

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

## LEA name:

Lashon City Academy

## CDS code:

## Link to the LCAP:

*(optional)*

For which ESSA programs will your LEA apply?

Choose from:

### **TITLE I, PART A**

Improving Basic Programs Operated by State and Local Educational Agencies

### **TITLE I, PART D**

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

### **TITLE II, PART A**

Supporting Effective Instruction

### **TITLE III, PART A**

Language Instruction for English Learners and Immigrant Students

### **TITLE IV, PART A**

Student Support and Academic Enrichment Grants

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

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

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

## **Instructions**

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

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

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

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

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

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

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

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

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

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

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

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

### **Strategy**

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

Lashon Academy City believes that all students can learn and achieve high and rigorous academic standards. Recognizing that we will have a high number of economically disadvantaged and English learner students, Lashon will provide a core academic program with the added funding of LCFF Supplemental and Concentration funding that focuses on raising the achievement of all students with additional services used to target our population with increased staff, smaller class size, staff professional development, data analysis, intervention program and materials, parent involvement, expanded technology, and innovative educational programs that include the arts and language. All of our classrooms will have core curriculum with an added ELD component in which teachers will receive training on implementation and use. Federal funds will be utilized to increase the availability and intensity of intervention programs as well as professional development in order to bridge the achievement gap for students not meeting state standards and the mission alignment of the school.

### **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.

Lashon Academy City will supplement the professional development and intervention programs that are funded with our LCAP funding. This supplement will provide expanded opportunities beyond what is capable with state funds, but will align to the existing programs so as to provide more depth to our core interventions for our students. Federal Programs are aligned to our core programs by providing increased services to students who are below and at risk of not meeting Common Core State Standards. Title 1 programs are the primary supplemental funded activities to help students meet the state standards. Title II funding will be utilized to provide the implementation of more in depth professional development on evidence based instructional and behavioral strategies that will effectively close the achievement gap based on our needs of our Title 1 programs. Title III funding will be utilized to strengthen our EL programs beyond what we are able to provide through our core and Title I funded activities.

## **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 (as applicable)

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 (as applicable)

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 (as applicable)

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

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

## TITLE II, PART A

### Title II, Part A Activities

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

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

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (as applicable)

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:**

Lashon Academy City does not have any disparities between the results in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. To ensure that no disparities may arise, Lashon Academy City has established policies and procedures in our hiring process that require all teachers to be fully credentialed, working with the mandated authorizations, and appropriately placed.

### **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:**

Lashon Academy City will engage in meaningful consultation with parents through our School Site Councils and English Language Advisory Committee meetings. The needs assessment and stakeholder feedback will drive the development of the school plan. This plan will describe the methods and instructional strategies that strengthen the core academic program, learning environments, enrichment curriculum, intervention needs, and addresses the needs of all student groups. Every year the plan will be evaluated, developed, and approved. We will strive to develop cohesive partnerships with parents that support participation and involvement at the school. In addition to SSC/ELAC meetings parents will be encouraged to attend school Town Hall meetings, parent workshops on educational and social emotional needs, parent events and academic showcases, Open House, Back to School Night, and enrichment nights. In an effort to receive frequent input and feedback from all stakeholders, the school will administer satisfaction and improvement surveys throughout the year.

## **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:**

Lashon Academy City will provide Title I services to all students in an effort to raise the achievement levels for students most at risk of not meeting state standards. The following will be utilized to close the achievement gap: Specialized intervention curriculum to improve ELA achievement Reading intervention assistants for small group learning Reading intervention and improvement software for every student Parent involvement program including parent classes and workshops Data analysis software and administrative costs associated with oversight Based on input from stakeholders through SSC, each year the effectiveness of the Title I funded programs will be evaluated, and data on the effectiveness of the plan will be utilized in the development of the next year plan. The following programs and services have been budgeted to increase student achievement: Supplemental reading materials and software Supplement math manipulatives and software Professional development and collaboration time Intervention technology Parent and family engagement

## **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:**

When enrolling a student at Lashon Academy City, parents/guardians are required to fill out a document regarding their primary residence. This document identifies students that are considered homelessness based on their living arrangement. Once identified, the homeless Liaison coordinates activities with public and non-profit agencies to provide supports as needed. Every child identified as homeless is immediately enrolled and provided full access to all school programs. The homeless status is kept confidential. All staff members are informed of the process at the school to assist homeless students. Lashon Academy City is a K-6 school, so coursework, credits, and graduation requirements are not applicable.

