

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

**LEA name:**

Nextgeneration STEAM Academy at River Islands

**CDS code:**

39684860131789

**Link to the LCAP:**

*(optional)*

[Provide link.]

*Preparing Today's Students for Life*



**STEAM** At River Islands

**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, II, III, IV

*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.

With integrity and compassion, STEAM Academy at River Islands promotes a commitment to excellence, while empowering each individual to strive for the character, knowledge and skills necessary to make a positive difference in our world.

As is reflected in the LCAP for 2018-19, we have identified priority areas around various aspects of student performance, technology integration, instruction and student performance and staffing. In 2018-19, we have decided to focus on these priorities by directing our time and money resources to the following particular areas we highlight in the LCAP: Student instruction, support and interventions for English learners, additional intervention for our most struggling learners, and additional counseling services for all students.

We have used our LCFF general fund to support these identified areas, and where appropriate, have supplemented these resources with federal funds depending on the need. For example, our LCAP goal #2 is focused on improving our instruction through Project Based learning. This goal addresses services towards English language learners, and while much of the budget we have set aside for the specific actions/services in the LCAP are from our LCFF General Fund, we are supplementing these actions/services by using Title III federal funds to better support these efforts.

## 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.

STEAM Academy, a dependent charter school site, works with integrity to align all of our program goals and activities with the tenants of our charter. We achieve that by maintaining our dual focus of supporting students to grow social emotionally and academically through quality instructions and programs.

Our primary method of alignment has been identifying key priority areas for the school, through the annual planning process. This process began in December and was closely aligned with our budget planning cycle. It involved various methods of input, feedback, and approval from various stakeholders, including board, LCAP committee, school leadership, families, teachers, and students. Through this planning process, we were intentional about aligning our resources with our priority areas.

As a result, while much of the money resources we applied to our priorities included LCFF general funds, when our priorities were applicable to Title I – IV, we supplemented our actions with these federal funds. This action is reflected in the LCAP

Commented [RP1]:

## 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.

The LCAP addresses and describes in goals #2, #3, and #4 how the LEA will support and monitor students' progress in meeting state and common core standards. Some highlights from LCAP include weekly professional development for teachers, time for collaboration around lesson plans and teaching techniques, student intervention programs, and increase access to technology for learning.

A) A well-rounded program of instruction involves an alignment between pedagogy, curriculum and assessment. We provide this alignment in a constructivist learning environment where students are valued, work collaboratively, have teachers trained in the methods and curriculum and use assessment information to guide their interactions with students. Additionally, teachers are given the support, feedback and skill alignment to support students.

B) Our comprehensive assessments offer teachers a clear picture of a student's academic strengths and needs, including those that are at the lowest levels of achievement. When used in conjunction with the social-emotional assessments, we get a picture of who is most at risk.

C) We hire instructional Aides to work with our teachers to focus on the needs of low achieving students. They are trained and work closely teachers and students. This consistency supports academic and social-emotional growth.

#### 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).

The LCAP addresses and describes in goal #4 how the LEA will support efforts to reduce the overuse of discipline practices that remove students from classrooms, and how we will use data to improve teacher behavior practices/interventions and improve student instruction, classroom and student culture.

STEAM Academy has a low suspension and a zero expulsion rate. We also have a strong social emotional program based on Positive Discipline and Restorative Justice. We also have a counselor part- time on campus who helps greatly in times of student distress. We have a strong special education team that is trained and works with staff to focus on solution based interactions.

### Career Technical and Work-based Opportunities

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

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.

N/A for this LEA

## TITLE II, PART A

### Title II, Part A Activities

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

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.

Providing high quality teachers is of the utmost importance to providing a high quality learning experience. Specifically our LCAP goals 1 and 2 address professional growth for teachers. Some of the highlights include additional resources for professional development and certification attainment, weekly professional development, coaching structure for new teachers and tools for all staff members. At STEAM Academy, we have several intern teachers on staff that work alongside mentor teachers to grow into effective teachers. We also provide staff development to all teachers prior to starting work in a classroom. Programs are offered through the county office, as well as outside vendors have been utilized.

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## 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.

