

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

## LEA name:

Accelerated Charter Elementary

## CDS code:

19 64733 0100743

## Link to the LCAP:

*(optional)*

<http://www.accelerated.org/our-schools/the-accelerated-charter-elementary-school-aces/>

## 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.

Accelerated Charter Elementary (ACES) utilizes federal funds to supplement and enhance student outcomes in Language Arts, Mathematics, and Social-Emotional learning through instructional support and targeted professional development for teachers and instructional staff. Funding is also used to provide supplemental instructional materials and supplies to support aligned instructional strategies during and after the school day. Key features reflected in the LCAP include:

1. Provide instructional staff with professional development to support classroom instruction including the implementation of the CCSS, the Next Generation Science Standards (NGSS), technology, and data analysis.
2. Provide planning time for teachers to review and revise lessons and to ensure the alignment with the CCSS and Dual Language Program for both ELA and Math
3. Provide effective, systematic and organized instruction to all students throughout the school day
4. Extend the school day by providing targeted ELA and Math intervention before school and/or after school through small group tutoring services using research based practices and pre/post assessment data
5. Provide teachers with high quality intervention materials needed to support students struggling in ELA and Math at the elementary and middle school levels
6. Promote retention of content learned through summer ELA and Math programs for students entering grades K-6
7. Implement college activities to support and promote a college-going culture in elementary and middle school

8. Provide training in Guided Reading/Writing or similar program, SRI/SRC, and Implement Math and Science software programs or other academic programs

9. Provide supplemental materials and resources to support students in an AVID-Like setting

10. Targeted special education supports ensuring the success of students with disabilities and enhanced outside resources to provide for their individual needs.

11. Implement the CCSS and offer a rigorous course of study with aligned instructional materials and supplies

Ongoing professional development is at the heart of a strong educational program. ACES strives to ensure student academic and social-emotional success as well as to strengthen teachers' capacity to plan lessons, deliver effective and differentiated instruction to meet students' needs. ACES PLC Leadership Team meets one to two times a month to determine and plan PD based on student and teacher needs.

ACES has incorporated Title I, Title II, Title III to supplement our 2018-19 LCAP and has also integrated Title IV after planning completed. In order to provide the extra supports needed for our students who are not meeting grade level standards, the following strategies are supplementing our primary initiatives using federal funding. ACES uses data from a variety of sources, including CAASPP/SBAC, ELPAC, and curricular assessments to identify students performing below grade level. Students performing below grade level in each of the content areas as measured by informal and formal classroom assessments using McGraw-Hill Wonders ELA and Maravillas SLA assessments (K-6), Scholastic Reading Inventory (SRI), Eureka Math assessments, classroom observations, teacher-created tests and Exit Tickets, will receive individual and flexible small group instruction to target their individual needs. During whole class instruction, the teacher will differentiate instruction based upon students' needs, interests, readiness, and learning profile.

The progress of all students, especially those who are achieving below grade level, is monitored weekly or bi-weekly. Curricular assessments are analyzed and discussed in grade level meetings and in data articulation meetings. Below are additional types of instructional strategies and interventions which are utilized to support students not meeting grade level standards:

- Before & After school intervention classes
- Daily Academic Intervention (Math & ELD)
- Individual and small group intervention targeting specific standards
- More time to increase the learning opportunities through peer and teacher support in the classroom
- Scaffolding in classroom instruction with language and content support
- Technology instructional supports such as iPads, laptops, document readers, Promethean boards
- Valuing strengths and building self-confidence through SEL curriculum
- Monitoring students' progress and providing feedback to parents during parent conferences in September, fall and spring Student Led Conferences, and informal parent meetings

All site-level use of funding is determined through a comprehensive needs assessment through school-wide planning and grade level data analysis. ACES School Plan for Student Achievement (SPSA) is aligned to our LCAP goals and actions and monitored through ongoing evaluation and annual program and budget review.