### **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:**

Title I funding will not be utilized for early childhood programs or transitions between preschool or K-12 schools. We will only serve K-6 grades. However, when our students matriculate into the 7th grade we will host opportunities for the local schools to come to our 6th grade to assist with preparation for middle school.

### **Additional Information Regarding Use of Funds Under this Part**

#### ESSA SECTION 1112(b)(13) (A–B)

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

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Lashon Academy City reserves funding for reading intervention assistants, intervention technology curriculum, and online library used at the school. All classrooms will be provided with leveled libraries.

**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:**

Lashon Academy City has developed and will implement initiatives to assist in recruiting, hiring and retaining effective teachers that includes working with local universities to provide a pool of recruits, keeping small class size, and offering built in collaboration time. We will also provide new teacher training through a partnership with Los Angeles County of Education to provide a BTSA program and a salary scale that is highly competitive to attract the best teachers. Lashon Academy City will create a team of lead teachers to train our new teachers on changing instructional methodologies and curriculum. Our Dean of Schools will coach our teachers to integrate technology into the curriculum and utilize core as well as supplemental software to engage, as well as provide, intervention to all of our students. Our special education coordinator will provide professional development and guidance to our teachers to develop our special education program and activities that increase the ability of our teachers to effectively teach students with disabilities. Finally, our lead teachers will provide programs and activities to increase the knowledge base of teachers and administrators on instructional strategies that both measure whether young children are progressing, and provide differentiated strategies for students who need additional assistance. As part of this professional development, our lead teachers increase teacher capacity through selecting and implementing formative assessments and using data to improve instruction. Lashon Academy City will hold in-service trainings to help staff understand when and how to refer students that are at-risk and needing additional supports. The primary recipients of these trainings are the teachers and administration. Additional training is provided at staff meetings and through professional development. Sexual abuse training will also be provided to all staff members on an annual basis. Every staff member completes documentation that verifies the completion of the training that includes identification, prevention, and reporting of abuse. Title II funding will be utilized to provide professional development beyond our core PD programs to teachers and administrators to build a system of support for excellent teaching and leading. Additional training in ELA intervention, math intervention, ELD strategies, project based learning, student engagement strategies, and technology for teaching will be provided to teachers and administrators. Workshops and conferences provided both in-house and through outside agencies will be supported, and evaluation of professional development effectiveness will take place through monitoring of formative and summative student outcome data, review of formal and informal surveys, presentation of learned strategies and techniques at staff meetings, peer and administrator observations, and coaching through our lead teachers. Strategies that show an increase in effective teaching will be increased while programs that do not show growth will be modified or eliminated.

## **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:**

As a one school LEA, funds will be prioritized at the school to address the continued progress of growth for all students and address any deficiencies determined by student progress.

## **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:**

To continually update and improve professional development activities the instructional staff will meet twice a year to discuss and problem-solve instructional, curricular, and professional development concerns. The school will provide teacher surveys after each professional development workshop to create a needs assessment. Professional development strategies and outcomes will be discussed and analyzed by the school administration based on student outcomes and local needs. Input will be reviewed by the ELAC, SSC, and stakeholders.