This is addressed in LCAP Goal #3. We have invested resources in developing our school site council and English Language Advisory Councils to engage and encourage input, feedback, and education for our families, especially of the families of English learners. The representation of parent leadership on our ELAC and SSC is proportional to the percentage of our English language learners at our school.

## 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.

As a charter school, our charter sets our attendance boundaries. We accept all students equally from the Banta School District, including Banta proper and River Islands development. Additionally, we check the housing status of all of our students in order to provide any necessary supports for homeless students. See our Consolidated Application for more details.

## 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:

This is currently not an issue at our school. One hundred and forty students are second language learners, and through heterogeneous groupings and intentional teacher placement, we ensure that our students do not experience any disparities in regards to ineffective or inexperienced teachers. If it did become an issue, we would work with our school leadership team to ensure we continue to group students heterogeneously on various academic and demographic dimensions, and we will distribute our effective/experienced teachers throughout our student population. We will also continue to devote proper internal and external teacher training for all of our teachers.

### Parent and Family Engagement

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

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

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Our school deeply involves parents/families in a number of ways. We have a robust school site council and ELAC which provides input, direction, and leadership on many key school decisions and on parent engagement overall, including the LCAP. We survey our parents yearly so that we can collect additional information. In addition, we have a parent volunteer system, which allows our



families to volunteer their time over the course of the year in a number of different ways. We also have an active PTO that gives parents many opportunities to volunteer.

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

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

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

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

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

Our school identifies and supports students in need of targeted assistance through various ways: data retrieved both from CAASPP and school-created interim assessments, teacher and family input, SPED personnel services (where necessary), and the work of the District instructional support (SPED) team. School-wide strategies include an intervention specialist, additional full and part time classroom aides, CCSS and NGSS aligned curriculum and resources, and PD aligned with curriculum with teachers internalizing and collaborating on lesson and strategies.

### **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:**

Our team, including the front office and the District Homeless liaison work to inform and provide homeless families with access to support services and resources. We ensure that homeless status is confidential and homeless children are not segregated. We provide the same services and support to homeless students as we do to all students.

Any child or youth identified as homeless automatically qualified for free lunch and transportation to and from school. If appropriate, the school also offers to reimburse the parent for mileage if the parent chooses to transport their own child from a location outside of the STEAM attendance boundaries.

School counselors are available at the site and work with our homeless children/youth on a referral basis either one-on-one or in a small or large group setting. Part of the role of the counselor is to help our children/youth to learn how to identify their stressors and to gain the tools to address them in a socially acceptable way. Counselors also help educate staff to understand what challenges our children/youth are experiencing and to understand what the symptoms and behaviors may look like, provide social emotional curriculum such as empathy, conflict resolution and anti-bullying to classes. Counselors assist our children and their families with identifying community resources. They also help our children to feel welcome and safe at our school.

The goal of all staff on campus is to provide a safe, nurturing and academically rich environment for each child.

### **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:**

Middle school to high school:

Our students will participate in high school preview nights, where parents of incoming students learn about various pathways, and programs that are available, including JROTC, honors/AP courses, and high school graduation and college entrance requirements. 8th grade students participate in School Visits in the spring, where they have the opportunity to spend a morning visiting the local high school and learning about their new school.

### **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:**

At STEAM Academy, inquiry instruction is the primary method utilized by teachers. This involves project and hands on learning and collaborative explorations. This pedagogy lends itself to naturally differentiated instruction. Teachers receive training in this type of instruction and differentiate within classrooms to meet the needs of all students. We do not specifically assess for Gifted and Talented Students as we believe all students are gifted and talented in so many ways. We have and will continue to have one-to-one Ipads in our k-2<sup>nd</sup> grade classrooms and one to one Chromebooks in our 3rd through 8th grade classrooms while promoting digital literacy in all of our classrooms.

During the 2020/2021 school year a new library will be complete, and children will have access to a full and complete library, which will include print, digital and spatial experiences for children.

