

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

LEA name:

STEM Preparatory Elementary School

CDS code:

19-64733-0136986

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

Federal funds are always used to supplement, not supplant, services funded with state funds. Title I funds are used to fund teaching assistant positions to provide additional support for students at risk of not meeting challenging state standards in classrooms that would otherwise only have a single teacher to accomplish this objective. Title II funds allow the LEA to provide professional development for new and struggling teachers who would otherwise have to seek out such opportunities on their own. Title III funds allow the LEA to hire a teacher to focus specifically on English language development (ELD), in addition to the strategies (such as SDAIE) used in each classroom. Title IV funds are used to purchase technology for students.

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 LEA has identified three goals, each with numerous measurable outcomes:

1. Maintain all measurable outcomes that are already meeting our goals.
2. Academic Performance: Achieve Green rating in CA School Dashboard English and Math performance indicators by 2024.
3. Chronic Absenteeism: Achieve Yellow rating in CA School Dashboard Chronic Absenteeism performance indicators by 2024.

Federal funds supplement state and local funds to help the LEA achieve each of these goals. Professional development funded by Title II helps increase teacher satisfaction and retention. Teaching assistants funded by Title I play a critical role in helping the LEA achieve its overall

CAASPP performance outcomes by providing additional support to students at risk of not meeting challenging state standards. The EL curriculum, funded by Title III, is a significant lever driving English learner progress. The tablets and laptop computers provided by Title IV funds are critical to student success on state assessments, an important outcome to achieve the Academic Performance goal.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

STEM Prep believes in the continuing education of its employees. STEM Prep has joined two partnerships to offer learning and growth opportunities for members of our team. One is with Alder Graduate School of Education, for team members who want to earn a teaching credential and Masters degree. The other is with Rivet School, for team members who are interested in earning their Bachelors degree to create a pipeline of highly qualified, credentialed teachers.

The Human Resource Manager works cooperatively with instructional staff to provide and maintain required certificates, permits, or other documentation necessary to meet federal requirements related to subject-matter expertise. STEM Prep contributes up to \$8,000 toward the cost of an employee's credential induction program (i.e. BTSA) if the program is required for the employee to maintain a credential which is required by the employee's position at STEM Prep.

Additionally, STEM Prep will pay, on the employee's behalf, or reimburse the employee for the full cost of all costs related to credentials or certifications required by the employee's position at STEM Prep. (Induction and other education programs are limited; see above.) These costs may include application fees, test fees, and test preparation fees at STEM Prep's discretion. This benefit may also be applied, with approval of the employee's supervisor and the CEO or COO, to credentials or certifications which are not strictly required by the employee's position but are determined to benefit the organization.

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 process used for engaging stakeholders in the LCAP Review and Analysis has been beneficial for the school. It has led to goals that are aligned with the school's core values and mission. It has also allowed for action steps based on stakeholder input. This will result in stakeholder buy-in and a better understanding of school based programs and initiatives. SPES involved parents through multiple means of bilingual communication in the planning process of LCAP Review and Analysis. Monthly newsletters are sent home that include dates for parent meetings, including monthly School Site Council meetings, where the majority of stakeholder involvement around LCAP occurs. All parents are invited to participate at the school through School Site Council meetings, where they provide input on schoolwide initiatives, academic priorities, support of students with disabilities, and our English Language Learner program. Additionally, the school utilizes a robocall system to send reminders for SSC meetings to each family and the office staff contacts individual SSC members by phone to remind them of SSC dates. In class, teachers use ClassDojo to communicate with parents.

To kick off the school year and welcome families onto the campus, we held a Enrollment kickoff day where families were invited to meet the school administration. Similar family events occur throughout the school year. Finally, SSC meetings dates are posted on the schools website so that all members of the community have information. Students and teachers are informed of SSC dates at the beginning of the year and arrangements are made so that they can attend. During SSC meetings, parents, students, teachers, and other stakeholders review the goals and provide input on an ongoing basis, but there are two points during the year, when members take a deeper dive into the plan. This deeper dive happens during the first and second semester of the year. During the first semester, the team reviews the LCAP goals and plan developed during the previous year. During the second semester, the team makes recommendations for the upcoming plan based on data around the effectiveness of implementing the current plan and the data. All meetings are held in English with real-time live translation to Spanish.