# 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.

Accelerated Charter Elementary (ACES) primary planning document is the Local Control and Accountability Plan (LCAP). Our LCAP outlines all of the strategies, actions, services, goals and measurable outcomes. Our LCAP is a single plan that guides the use of all funds available to the school, including LCFF (including Supplemental Grant Funds), state grants, federal Title I, Title II, Title III, and Title IV funds, some smaller grants, and other funds available to the school.

To ensure alignment, ACES LEA Federal Addendum to the LCAP outlines strategies and activities that are based on federal funding that are in addition to ACES overall approach covered in the LCAP. Our Single Plan for Student Achievement (SPSA) discusses the federal funds tied to the strategies and activities in our LEA Federal Addendum. The goals in the SPSA are also aligned to the LCAP to ensure there is alignment throughout the three school plans.

# ESSA Provisions Addressed Within the LCAP

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

## TITLE I, PART A

### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

### Overuse in Discipline Practices that Remove Students from the Classroom

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

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

### Career Technical and Work-based Opportunities

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

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

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

## 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:

There were no misassigned/ineffective or out-of-field teachers at ACES. There were 3 (14%) teachers with less than 2 years experience of our 21 teachers. All three teachers received ongoing BTSA (Induction) support or support as an intern throughout the school year.

### 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:

ACES is committed to engaging parents in their child's education. Over 30 years of research confirms the important role of parent involvement in student achievement. Parents are their child's first and life-long teachers and can influence their child's educational outcomes in powerful and long-lasting ways. The core

belief that parents are our partners is the foundation for ACES' overarching policy on parent engagement and is reinforced through its Title I Parent Involvement Policy.



Pursuant to Title I, Part A, Section 1118(a) of the No Child Left Behind Act of 2001, The Accelerated Schools Title I Parent Involvement Policy was developed in collaboration with and approved by parents of Title I students.

Parents participate in the policy development and approval process through meetings that take place at the school site. The meetings yield important feedback on ways schools can improve parent involvement practices and identified how the schools can strengthen both school and parent capacity to foster trusting relationships that result in positive outcomes for students.

Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of ACES.

ACES students will learn in a positive, welcoming, safe and supportive environment; parents, students, and community voices will be valued in enhancing student's success and stakeholders will demonstrate a commitment to uplift the community by:

1. Administering annual parent surveys covering topics of school climate, parent workshops and trainings, volunteering opportunities and overall increase of parent participation at school.
2. Workshops for parents in various areas: dual language, English Language proficiency and reclassification criteria, math, literacy, discipline/social-emotional supports at home
3. Coffee with the Principal/Café con la directora provides informal opportunity for parents/guardians to share strengths and areas for improvement at the school related to academics and school culture.
4. Communication in a language parents understand: newsletters, Class Dojo messages/announcements, robocalls, flyers, informational postings at school entrance, parent informational meetings, parent conferences, student led conferences
5. Reclassification assemblies/celebrations with students and parents to acknowledge effort and learning by students
6. Assemblies to recognize students for attendance, academic, and social-emotional improvement and achievement by providing incentives

ACES will implement and refine a monitoring program for TK-6th grade students to ensure they strive to reach 98% attendance, have positive attitudes towards school, and have necessary non-cognitive skills necessary for academic success by identifying and prioritizing student groups (weekly, monthly, quarterly, annually).

## **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:**

ACES' current student population is 98.4% Latino, 1.4% African-American, .4% Other. Our 2018-19 applications indicate that 97.2% of the students are eligible for free or reduced-price meals (FRMP). The school currently operates a Schoolwide Program (SWP).

ACES seeks to serve a population comprised in most part with students who are socioeconomically disadvantaged as identified as qualifying for the Free or Reduced Meal Program (FRMP). Research indicates that children from socioeconomically disadvantaged households and communities develop academic skills more slowly compared to children not from Economically Disadvantaged groups (Morgan, Farkas, Hillemeier, & Maczuga, 2009). The school's program is designed to meet the needs of students with this designation and is based on research driven curriculum and practices that work best with this targeted population. In addition, the school's mission, vision, and instructional programs are designed to provide and ensure equal access for all students particularly those students who are designated as socioeconomically disadvantaged based upon the poverty index. At its core, ACES believes in high expectations for each of its students regardless of background. Students will be monitored by administrators and teachers through monthly grade level meetings as well as other academic and intervention supports.

