

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

LEA name:

Inland Empire Springs Charter

CDS code:

36-10363-0142547

Link to the LCAP:

(optional)

<https://springscs.org/about-us/our-authorizers/lcap>

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; and 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.

The LEA's strategy is to utilize federal funds to provide targeted, evidence-based interventions and supports that enhance the state-funded core educational program. This approach ensures that federal resources are directed toward addressing specific, identified needs of our student groups, particularly those who are socioeconomically disadvantaged, English learners, and students with disabilities. All uses of federal funds are explicitly linked to goals and actions within our LCAP and are designed to supplement, not supplant, the services provided to all students.

After careful analysis of the internal and state data, the charter found that the student groups who qualify for Title I needed to have personalized, supplemental services to address the overall persistent achievement gaps. In order to ensure these enhanced local, state-funded priorities, it was decided that increasing the availability of aides for students and teachers would be most impactful to the LEA's broader strategy. While our programs provide flexibility, some students require more direct, personalized interventions to master grade-level standards. Therefore, the charter hires, trains, and supports Assistant Classroom Educators (ACEs)/instructional aides to support all students. These ACEs receive specialized training to allow targeted instruction for students with higher needs. This supplemental service is crucial for closing achievement gaps and enhancing our broader LCAP strategy.

The Title II funds are specifically in the LCAP to supplement teacher and Principal training to ensure the best instruction, specifically for under-served populations. Our LCAP feedback process, including teacher surveys and a review of instructional practices, identified a need for specialized professional development focused on effective engagement and differentiation in an independent study setting. This is essential for meeting the unique needs of our underserved student populations who may require more intensive support.

Title III funds are used to improve achievement for the English Learner population. An analysis of our English Learner (EL) student data, including ELPAC scores and reclassification rates, indicated a

need to accelerate language acquisition and ensure full access to the core curriculum. Through the purchase of ELD curriculum, increased support for teacher training, and implementation of the curriculum, the LEA provides the specific tools and training necessary to accelerate progress for our English Learner population.

All of these federal dollars, as outlined in the LCAP, show that they are used to ensure that the broader strategy is being supported and supplemented through these allocations.

Alignment

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

The charter is extremely careful to ensure that federally-funded activities align with state/locally-funded activities across all programs. In order to achieve this, the charter ensures supplementation for underserved students through analysis of local goals and data in conjunction with the intent of the federal funds. For example, the Title I funds are used to increase direct teaching time for underserved students by having additional aides. The Title III funds are used to supplement the English Language Development curriculum for English Learners and to ensure immigrant students have translation services and specialized curriculum. Further, Title II funds are used solely for the teacher and Principal professional development opportunities that serve the charter's broader purpose that the school could otherwise not fund.

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:

N/A. LEA is a charter school.

Parent and Family Engagement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

1. Parent's Right to Know (ESSA § 1111(d))

The LEA meets its responsibility under the Parent's Right to Know provisions by annually informing parents of their right to request information on the professional qualifications of their child's teachers. This notification is included in the annual registration in the Annual Notifications to Families. Furthermore, should a student be assigned to a teacher who does not meet state certification

requirements for four or more consecutive weeks, the LEA will provide timely, written notification to the parents or legal guardians of that student.

2. Parent and Family Engagement Policy & School-Parent Compact (ESSA § 1116)

The LEA's Parent and Family Engagement Policy is jointly developed and annually reviewed with parents through feedback surveys and discussions during DELAC and Parent Advisory Committee meetings. The policy is distributed annually in the I CAN Magazine (our Parent/Student Handbook) and is linked in our school registration materials. Similarly, the School-Parent Compact, which outlines the shared responsibilities of students, parents, and staff, is also collaboratively reviewed with parents and included in the handbook.

3. Building Capacity for Engagement (ESSA § 1116(e))

The LEA implements a multi-faceted strategy to build the capacity of both parents and staff to engage effectively.

Assisting Parents in Understanding Academics: We provide numerous resources to help parents understand state standards, assessments, and how to monitor their child's progress. These include our "I CAN!" Folders for tracking mastery of standards, informational materials on Proficiency Scales, and extensive training through Parent Prep courses, workshops, and our annual parent conference.