SPES developed its Parental Involvement Policy (PIP) jointly with parents throughout the school year and during parent workshops, Coffee with the Principal, School Site Council, and English Learner Advisory Committee meetings. SPES sought to help parents understand some of their Title I rights, such as: their right to monitor their child(ren)'s progress and their right to work with SPES teachers to improve performance relating to the improvement of their child(ren)'s education. This newly revised and adopted PIP was distributed to all parents in English and Spanish using multiple methods, including mailing the PIP home, posting a copy on the organization's website (www.stem-prep.org), and making copies available in the main office.

SPES educates all teachers and all staff members about the value of parent contributions, and in how to work with parents as equal partners by gathering parent input via an annual survey that is used to determine professional development and training for teachers, administrators, and other staff members. Through professional development, all staff members will receive the required and recommended resources to enable them to work with their parents as equal partners. Additionally, teachers are provided with resources and training on effective parent-teacher conferences SPES will provide opportunities for the informed participation of parents and family members with disabilities by providing reasonable accommodations (sign-language interpreters, etc.) to parents and family members. Special accommodations will be made for communicating with families that have accessibility needs or other special needs which make corresponding with the school difficult. SPES will provide opportunities for the informed participation of parents and family members of migratory children by meeting with parents and family members before students are away from school for an

extended period of time and once the students return to school after an extended absence to help parents help their child(ren) overcome educational disruption.

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:

SPES developed a Comprehensive Needs Assessment as part of our ongoing schoolwide improvement cycle, in addition the CDE requirements for a charter school to operate as a Title I Schoolwide Program (SWP). SPES's purpose in choosing to operate as a Title I SWP is to improve academic achievement schoolwide so that all students, particularly the lowest-achieving students, can/will demonstrate proficiency on the State's academic standards (34 CFR 200.25[a][1]).

Throughout this process, we engaged with our stakeholders (school leadership and staff members, students, families, and community members). Our school's Comprehensive Needs Assessment included the review and analysis of multiple forms of data, including CAASPP ELA & Math, ELPAC results, Reclassification Rates, demographics, our anticipated LCAP Annual Measurable Outcomes, Internal/benchmark Assessments (NWEA MAP Reading, Writing & Math) and all data was further disaggregated by student group and the 2021 CA School Dashboard.

The Comprehensive Needs Assessment was conducted to identify subject areas and skills that needed to be improved and also to identify the specific academic needs of all students and student groups which are not yet achieving the CA State Academic standards (34CFR 200.26(a)(1)(i)(B)). The Comprehensive Needs Assessment was based on academic achievement data for all students and further disaggregated by student groups, including migratory children, particularly the needs of those students who are failing or are at risk of failing, to meet the challenging State academic standards. During this process, our staff identified factors and developed support systems to address the needs of our lowest-performing students, that were not demonstrating proficiency on the State's academic standards. The Comprehensive Needs Assessment served to identify the students (and student groups) that were not demonstrating proficiency, and the subject area (ELA & Math), which as a result we developed an Action Plan to address these academic needs of struggling students and provide evidence-based targeted academic intervention in order to close the achievement gap.

The Comprehensive Needs Assessment was developed with the input and involvement of all stakeholders (Principal, SPED Coordinator, EL Coordinator, Teachers, Paraprofessionals, and parents/guardians (including those representing unduplicated pupils and Students with Disabilities)).