ACES has designed its instructional program to support students from socioeconomically disadvantaged backgrounds in each of the following ways:

- Early identification of struggling students (academic and social-emotional)
- More time to increase the learning opportunities and literacy experiences, including supplemented day or Saturdays

Real life experiences embedded into curriculum to have learning be meaningful

- "College Bound" culture with parent meetings, college field trips, and developing college awareness among students, college mentors
- Working with the families to create supportive learning environments at home and during the required monthly parent meetings and workshops
- Flexible meeting times with families, before and after school hours or phone conferences, home visits
- Providing opportunities within the school such as access to technology, physical education, visual and performing arts
- Tutoring and homework support
- Incorporating technology into lessons and student work to enhance learning
- Using co-teachers or instructional assistants to provide support with specific needs and provide additional support to teachers during instruction
- Counseling services (Shields for Families or DIS)
- Daily or weekly informal check-in with mentor staff or administrator
- Parent workshops on topics such as nutrition, computers, and parenting skills
- Additional extra-curricular activities that include robotics, dance, music, engineering, tennis, arts & crafts and cooking

## **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:**

ACES shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. ACES shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that ACES is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. A student's IEP will never be required prior to participation in any attendance lottery or as a condition of enrollment. Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

The McKinney-Vento Act defines a "homeless" student as one between the ages of two and eighteen, who (1) lacks a fixed, regular, and adequate nighttime residence, and (2) includes at least one of the following:

- A. has a primary nighttime residence that is a shelter designated to provide temporary living accommodations including motels/hotels, domestic violence shelters, congregate shelters, and transitional housing.
- B. lives in a car, park, an abandoned building, public or private places not designed for, or ordinarily used as a regular sleeping accommodation for human beings.
- C. lives in a trailer park or camping area with his/her family, if they are staying temporarily, because of a lack of adequate living accommodations.
- D. lives "doubled-up" where one family lives with another, due to loss of housing, stemming from financial problems.
- E. is abandoned in hospitals.
- F. resides in a home for unwed mothers as a school-aged, unwed mother, or mother-to-be, if there are no other available living accommodations.
- G. is awaiting foster care in limited circumstances (e.g., does not include placement in foster family, foster family agency, or group home).
- H. is placed by the state in an emergency shelter, if placed in the shelter because there was no other place.
- I. lives in an abandoned building, parked car, or other facility unfit for habitation.
- J. are migratory children who qualify as homeless because they are living in circumstances described above.
- K. are abandoned, runaway or throwaway youth living in circumstances as described above.

**School Responsibilities**

The homeless liaison will be responsible for:

1. ensuring that homeless students are identified at the school via the Student Residency Questionnaire and that the schools have the form in their enrollment packets
2. assisting families with public transportation efforts

3. gathering documentation (attendance records and sign in sheets) if necessary

4. coordinating data collection

### **School Site Responsibilities**

The principal shall use the systematic procedure below to identify homeless children and youth during the registration process.

The Student Residency Questionnaire (SRQ) shall be included in the enrollment packets as part of the registration procedure. It will assist the school administrator and enrolling staff in determining documentation needed for enrollment.

The SRQ asks families to provide information about their living accommodations. If a student is selected through the lottery and section A is checked, then the family may meet the federal definition of homelessness and the child/youth will be enrolled at the school site regardless of their living situation, even if documents normally required for enrollment are lacking. If section B is checked, then the school administrator and enrolling staff are to follow the standard enrollment procedure.

Use alternative documentation when a student lacks a permanent residence and meets the federal definition of homelessness, such as,

a. Affidavit of Temporary Residence

b. Caregiver's Affidavit

4. Submit the Homeless Survey through the front office.

The principal shall include in the school-wide instructional plan, the education of homeless students and access to any supplemental instructional and support services, including but not limited to as Title I, Chapter I, School Improvement, and ELs.