## **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:**

STEAM Academy 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

- (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:**

STEAM Academy 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:**

STEAM Academy 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:**

STEAM Academy 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:**

STEAM Academy 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:**

STEAM Academy 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:**

STEAM Academy does not receive Title I, Part D funds

**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:**

STEAM Academy 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:**

STEAM Academy 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:**

STEAM Academy 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:**

STEAM Academy 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:**

STEAM Academy 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:

##### Planning:

Our professional development planning begins with an analysis of data about student performance and needs, educators' capabilities and needs, progress in school and school based initiatives, and data about the effectiveness of current professional development. Our focus is on equity, and we use Dashboard data plus other disaggregated data to identify individual students and student groups not meeting expectations in English language arts, mathematics, socio-emotional development, behavior, attendance, and progression toward state standards. Surveys of teachers, conversations with administrators, and classroom observations help us identify areas in which professional development would help teachers meet student needs.

##### Content and pedagogy:

Each year we use a teacher survey backed state test scores and classroom observations to measure our progress in implementing new state standards, including the CC ELA and math standards, ELD standards, Next Generation Science Standards (NGSS), new social studies standards, and other California standards. The results of this survey are reported to the Board and Executive Committee, posted on our website, and included in Dashboard information. Examples: In math, instructional strategies need work across the board. In NGSS, teachers need some type of standardized curriculum to use as a springboard. We have planned to purchase science curriculum for next school year.

##### Resources:

Time for professional learning is a continuing challenge. Regular release time using substitutes during the school day is a challenge due to the shortage of substitutes. We do utilize 120 minutes each Monday, when students leave early and we can have training sessions and PLC time.

##### Professional Development for Teachers:

In 2017-18 we provided extensive professional development for teachers across career stages from beginning teachers participating in new teacher induction to seasoned veterans participating in specialized training. Training for teachers participating in induction might focus on routines and

procedures and classroom management at the beginning of the year. More experienced teachers might be focused on problems of practice, such as how to help all students master operations with fractions in fourth grade.

In 2017-18, we provided a wide range of training for teachers through Supplemental Grant Funds, Title II, and other resources. The largest number of teacher training hours were focused on Language Arts and Problem Based Learning strategies. Science continues to be a major focus for the school. When we have year-end summative data on student performance, we look for correlations with professional development. Although correlation does not prove causality, it is reasonable to hypothesize that professional development targeted at an area that improved was effective.

Continuous Improvement:

The principal is charged with gathering data to evaluate the effectiveness of all actions and services in the LCAP each year, and an analysis of professional development is part of that process. We look at what was effective in moving us toward our goal of closing the achievement gap, and where data shows we need to intensify our professional learning efforts

### **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:**

STEAM Academy disaggregates student data by target groups. Teachers track their students who are identified as English Learners, Students with Disabilities, Low-Income Students, and GATE identified students.

### **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:**

Data is regularly reported to our stakeholders including our teachers, governing board, parents and the community. Disaggregated data is analyzed to guide the responsible allocation of resources to ensure safe, productive learning environments with the best overall educator effectiveness.



## 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:

ELD is an integral part of professional development at the school. School wide professional development in English language arts, math, and other curricular areas is designed to address the individual needs of all students including English learners. The county office has provided trainings and workshops in multi-tiered systems of support which was attended by instructional and classroom aides. Other training, such as Nancy Fetzer, provides staff with instructional strategies to support EL students in the classroom through engagement with other students, providing opportunities to expand language skills. Fetzer strategies help to establish a classroom environment that is safe for EL students and that supports their progress in learning English.

In addition, the school supports staff development opportunities for teachers and administrators and supports funding to release teachers so that they may attend research-based trainings such as: • SDAIE (Specially Designed Academic Instruction in English) • ELD strategies • Cultural diversity • Use of adopted supplemental ELD curriculum • and Curriculum planning

With the implementation of the new State language assessment, ELPAC, curriculum-specific professional development has taken place. Because the ELPAC is aligned to the 2012 ELD standards, staff who deliver ELD to English learners needed training in order to align instruction with the ELPAC and the ELD standards. The initial training focused on providing ELD teachers with basic knowledge about the assessment and how it differs from CELDT, the previous language assessment. Training will be on-going as the ELPAC is fully implemented and the needs of our EL students change.

Professional development was provided for Nancy Fetzer strategies, and next year will be provided school-wide for our adopted English-Language Arts program. These trainings were open to teachers, administrators, support staff, and district support staff. ELD instruction was a core piece of these trainings for our ELA program.