For the 2022-23 school year, as a charter school, our school's SPSA served as the Schoolwide Plan (SWP) Development, a comprehensive plan that: Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan (ESSA Section 1114[b][2]; 34 CFR 200.26[a][2]). The SPSA (SWP Plan) is monitored regularly by the Principal in collaboration with Leadership team, SSC, ELAC, and shared with parents and staff to seek input. Our school's SPSA provides descriptions of strategies our school will implement to address the academic needs of our students, including opportunities for our students to meet the challenging State academic standards (ESSA Section 1114[b][7][A][i]); strengthen our school's academic program, by providing additional academic intervention/support, including support courses and activities necessary to provide a well-rounded education; and address the needs of all students at our school but especially those at risk of not meeting the challenging State Academic Standards which is now integrated into our Multi-tiered System of Supports (MTSS) – as detailed in our school's LCAP.

SPES staff followed all required steps to operate as a Title I SWP as outlined on the CDE website: <https://www.cde.ca.gov/sp/sw/t1/schoolwideprograms.asp>

Our student demographics reflect that 88.2% of students are low-income (qualify for Free/Reduced Lunch).

SPES's SWP Plan (2022-23 SPSA) was presented to our School Site Council and Governing Board, which they voted on and approved unanimously for our school to operate as a Title I SWP effective 2022-23 school year.

To address the academic needs the school will use Title I Funds to fund the following actions as outlined in the school's 2022-23 SPSA:

- Instructional Aides: Instructional Aides provide during and after-school support and tutoring for students in need of intervention

SPES does not have any students living in local institutions for neglected or delinquent children or attending school in community day school programs

TAS: Not applicable

Neglected or delinquent: Not applicable

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 LEA will adhere to the McKinney Vento Homeless Assistance Act by ensuring that each student experiencing homelessness has equal access to the education and services provided to their peers and will be provided additional support to ensure they are able to meet the same challenging state student academic achievement standards to which all students are held. The LEA will utilize their reservation funds to provide students experiencing homelessness will be provided school supplies, uniforms, transportation, referrals to health care services (including dental, mental and general health) and housing assistance as needed. The School Liaison for homeless students ensures enrollment, informs parents/guardians of services available. Additionally, the School Liaison collaborates with state coordinators, community members, and STEM Prep personnel to support the enrollment, attendance, and academic success of Students experiencing homelessness.

Student Transitions

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

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

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

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA serves grades TK through 4th and recognizes the unique needs of children transitioning to elementary school. In addition to our TK program, we also offer a full after school program to support all students in need of additional instructional support in reading, writing, and math, as well as skills support to build their social and study habits.

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:

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:

Not applicable to charter schools.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

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:

STEM Prep Elementary partners with PUC Schools (a charter organization in Los Angeles) to offer induction mentorship for new teachers. Additionally, all teachers new to SPES participate in a 2 week

professional development during the summer, where they learn about our evidence-based instructional philosophy and pedagogy and work collaboratively with a lead teacher and content directors on lesson planning. The instructional coaches are present on campus and provide ongoing help teachers develop their practice, through co-lesson planning sessions and observation feedback. The lead teachers and directors help teachers develop their practice, through co-lesson planning sessions and observation feedback. Ongoing development is provided to all teachers through weekly schoolwide professional development meetings and grade-level meetings. Leadership is also provided development through biweekly leadership team meetings and monthly 1:1 meetings facilitated by the Chief Academic Officer. Additionally, leadership participates in training and development during a 3-day summer leadership retreat.

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 – 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:

SPES analyzes data on a regular basis. After benchmark testing, administered 3 times a year, teachers and administrators disaggregate student performance data and develop action plans to increase student achievement. The data is also shared out with parents during SSC meetings to determine progress on student achievement goals and possible next steps. Other data that SPES stakeholders analyze include student satisfaction surveys, parent satisfaction surveys, grades, student discipline, and parent participation rates.

SPES involved parents and guardians through multiple means of bilingual communication in the planning process of LCAP Review and Analysis. Monthly newsletters are sent home that include dates for parent meetings, including monthly School Site Council meetings, where the majority of stakeholder involvement around LCAP occurs. Additionally, the school utilizes a robocall system to send reminders for SSC meetings to each family and the office staff contacts individual SSC members by phone to remind them of SSC dates. Finally, SSC meetings dates are posted on the schools website so that all members of the community have information. Students and teachers are informed of SSC dates at the beginning of the year and arrangements are made so that they can

attend. The SSC is comprised of Teachers, parents, the principal, the school site coordinator. Specialized instructional support personnel are common attendees to the SSC meetings.

