY CDE

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

Response from KIPP Endeavor College Preparatory Charter:

APPROVED BY CDE

- E. the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Response from KIPP Endeavor College Preparatory Charter:**APPROVED BY CDE****Title IV, Part A Contact**

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

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

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