School staff should coordinate efforts with local clinics, agencies, and shelters in the community to provide access to immunizations and other needed social services for homeless children, such as:

1. Providing a list of free clinics and their locations, where available, where parents and shelter providers can obtain immunizations for children.

2. Establishing and maintaining regular contact by school nurses and health coordinators with local shelters in the area.

3. Establishing and maintaining regular contact with agencies that provide social services to homeless children in the area.

The front office staff at the school site can provide assistance in verifying the student's homeless condition, securing adequate documentation, and/or arranging an appropriate educational placement of homeless students. The homeless liaison can provide case management assistance through visits to shelters, hotel/motels, and temporary residences.

Transportation assistance can be made through public transportation.

Once a student is identified as meeting the federal definition of homeless, the student shall be provided comparable services as offered to other students in the school selected. This includes:

Information about Public Transportation services

Educational programs for which students meet eligibility criteria, such as services provided under Title I or similar state or local programs;

Programs for students with disabilities;

Programs for students with limited English proficiency;

Vocational or technical programs;

Gifted and talented programs;

School nutrition programs; and

Before and after school programs.

Homeless children and youth shall have access to the educational and support services they need to afford them the opportunity to meet the same challenging State student academic achievement standards to which all students are expected to meet.

## **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:**

Accelerated Charter Elementary School (ACES) will be a national model for public/private partnerships that comprehensively serves the needs of its students in preparation for them to take their rightful place as confident and courageous citizens eager to achieve and contribute to a global society. ACES will graduate students who are prepared to succeed in rigorous college preparatory high schools so that upon high school graduation each student will be prepared to succeed in the university of his/her choice; will enter the workplace as an informed and productive employee, entrepreneur, and community leader; and will act as a responsible citizen.

The Transitional Kindergarten (TK) program at ACES is structured to serve as a bridge between preschool and kindergarten that will give children whose birthdays fall late in the year (September 1-December 1) an opportunity to learn important academic and social skills in a hands-on way that supports their development. This is crucial due to the shift that has taken place in California's kindergarten standards and curriculum over recent years. Many of the skills children were once taught in first grade are now expected in kindergarten. TK is an additional, yet voluntary option that will allow families to give their children the gift of time to develop at their own pace and continue building the social, emotional, and academic skills that will help them succeed in elementary school.

ACES has an expectation of high levels of student achievement for all students and implements curriculum that meaningfully engages students in their learning. ACES helps address these challenges by preparing its students to have the academic skills necessary for success in middle school, high school, college, and beyond.

ACES implements college activities to support and promote a college-going culture in elementary and middle school by exposing students to universities and college-going activities throughout the school year including wearing college T-shirts, having USC engineering students visit the campus to interact with students while they work on their class projects, 6<sup>th</sup> graders share their college aspirations in class & at their culmination, visitors to campus to speak to students about college, staff at school sharing expectations and experiences with students. Activities are planned and revised each year.

ACES will make available the following training, tools and programs:

Parent Workshops - A collection of workshops/trainings that comprise the essential knowledge and skills all parents must have to support their child's learning in high school. Possible training areas include: Preparing for school, Master Plan for ELs, Literacy/math home-based support, Common Core State Standards , A-G college preparatory requirements, Student Academic Performance Data, Transition to middle and high school, Parents as advocates and leaders, Special Education programs, Creating learning environments at home, Supporting good attendance habits (includes promoting literacy, regulating TV time/screen time, supporting homework completion)

### **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:**

A gifted facilitator (administrator and/or teacher) will help to support teachers with ongoing professional development and ensure that students are referred, identified, and assessed. Through training and ongoing support, teachers will be able to recognize GATE students and provide appropriate instruction. Parents of Gifted students will be provided with workshops and meetings (1 per semester) as well as special events, as interest and opportunities are presented.