### 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 school has a small number of immigrant students who are also English learners. Supplemental services provided to these students are the same as those provided to EL students, which includes, after-school tutoring and intervention during the school day. For our immigrant students with the most intense needs, we provide supplemental services such as laptops and electronic translators that they can use at home to support language development and homework. Students are assigned to classrooms that will be the most supportive of their needs

### **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:**

At the elementary level, English learner students with less than reasonable fluency in English receive a minimum of 150 minutes of designated ELD per week. At the middle school level, English learner students with less than reasonable fluency in English receive a minimum of 200 minutes of designated ELD per week. Newcomers may participate in additional designated instruction. Staff delivering designated ELD, both elementary and middle school, are especially adept at recognizing the needs of EL students and adapting curriculum and instruction as needed to suit the needs of EL students. State-adopted ELD curriculum is used for designated ELD at both the elementary and middle levels. ELD instruction is supplemented with, Imagine Learning, a computer-based, adaptive language software program that provides additional targeted individualized practice.

At the elementary level, ELD is provided by an ELD Specialist and the classroom teacher. The ELD programs are designed to support and complement the EL student's regular English-language arts/English language development and core content instructional program. The ELD program provides consistent, systematic instruction to support EL students in English language acquisition. Research-based best practices form the basis for these intervention programs which include, but are not limited to:

- Small group instruction
- Use of evidence-based instructional materials
- High academic expectations and a clear academic focus
- Preventing long-term ELs
- Careful design and planning, which establishes clearly defined needs and goals
- A clear focus on using ELD time effectively

English learner students access core content subjects through SDAIE instruction. Core content instruction is based on state grade level standards, and teachers utilize appropriate strategies to ensure comprehensibility of instruction for English learner students.

To supplement the core program, English learner students are presented with opportunities to participate in activities intended to support progress and achieve proficiency in English. After-school tutoring is offered.

## 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:

#### Achieving English Proficiency:

We have a variety of tools available that enable the school to retrieve achievement data both on the CELDT/ELPAC and CAASPP. Power School makes relevant data reports available to all staff with multiple data points reported including English learner progress. These reports help us identify students not making expected progress so we can make needed changes before the student gets further behind. At the beginning of each school year and throughout the year, the site principal is presented with relevant data on all students including English learners. At the school site level, staff review the data and determine the levels of intervention required for students not making satisfactory growth.

In collaborative meetings, teachers look at grade level data to collectively analyze needs of the students and devise classroom strategies including interventions for English learners. Teachers and other staff meet regularly to track student progress, including English learners, and adjustments are made in levels of instruction needed and appropriate instructional strategies. The Intervention Specialist, the school's Language Learner Coordinator and teachers help track progress.

#### Meeting challenging state academic standards:

The district expectation is that EL students will progress by at least one level each year on the State language assessment. For EL students scoring at the lowest level on the State language assessment, this means that they should reach proficiency in English and be eligible for reclassification within 4 to 5 years. Progress for English Learner students on the State language assessment is monitored year to year with the expectation that all EL students will show at least one level of growth. For those EL students who do not show growth, the Intervention Specialist, and the school's Language Learner Coordinator help to identify these students and collaboratively devise an individual learning plan tailored to the EL student needs.

Of particular importance in this process are long-term English learners (LTEL). Frequent monitoring of long-term ELs by the school sites and the district is essential in helping LTEL students make satisfactory progress in English in order to be eligible for reclassification. English learner students who become LTELs present a particularly difficult challenge in determining how we can move these students to proficiency in English. The district requirement of frequent, data driven monitoring is intended to focus on LTEL students with the end result being a comprehensive plan to move LTEL students toward English proficiency.

## 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:

STEAM does not receive Title IV, Part A funds at this time, but will be applying on this year's CONAPP. If we receive funds, we will be focusing efforts on supporting safe and healthy students. There is a need to provide additional mental health support for students struggling with appropriate classroom and school behaviors. At the elementary school level, we have an increasing number of students in need of early intervention for mental health support, specifically as it relates to behavioral and verbal challenges. Support provided would be achieved through the continuation of a partnership with a provider.

Technology is one way to connect with outside organizations. Our students send emails, Skype, make podcasts and listen to them, research etc. Funds that are designated for technology and platforms that allow students to safely access the internet are important to our program. All of these resources mentioned are effective in meeting our charter goals and LCAP goals and providing high quality, well rounded educational experiences