## **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:**

Lashon Academy City will provide a core effective high-quality professional development program for classroom teachers, administration, and other school personnel. 20 non-instructional days of professional development and shortened days throughout the year will be provided to all teachers in which time is devoted to teach effective classroom instruction and standards based curriculum alignment including designated and integrated ELD. Additionally, monthly staff meetings will contain a component of professional development that reinforces our annual PD plan. Before, during, and at the end of the school year, the effectiveness of our instructional strategies will be measured through student results on local and state assessments. The leadership team will regularly review the data and determine high priority needs for professional development to address our student outcomes. Based on these supplemental needs, Title III funding will be utilized for coaching support through our lead teachers as well as the costs of professional development conferences and teacher release time to increase the effectiveness of designated and integrated ELD instruction. Prior to approval of implementation, professional development provided to teachers must have a reasonable expectation in proving effective in increasing student's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers. All EL PD will be reinforced throughout the year through continual PD, coaching and reinforcement of strategies by administration. This continual reinforcement process helps to ensure a positive and lasting impact on the teachers' performance in the classroom, and thus academic growth for our EL students.

### **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:**

Lashon Academy City staff will receive training on how to provide support for immigrant students. Additionally, the school will have a community relations coordinator that can provide assistance to immigrant students and families through outreach, training opportunities, and community resources. All staff members will receive professional development on developing learning environments that are appropriately designed to assist newcomers. The school community relations coordinator will organize family literacy nights, organize parent workshops, coordinate with community-based organization to assist parents, and provide for translated communication to the families of immigrant students. Each year the effectiveness of the opportunities for immigrant children will be evaluated and data will be utilized in the development of the next year plan.

**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:**

Lashon Academy City will provide those students identified as English learners with an academic program to increase English language proficiency and meet the challenging state academic standards by providing integrated and designated ELD instruction and curriculum. EL students will also be provided with intervention opportunities that include EL intervention program, reading software, and small group instruction. Title III funding will be utilized to upgrade our EL program objectives and provide effective instructional strategies through the use of our EL coordinator, which provides supplemental PD and coaching to teachers to help our EL students' progress towards meeting challenging state academic standards. Lashon Academy City will improve the instructional program for English learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures. On-going PD will be continually provided to address gaps in our teaching of the core curriculum in addition to the ELD curriculum through the identification of student outcomes on state and local assessments. Supplemental professional development will be provided with Title III funding to enhance our core instruction. Specialized EL instructional techniques and pedagogy will be taught to our teachers through EL workshops provided by our lead teachers and/or outside agencies. Evaluation of these services will be performed regularly through survey and outcome data, and improvements will be made based on this data. Title III funding will be utilized at the student level to provide English learners tutorials for intensified instruction. Specialized software will supplement our core EL instruction and provided during the school day. The Title III programs are above and beyond other funded programs and specifically for EL students. Lashon Academy City believes that the most effective programs include parent participation. Therefore, beyond our core and Title I funded programs, we will utilize a portion of our Title III funding to provide literacy and academic training activities to the families of English learners.

## **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:**

Lashon Academy City will break down the ELPAC and SBAC student results with our data analysis system to disseminate both to administration and teaching staff. The school will create predefined goals developed in partnership with administration and staff. The goals are provided in our LCAP. If the goals are not being met, teachers will be provided assistance through our professional development plan and students will be provided with interventions based on their needs. Beside the state summative assessments, we will implement formative assessments for all EL students in the form of common reading assessments as well as individualized classroom assessments that are reported on student report cards. Lashon administration is required to do instructional walks to check for implementation of effective designated and integrated ELD. Analysis of the walkthroughs will be reviewed by the administrative team in an effort to provide additional professional development in identified areas of need.

# 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:**

Lashon Academy City will provide Title IV funds to all students in an effort to raise the achievement for students. Funds will be used for the implementation of a technology program that provides laptop use for all students in grades 2nd at a ratio of 1:1 and a small group computer center in all grades K-1 classrooms. The use of this technology will support the learning needs of our students in order to properly prepare them with the skills needed to take all state assessments and 21st century learning goals. Professional development will be provided by the administration to all staff on technology needs and based on staff needs assessment.