Providing Materials and Training: The LEA provides materials and training to help parents improve their children's achievement. This includes orientation videos, courses on navigating new technology and academic platforms, and resources that clarify the parents' role in supporting their child's education.

Educating School Personnel: In line with our mission to partner with parents, all staff are trained on the value of parent contributions and effective two-way communication. This training begins during new staff orientation (ALOHA Training) and is reinforced through staff handbooks, ongoing professional development, and by inviting parents to lead certain training sessions.

4. Coordination with Other Programs (ESSA § 1116(e)(4))

The LEA coordinates with other State and local agencies and community-based organizations to connect families with a wider network of support. We collaborate with local preschools and Head Start programs to ensure a smooth transition into our school and provide information about programs that support parents in more fully participating in their children's education, such as public library services, health services, and other community resources.

5. Accessibility for All Parents (ESSA § 1116(f))

To ensure all parents have the opportunity to participate, we provide information in accessible formats.

Language Access: School-wide communications via ParentSquare, our website, and official documents are available in English and Spanish. Translation services for other languages are

provided upon request at no cost. DELAC meetings are specifically designed to support and empower the parents of English Learners.

Clarity and Format: We strive to make all materials user-friendly. Our "I Can" statements were created by rewriting grade-level standards in accessible language. We communicate information through multiple channels, including email, text, phone calls, our website, and video.

6. Annual Evaluation

The effectiveness of our parent and family engagement strategy is measured as part of our LCAP process. An annual school survey is distributed, and the data is disaggregated by program and subgroup to identify any divergent feedback. This analysis allows us to continually refine our approach to meet the needs of all families.

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:

SWP: As a Schoolwide Programs (SWP) charter, staff strengthen the academic program by creating lessons with specific learning targets that are explicitly referenced at the beginning of the lesson, and use formative assessments to inform instructional groups for the following lesson. Staff also use data from diagnostics to identify the appropriate entry points and next steps for students, as well as use small group instruction (based on formative assessment data) with the assistance of aides for grades TK-5, to increase the quality of learning time for each student. I CAN Power hour, Genius hour, and Passion projects all provide ways for students to work beyond grade level to enrich and accelerate their learning. In addition to first-best instruction, our at-risk students receive Tier 2 and Tier 3 instruction using targeted interventions identified by diagnostic screeners. Guaranteed ELD instructional time was embedded in all master schedules, and Tier II MTSS supports were provided to monitor EL progress and offer timely interventions. These students are progress monitored to ensure that the intervention is effectively addressing their needs.

TAS: N/A

Neglected or delinquent: N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA utilizes its required Title I, Part A homeless set-aside funds to provide the following services, ensuring they are coordinated with the rights and services provided under the McKinney-Vento Homeless Assistance Act. These services are designed to support the enrollment, attendance, and success of homeless children and youths.

Enrollment - The charter enrolls homeless children into school with or without the required enrollment documents in accordance with the McKinney-Vento Homeless Assistance Act. In addition, homeless students who are requesting enrollment in one of the charter's impacted programs are given priority over other students to support enrollment in the program that will best support the student as soon as possible.

Attendance - The charter has hired a full-time social worker and employs a homeless/foster liaison to provide additional resources for students in need. The LEA uses the Branching Minds program, where the whole child can be analyzed in one place to determine the next steps, including interventions and other needs. The charter connects homeless children and youths to community resources that provide access to public transportation if that is preventing the student from attending.

Success - The charter provides MiFi (portable WiFi service) to homeless families in order to access technology and resources when not at a resource center. The charter provides these students with community resources that will support the students' success, like food pantries. Universal meal programs are available for all students to receive free meals, regardless of traditional eligibility requirements, although homeless and foster students are the LEA's primary focus for outreach with these programs.

Student Transitions

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The charter does not offer early childhood education programs.

The LEA supports, coordinates, and integrates services to provide effective transitions from middle to high school through counselor interaction. Counselors send an email to all 8th-grade families inviting them to transition presentations that provide information on how to transition to high school successfully. Eighth-grade students have the opportunity to engage with CTE Teachers in exploratory online courses, and assemblies are held to showcase CTE Pathways. To help students and parents learn more, high school programs offer special tours, and school counselors are available throughout this process to meet with families and assist students in making informed selections for their transition.