During SSC meetings, parents, students, teachers, and other stakeholders review the goals and provide input on an ongoing basis, but there are two points during the year, when members review student data and take a deeper dive into the plan. This deeper dive happens during the first and second semester of the year. During the first semester, the team reviews the LCAP goals and plan developed during the previous year. During the second semester, the team makes recommendations for the upcoming plan based on data around the effectiveness of implementing the current plan and the data.

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 LEA provides effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel in the following ways:

The EL Coordinator, as well as selected teachers and school leaders, attend outside professional development opportunities, such as Standards Institute and The Accountability Institute, in using assessment data to inform instruction of English learners, understanding and using supplemental curricula to differentiate instruction for English learners, and developing instructional strategies for English learners.

The EL Coordinator then turnkeys this information to classroom teachers, principals and other school leaders, administrators, and other school and community-based organizational personnel.

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:

The ELD Coordinator, in collaboration with school leaders and teachers, identifies and improves curriculum, materials, and assessments for English learners and works to upgrade program objectives and instructional strategies for English learners. The ELD Coordinator also provides supplemental English language development instruction to English learners after school (in addition to the core integrated and designated instruction they receive during the school day).

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:

In addition to the ELPAC, the LEA administers the Reading Inventory assessment by Houghton Mifflin three times per year to monitor English learner progress to ensure that English learners meet both English acquisition progress and academic achievement goals.

Some of the ways the LEA is integrating the EL Roadmap Policy are as follows:

Principle 1: Assets-Oriented and Needs-Responsive School: The EL coordinator develops and implements professional developments for teachers about a strengths based approach to teaching English learners. Teachers are shown how to understand the assets each EL brings to the classroom and capitalize on those assets to build an inclusive and supportive classroom.

Principle 2: Intellectual Quality of Instruction and Meaningful Access: The EL coordinator ensures the ELD curriculum is aligned with the CA ELD Standards. The LEA is implementing the Pearson Longman Keystone ELD curriculum to ensure ELs to engage in intellectually rich, developmentally appropriate literacy and content learning.

Finally, the EL Coordinator performs in-depth analysis of site program implementation to inform improvement.

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:

The LEA will apply Title IV funds to provide students a well-rounded education, specifically by partnering with Project Lead the Way, a non-profit organization and national leader in STEM education, to purchase and develop STEM curriculum and purchase related supplies for all students.

Since the total expected grant amount is under \$30,000, funds will not be used for activities related to supporting safe and healthy students under Section 4108 or for activities related to supporting the effective use of technology in schools under Section 4109.

The LEA developed this plan jointly with students, parents, teachers, and other school staff and stakeholders throughout the last school year during parent workshops, Coffee with the Principal, School Site Council, and English Learner Advisory Committee meetings.

Objectives: Students will be able to: Apply engineering, science, and technology fundamentals to solve real problems, formulate and solve open-ended problems, design mechanical components, systems and processes, set up and conduct experiments, and to present the results in a professional manner, use modern computer tools in engineering, communicate in written, oral and graphical forms, work in teams and apply interpersonal skills in engineering contexts, lay a foundation for continued learning beyond SPES.

SPES will use a variety of methods to determine that the STEM program has met its objectives. These methods include a combination of student formative and summative assessment data, end-of-the year STEM competitions, and questionnaires completed by stakeholders (teachers, students, parents, board members and industry partners). At the end of the year, students engage in a project that requires them to apply the engineering, science and/or technology skills they learned throughout the year to solve a real-world panel. The students then present the project to a panel of judges made up of industry professionals thereby providing the students with the opportunity to show that they have developed the essential competencies the program addresses. In addition, the essential competencies will also be assessed by analyzing periodic formative and summative assessment course data. Lastly, STEM Prep leaders will use CAASPP and CAST assessment data to determine the effectiveness of the PLTW courses on academic achievement.