## **TITLE I, PART D**



## **Description of Program**

### ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

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

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

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

## **Formal Agreements**

### ESSA SECTION 1423(2)

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

(A) LEA; and

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

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

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

## **Comparable Education Program**

### ESSA SECTION 1423(3)

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

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

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

## **Successful Transitions**

### ESSA SECTION 1423(4)

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

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

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

## **Educational Needs**

ESSA SECTION 1423(5)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

## **Social, Health, and Other Services**

ESSA SECTION 1423(6)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

## **Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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



## **Parent and Family Involvement**

ESSA SECTION 1423(8)

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:**

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

## **Program Coordination**

ESSA SECTION 1423(9–10)

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

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

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

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

## **Probation Officer Coordination**

ESSA SECTION 1423(11)

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

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

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

## **Individualized Education Program Awareness**

ESSA SECTION 1423(12)

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

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

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

## **Alternative Placements**

ESSA SECTIONS 1423(13)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

## **TITLE II, PART A**

### **Professional Growth and Improvement**

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

ACES provides induction and new teacher training at the before the school year starts to support and build the capacity of teachers in preparation for successful instructional year. Teachers new to the teaching profession receive support from mentors and coaches including BTSA or intern programs.

With consultation with the principal, professional development will be customized to meet the diverse needs of the staff such as curriculum training or effective interventions. Professional development activities will also center around how to utilize universal access time more effectively to meet the needs of selected focus groups based on areas of need indicated through assessment results.

Training and tools provided to school staff to increase their capacity to engage, support and provide necessary information to parents of students with documented achievement gaps, ELs and students with special needs.

Administrators receive ongoing training throughout the year to develop skills as instructional leaders at their school site.

The school participates in a collaboration of three schools under the Collaborative Consensus Committee (C3) under The Accelerated Schools to develop meaningful yearly teacher feedback and evaluations with the purpose of continuous improvement.

### **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:**

Accelerated Charter Elementary is a single school LEA.

**Data and Ongoing Consultation to Support Continuous Improvement**

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Both teachers and administrators engage in surveys for all trainings to assess the quality and effectiveness of professional development and areas for improvement. Feedback is shared with staff in timely manner so that next steps can be planned with staff input and administrative input.

Accelerated Charter Elementary works with the central office (The Accelerated Schools) Human Resources to monitor teachers and progress towards their individual goals. On going feedback is provided through individual meetings with teachers and administrators to review individual development plans in meeting objectives and goals.

Collaborative Learning Rounds are conducted several times a year to observing students and student work for evidence of Standards for Mathematical Practices.

**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:**

To ensure that English Learners can make substantial progress, all teachers and administrators participate in five days of initial professional development on implementation of Systematic ELD (E.L. Achieve). During the five-day Institute, participants collaborate with colleagues and dig into both the theory and practice of improving dedicated English Language Instruction by assessed student proficiency level. Through a process of plan/teach/reflect, teachers build their capacity to deliver effective dedicated ELD instruction.

This professional development ensures a deep understanding of acquiring a second language along with appropriate instructional strategies used and implemented schoolwide for English learners.

There is ongoing professional development and planning time for teachers to improve our English Language Development (ELD) portfolio quarterly assessment process. This planning and review of ELD portfolios helps to improve instruction based on English learners identified needs to reach English proficiency.

Title III funding is used for supplemental instructional units and materials for teachers to use for designated ELD instruction. It is also used for specific EL/ELD professional development to deepen and add to initial 5-day Systematic ELD institute training.

## **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:**

Accelerated Charter Elementary did not receive Title III, Immigrant Funds.

## **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:**

Accelerated Charter Elementary has 180 English learners (36%) whose first language is Spanish. Our innovative Dual Language Enrichment model supports our English learners success. Our program builds on students' primary language in Language Arts from TK-1st grade and formally adds a second language in Language Arts beginning in 2nd grade. This provides a strong foundation, especially for our English Learners, to transfer their primary language skills to learning a second language. Research evidence indicates that bilingual programs where biliteracy is the goal and where bilingual instruction is sustained promote literacy in English, as well as the primary language (August and Shanahan 2006; CDE 2010a; Genesee, Lindholm-Leary, Saunders and Christian 2006; Goldenberg 2008).