The LEA supports, coordinates, and integrates services to provide effective transitions from high school to post-secondary education by coordinating with institutions of higher education, employers, and local partners. This includes:

- Certifications/Licensures in First Aid/CPR, Food Handler, and Security Guard
- Guest speakers and field trips that are industry-specific, providing students access to the industry and their experts
- Articulation of CTE courses and CTE pathways with postsecondary institutions
- Work Experience Education (WEE) courses for students with jobs that allow the development of professional skills in the workplace
- Unpaid internships for 11th and 12th graders that provide students with career exploration opportunities

- An online "College and Career" course hub (for all 9th-12th graders) that offers information regarding college and career choices and interest surveys
- School counselors who provide college and career advisement
- The ASVAB, which is offered to all high school students
- The "Get Focused" Curriculum (offering online dual college credit)
- Presentations for all 9th-12th grade students regarding post-secondary options
- Concurrent Enrollment opportunities at local community colleges
- Pre-apprenticeship programs for seniors
- A career and job fair hosted by the Career and Industry Technical Education (CITE) department
- Offering Industry-specific business mentors in healthcare, education, automotive, and more

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A - The charter does not have a GATE program or a school library.

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

All new employees receive a week-long Aloha training to address the school's mission, core values, culture, and organization, as well as specific training in FERPA and other essential areas. All staff also attend an annual Springs conference and job-specific professional development (PD) throughout the year.

TEACHERS: For beginning teachers, the charter has a fully articulated onboarding program, Teaching the Springs Way. This program includes an orientation, mentoring with annual development touchpoints, online virtual trainings, a program handbook, and a digital resource toolbox. For all teachers, we provide five schoolwide PD days where teachers have the opportunity to select workshops that are directly related to their annual goals. For experienced teachers, the charter has a blended approach to professional growth, including annual professional growth cohorts, online training, and model classes called Learning Labs. The LEA currently has two professional growth cohorts: (1) The Personalized Learning Cohort (PLC), which is driven by an action research project, four days of summer training, a winter retreat, innovative school tours, and five days of annual workshops and trainings throughout the year, and (2) Personalized Learning (PL) Experts, in which Cohort graduates serve greater schoolwide needs by hosting PD, serving as PLC leaders, working

with Instructional Support, and facilitating teacher led workshops. Additionally, “PL Experts” develop class learning labs and class observations. The school also offers a fully developed index of online training. Some of the titles included are Teaching Literacy the Springs Way and The Path to Mastery Learning. The index is shared with principals and teachers and is added to regularly.

PRINCIPALS: In addition to all above, newly hired principals also receive an additional day of training with the senior leadership, where principals receive the Principal Handbook and more in-depth training on mission and core values, as well as characteristics of their particular program. Existing principals have opportunities to attend annual conferences and also receive internal leadership/supervisor training. They are also encouraged to participate in WASC accreditation teams. All principals receive a staff mentor who visits their student center monthly, along with the Sr. Director of Education. All LEA principals meet together monthly to collaborate, train, analyze data, and move forward with instructional strategies as a team. All principals are provided training in the areas of MTSS, ELD, Instructional Practices, Compliance and Charter Law, Special Education, and curriculum support.

LEADERS: School leaders attend job-specific PD conferences and have an opportunity to participate in the LEA’s Evolving Leaders Program. This 3-year program is designed for leaders at all levels of the organization. Throughout the program, participants read 4 books and engage with guest speakers, discussion boards, research-based articles, self-assessments, and personal goal setting.

PROFESSIONAL LEARNING SYSTEM: The LEA expects to enhance educators’ expertise to increase students’ capacity to learn and thrive; this includes developing both teachers and leaders in their understanding of grade-level standards and the rigor of these standards. Monthly PLC meetings and schoolwide data days focus on understanding grade-level standards and alignment on assessments. Understanding the test itself will help our educators to develop students’ skills at the appropriate depth for each grade level. During PLC time, teachers and principals focus on analyzing assessment data and creating plans to address achievement and opportunity disparities between student groups. The professional learning system uses evidence-based approaches such as focused, sustained learning that enables educators to acquire, implement, and assess improved practices. PD is interactive, collaborative, and includes content that can be used immediately. The professional learning system facilitates the development of a shared purpose for student learning and collective responsibility for achieving it through a focus on the school’s mission of personalized learning for all students across the school and programs.

The master calendar is used to ensure that appropriate time is designated for professional learning that supports district priorities. Professional learning is designed to support school priorities that connect with state and federal requirements, including analysis of state assessment data.

The LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems in a variety of ways. Survey data is collected after each PD, and the data is analyzed, and the findings determine the next steps. Focus groups are used to ensure stakeholders have a voice in helping to design and evaluate the effectiveness of the professional learning system.

Prioritizing Funding

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A - The LEA is a charter school.

Data and Ongoing Consultation to Support Continuous Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA is committed to a continuous improvement cycle for all Title II, Part A activities, using a comprehensive range of data and ongoing, meaningful consultation to ensure our professional development systems are effective and responsive to the needs of our students and educators.

Our improvement cycle is driven by the analysis of multiple data sources. This includes student academic outcomes from state and federal accountability measures (CAASPP, Dashboard) and our own internal diagnostic and benchmark data. It also includes direct evidence of instructional practice and professional growth, such as class observations, analytics from our online PD courses, and teacher reflection forms. This quantitative data is coordinated with our broader strategic goals, including our LCAP actions and WASC accreditation plan.

To understand the effectiveness and impact of our professional growth activities, we engage in regular and meaningful consultation with our stakeholders. This consultation process includes:

Immediate Feedback: All staff trainings are followed by a survey to gather timely feedback on the quality of the professional development and to identify future needs.

Deep-Dive Analysis: Teachers and leaders meet to analyze student achievement data and provide feedback on the impact of Title II activities a minimum of five times per year. In addition, focus groups are convened at least twice per year to solicit more specific, qualitative feedback.

Broad-Based Input: The annual LCAP survey is distributed to all educational partners—parents, students, and staff—to gather comprehensive feedback on our programs. Stakeholders are also invited to provide input during the public comment section of monthly board meetings.

The information gathered from all data sources and stakeholder consultations is analyzed by the leadership team. This analysis directly informs how we continually update and improve our Title II, Part A activities, ensuring that our systems of professional growth are directly tied to the needs of our students and the valuable input of our entire school community.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA provides effective, ongoing, and job-embedded professional development for all staff who work with English Learners (ELs). This professional development is designed to supplement and enhance the LEA's core program and is supported by Title III funds. Our strategy is to build the capacity of our staff to implement evidence-based instructional practices that accelerate language acquisition and academic achievement for ELs.

Our professional development plan is data-driven. For example, after an analysis of local and state assessment data identified a specific need in vocabulary among our Long-Term English Learners (LTELs), the LEA developed a targeted professional development plan focused on this area.

Professional Development for Teachers:

To support the implementation of new supplemental vocabulary programs, all teachers serving ELs will participate in a professional development series. This training, led by the LEA's ELD Curriculum Specialist and expert teacher leaders, will include:

- Initial workshops on evidence-based strategies for explicit vocabulary instruction.
- Hands-on training on how to use the new digital and print curriculum resources effectively during designated and integrated ELD time.
- Ongoing, job-embedded support through collaborative planning time in Professional Learning Communities (PLCs), where teachers can analyze student work and refine their instructional approaches.

Professional Development for Principals and Other School Leaders:

To ensure new initiatives are supported and implemented with fidelity, principals and school leaders receive corresponding professional development. This includes training on:

- How to effectively support teachers in implementing new vocabulary and ELD strategies.
- Key instructional look-fors to observe during class walkthroughs and formal observations.
- How to analyze school-level data to monitor the effectiveness of the vocabulary program and provide targeted feedback to their instructional teams.

This multi-layered approach ensures that teachers have the skills to deliver effective instruction, and that program leaders have the knowledge to support and sustain these high-leverage practices for the benefit of all English Learners.

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 LEA uses its Title III Immigrant Student Program funds to provide the following enhanced instructional opportunities designed to meet the unique needs of immigrant children and youth:

Newcomer Academic Support Program: We fund a supplemental instructional program for recently arrived immigrant students. This program provides targeted, small-group instruction focused on foundational literacy, academic vocabulary, and orientation to the U.S. school system. This is in addition to the core ELD instruction all English Learners receive.