The goal of our English Language Development Program is the success of ACES English Learners (EL) in all academic areas and to be prepared to be successful in a college preparatory middle school environment. At ACES we use student's primary language as an asset to build upon. The ACES philosophy is to build on a student's strengths and understandings in his/her primary to foster transfer and application of academic skills in English.

ACES will ensure EL students continue to progress toward meeting ELD and content standards, via Designated ELD and Integrated content instruction. ACES will also ensure reclassified students' linguistic and academic skills are comparable to those of native English-proficient peers. This program is appropriate for ELs at all levels. ACES implements E.L. Achieve Systematic ELD curriculum in grades TK-6 and includes six Instructional Units for each proficiency level at for grade spans (K, 1-2, 3-4, 5-6). The instructional units complement and support learning in English language

arts, science, social studies, mathematics and other areas. Unit themes are customized by grade span to address age-appropriate topics and literacy tasks (listening, speaking, reading, and writing). The language build in each unit is carefully mapped to both the content of the Common Core State Standards and the CA ELD standards.

Title III funding is used to purchase additional complementary materials to integrate ELD standards into mathematics and NGSS instruction through project-based learning. Activities with families are planned and provided such as Math Literacy Night and parent workshops to promote community participation and training.

## **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:**

English Learners are monitored regularly using English Language Development (ELD) Portfolios. ELD Portfolios are distributed to teachers at the beginning of each academic year and include the student's most recent English proficiency score from the Initial ELPAC or the Annual Summative ELPAC. Portfolios identify the proficiency level as well as the student's previous overall proficiency level in English Language Arts. The student's English Language development progress is monitored throughout the school year by gathering student work and ELD assessments and recording their ELD progress towards meeting grade level ELD standards in the student's ELD Portfolio.

Administrators meet quarterly with teachers in grade levels to analyze assessments and data to plan appropriate instruction for the various ELD levels of students. Teachers set SMART goals for students including ELs and use IRPs (Individual Reclassification Plan) to set individual student goals.

The school leadership team sets schoolwide goals for the yearly progress of ELs in progressing through language proficiency levels and reclassification.

The success of ELs and students who have been reclassified to fluent-English-proficient (RFEP) status, is one of the highest priorities for ACES. ACES is committed to providing the highest quality educational programs and services that are soundly based in current research evidence. At ACES, instructional plans for English Learners are based on a comprehensive educational theory and are adequately supported with trained teachers and appropriate materials. English learners and students who have been reclassified are also periodically evaluated to make sure the program is successful, and modified when the program is not successful.

Depending on needs, students will receive targeted intervention in class, after school or at Saturday Academy. Other supports include Administrators/teachers doing diagnostics to determine areas students need interventions or additional teaching in such as fluency, phonological awareness, oral language development, etc. Supports can include age-appropriate and/or culturally relevant books for emerging readers, practice on test taking including for the ELPAC, use of discussion starters or

sentence stems, etc. Involving the students in self-assessment and setting goals to reclassify motivate and create self-awareness of themselves as learners including being a language learner.

Title III funds are used to provide any supplemental instructional materials or supplies that enhance our core program such as online reading programs for ELs, leveled books, realia, audio books, online apps, etc.

## **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:**

This application was developed in consultation with the SSC members which includes parents, teachers, and school leadership. To enhance our school outcomes for developing 21<sup>st</sup> century learners and our school needs, is to use this funding for Well-Rounded Education activities including music & art, STEM, and Integrated Content. Purchasing supplemental math materials and consumables that include student use at home with families and a digital suite for teachers (personalized professional learning). In addition we determined integrating safe and healthy practices into our current school program (healthy life-style & bullying) and additional training for school personnel in PBIS and Second Step SEL.