Expanded Family and Community Engagement: Funds are used to hire bilingual family liaisons who conduct personalized outreach to immigrant families. They provide translation for all school communications, host workshops on understanding academic standards and graduation requirements, and connect families with essential community resources.

Technology for Language Access: We purchase and provide students with access to supplemental language-learning software and translation tools that they can use across all of their classes to access core content while they are developing their English proficiency.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The programs and activities at the charter are designed to help English Learners (ELs) develop English language literacy as effectively and rapidly as possible, enabling them to achieve academic success comparable to native English speakers. The instructional programs for English learners are designed to promote high levels of English language proficiency and provide access to the core curriculum.

Language Instruction Educational Program (LIEP)

The charter school offers a Structured English Immersion (SEI) Program as its primary language acquisition program. In this program, nearly all class instruction is in English, but the curriculum and presentation are designed for students learning the language. This program is guided by the CA ELA/ELD Framework and ensures that all ELs receive both Designated and Integrated English Language Development (ELD).

Designated ELD: All ELs receive dedicated instruction focused on developing their English language skills.

Instructional Time: Designated ELD is provided for a minimum of 30 minutes per day for grades K-6 and 60 minutes per day for grades 7-12. High school EL students participate in a specific "ELD Essentials" class that provides explicit instruction for English Language Development.

Curriculum: Designated ELD instruction is delivered primarily through two curricular programs: Benchmark Advanced/Express for grades K-6 and Language Tree for grades 7-12. Teachers may also divide students into homogeneous proficiency groupings to better target instruction.

Integrated ELD: To ensure students can access the core curriculum, ELD is integrated into all content areas. Teachers use specialized strategies, such as Specially Designed Academic Instruction in English (SDAIE), to make grade-level academic subject matter comprehensible for ELs.

Supplemental Activities and Supports

Multi-Tiered System of Support (MTSS): The charter school uses a Multi-Tiered System of Support (MTSS) to provide interventions for ELs who need additional support. When ongoing assessments show that students are not meeting academic expectations, they are referred for academic interventions that directly target the identified need.

Personalized Learning: A key strength of the program is its ability to personalize learning to meet the specific needs of each student. Teachers and parents collaborate to design a course of study based on the California ELD standards. Tutoring is also a core component of the school's programs.

Monitoring Student Progress

To ensure students are progressing in both English proficiency and academic standards, SCS employs multiple measures to monitor student progress.

Annual Assessment: Each English Learner is assessed annually with the Summative ELPAC to determine their progress in English.

Ongoing Assessments: Progress is also tracked using a variety of other assessments, including iReady, assessments embedded in textbooks and Canvas courses, and teacher-made assessments aligned with ELD Standards. The results from these multiple measures are used to determine if students are on track and to modify learning plans to remediate any academic deficits.

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:

The LEA ensures that English Learners (ELs) are supported in achieving English proficiency and meeting challenging state academic standards through a personalized, data-driven instructional program that includes specific ELD instruction, access to the core curriculum, and a robust monitoring system. The ultimate goal is for every EL to develop English language literacy as effectively and rapidly as possible to achieve academic success comparable to that of native English speakers.

(A) Achieving English Proficiency

SCS has a systematic approach to developing, measuring, and monitoring the English language proficiency of its students.

Instructional Program for English Proficiency: The primary program for language acquisition is Structured English Immersion (SEI), which includes both Designated and Integrated ELD.

Designated ELD: Students receive daily, dedicated ELD instruction for a minimum of 30 minutes in grades K-6 and 60 minutes in grades 7-12. This instruction, which may occur in homogeneous proficiency groupings, is designed to build foundational English skills and is supported by specific curricula like Benchmark Advanced/Express and Language Tree. High school students may also participate in an "ELD Essentials" class for explicit instruction.

Integrated ELD: Language development is incorporated into all content areas through the use of Specially Designed Academic Instruction in English (SDAIE) strategies, which help students access core content while developing academic language.

Assessment and Monitoring:

State Proficiency Assessment: Student progress toward English proficiency is formally measured annually using the Summative English Language Proficiency Assessment for California (ELPAC).

Ongoing Monitoring: In addition to the ELPAC, proficiency is tracked through multiple measures, including i-Ready, assessments embedded in the curriculum, and teacher-made assessments aligned with the ELD Standards.

(B) Meeting State Academic Standards

SCS provides English Learners with equitable access to the full, grade-level academic curriculum and has systems in place to ensure they master state standards.

Access to Core Instruction: Through the SEI program, academic instruction is modified to meet each student's level of language proficiency, enabling them to participate in and access the core curriculum. The school ensures that ELs are placed with teachers or Education Specialists holding the appropriate credential authorizations to provide this support.

Personalized Learning and Support:

Teachers work with parents to design a personalized learning program for each EL based on the California ELD standards and core academic standards.

A Multi-Tiered System of Support (MTSS) is in place to support ELs. Students who are not progressing at the expected rate in core content areas are referred for academic interventions designed to remediate deficits before they become irreparable.

Assessment and Accountability:

State Academic Assessment: ELs in grades 3-8 and 11 participate in the California Assessment of Student Performance and Progress (CAASPP) to measure their achievement of state academic standards.

Local Monitoring: The school uses multiple measures, including i-Ready Reading assessments and other benchmark tests, to monitor student progress toward mastering core academic standards. The progress of ELs is monitored by MTSS Coordinators, EL Coordinators, and teachers, with regular meetings to review data and modify learning plans as needed. Reclassified students are monitored for a period of at least four years to ensure their continued academic success.

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:

In developing its Title IV, Part A plan, the charter school collaboratively determined how to best use funds across the three focus areas to increase student access to a well-rounded education, improve conditions for student learning, and improve the use of technology. The charter exceeds the minimum federal spending requirements in each category to maximize student impact.

(A) Partnerships

The LEA partners with a variety of organizations to enhance student opportunities. The school partners with the International Institute of Restorative Practices (IIRP) to train our staff in improving the school culture. The school has a community partnership with the Carolyn E Wiley Center and other non-profit organizations to provide specialized training for our school counselors in areas like anti-bullying and non-violent crisis intervention. The Victor Organization supports our students with mental health and substance misuse disorders. The school maintains relationships with many local businesses that provide paid and unpaid internship opportunities, and numerous community colleges to offer dual and concurrent enrollment courses to all interested high school students. Additionally,

(B) Well-Rounded Education Activities (§ 4107)

To provide a well-rounded education, the charter offers activities focused on career exploration and post-secondary readiness. This includes presentations with guest speakers, community events, and industry-specific field trips. For high school students, the Pupil Personnel Services department provides extensive support, including a formal internship program, college and career advisement from school counselors, access to tools like the ASVAB, and direct assistance with college applications and FAFSA completion.

(C) Safe and Healthy Students Activities (§ 4108)

The LEA implements a comprehensive plan to support a healthy and safe learning environment. School counselors, who receive specialized training through our non-profit partnerships, provide direct services to students. These include student friendship groups, anti-bullying and anti-harassment curriculum, and school-wide assemblies with guest speakers. Staff are also provided with non-violent crisis intervention and de-escalation training. The LEA uses an MTSS software platform (Branching Minds) to systematically monitor and respond to student needs.

(D) Effective Use of Technology Activities (§ 4109)

To improve academic achievement and digital literacy, every student is offered a 1:1 Chromebook. Students participate in a digital safety course at the beginning of each year. Technology is integrated into instruction through supplemental online curricula such as ST Math, Lexia Reading, and Reading A-Z, and through school-wide platforms like Google Workspace and Canvas.

(E) Program Objectives, Outcomes, and Evaluation

The LEA will periodically evaluate the effectiveness of its Title IV, Part A activities against the following objectives and intended outcomes:

Partnerships are monitored by educational partner feedback, gathered at school-sponsored events, School Site Council meetings, DELAC meetings, and the LCAP Annual School Survey data. CA School Dashboard data analysis is also used.

Well-Rounded Education is monitored through the LCAP Annual School Survey responses of all educational partner groups and subgroups. CA School Dashboard data analysis of suspension, attendance, local indicator, and other outcomes.

Safe and Healthy Students' progress is monitored through the LCAP Annual School Survey results, particularly of the 35 California Healthy Kids questions disaggregated by subgroups.

Effective Use of Technology is evaluated using supplemental online curricula and comparison analysis of average growth on internal diagnostic assessments.

All activities and programs are monitored for effectiveness and usefulness annually through the LCAP cycle of data analysis and adjustments to improve outcomes.