

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

LEA name:

Santa Monica Boulevard Community
Charter School

CDS code:

19 64733 6019079

Link to the LCAP:

(optional)

[Provide link.]

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 I, Part D – 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.

Santa Monica Boulevard Community Charter School (SMBCCS) is a school under the governance of the Fenton Charter Public Schools. The SMBCCS LCAP has the following three goals: 1) Increase Student Achievement; 2) Increase Meaningful and Purposeful Student, Teacher and Parent Engagement; 3) Provide and Appropriate Basic Condition of Learning. Federal funds are used by the Charter School to provide students with highly qualified instructional assistants and professional development to amplify our instruction and empower our students to thrive in the challenging world that awaits them.

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 use of federal funds is consistent and in alignment with the goals in our LCAP, WASC Action Plan, and charter petition. The Charter School is committed to serving a wide range of students that require a thriving program that embodies acceleration, differentiated instruction, and depth and complexity. SMBCCS educators believe it is essential to take a multifaceted approach to meet the needs of its diverse population. First, the Charter School will address the social and emotional needs of all students. Second, gifted and high achieving students will be provided with depth and complexity to differentiate instruction and accelerate learning. Third, students who are on grade level and approaching proficiency will be targeted in the critical instructional areas that will propel them for advancement in all areas. Finally, students struggling with basic skills will be targeted for support by a wide range of experts including SMBCCS administrators, resource specialists, school counselor, school psychologist, speech pathologist and classroom teachers.

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(S)	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. [(N/A if your LEA is a charter school or COE, or your district's educator equity data does not demonstrate disparities)]

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Engagement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Charter School has engaging meeting with the parents of Title I students. The Charter School's Parental Involvement Policy and Parent/School Agreement showcase our commitment to implement effective parent and family engagement practices. Our Parent and Family Engagement Policy was written with parent support and engagement. Parents are invited to serve on our School Site Council and our English Learner Advisory Committee. In addition, parents are able to participate and attend our Advisory Committee (Personal, Finance, Parent Advocacy, Instruction) meetings.

The Charter School continually seek opportunities to build our capacity in planning and implementing effective parental involvement activities to improve student performance. The Charter School

conducts an annual evaluation of our effectiveness to provide meaningful consultation with our parents. We strive to remove barriers and obstacles in order to maximize greater participation.

The Charter School holds at least two annual meetings throughout the year to engage parents. One of these meetings takes place in the Fall and is our annual meeting to inform parents of the Charter School's participation in Title I and the requirements of a Title I school. SMBCCS offers flexible times for the meeting to maximize parent attendance. Parents receive timely information about curriculum, assessments, academic progress, and are informed of schoolwide initiatives for the year. The Charter School reviews the Parent/School Agreement and strives to ensure frequent and meaningful communication by addressing any questions or concerns about the Parent/School Agreement or school policies. Parents requested that these meetings contain teaching strategies for parents to implement at home. This is another way the Charter School is responsive to parents and helps build capacity through a variety of trainings and by providing useful materials. The Charter School operates a Parent Center with a full time Parent Center Director to serve as a liaison between the parents and the school.

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:

SMBCCS offers a Schoolwide Program (SWP) that brings together all resources to provide our students with a cohesive educational program that includes the following:

- Effective methods and instructional strategies based on scientifically-based research.
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards.
- Instruction by highly qualified teachers and strategies to attract and keep such teachers.
- High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.
- Increase the amount and quality of student learning time.
- Provide enriched and accelerated curriculum.
- The Charter School develops a budget to enhance student learning with Title I expenses to supplement classroom instruction with dynamic resources and instructional materials.

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A".

Children and youth experiencing homelessness will be provided services comparable to services offered to other students in the Charter School including:

- Transportation
- Title I, Part A services - Children and youth identified as homeless are automatically eligible for Title I, Part A services
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners
- Vocational and technical education programs
- Gifted and talented programs
- Before- and after-school programs
- Free meals - On the day a child or youth identified as homeless enrolls in school, The Charter School must submit the student's name to its food service program coordinator for immediate eligibility.

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:

Parents of homeless children are informed of the wide range of educational opportunities available to their children. The Charter School's Homeless Education Policy stipulates our agreement to ensure all children and youth who are homeless will receive a free appropriate public education and are given opportunity to succeed in school, consistent with the McKinney-Vento Homeless Assistance Act and requirements of submitting the Consolidated Application for accessing federal categorical funding. The Charter School will ensure that children and youth who are homeless are free from discrimination, segregation, and harassment.

The Charter School has a Homeless liaison to coordinate activities with other agencies and to ensure that homeless children are enrolled and have full and equal opportunity to succeed in school. SMBCCS staff is aware of the homeless liaison's responsibility. The Charter School will provide school stability, immediate enrollment, and enable the child to participate in extracurricular activities.

If a dispute arises over any issue covered in the Homeless Education Policy, the child or youth experiencing homelessness will be admitted immediately to the Charter School pending final resolution of the dispute. The student who is homeless will have to the right to access all appropriate

educational services, transportation, free meals, and Title I, Part A, services while the dispute is pending.

The Charter School will provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and will refer the parent or youth to the local liaison immediately. The local liaison will ensure that the student is enrolled at the Charter School and is receiving other services to which he or she is entitled and will resolve the dispute as expeditiously as possible. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the dispute. The local liaison will keep records of all disputes in order to determine whether particular issues or schools are repeatedly delaying or denying the enrollment of children and youth identified as homeless. The parent, unaccompanied youth, or school district may appeal the Charter School's decision as provided in the Charter School 's formal dispute resolution process.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), 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) coordination with institutions of higher education, employers, and other local partners; and
- (B) 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:

N/A. The Charter School does not receive funds for early childhood education programs.

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:

The Charter School will provide accelerated and/or enrichment activities to all identified and potential gifted/talented students. SMBCCS works diligently to implement a variety of strategies to identify and

support gifted and talented students. High achieving students are identified utilizing summative and formative classroom assessments, teacher observations, and performance on standardized assessments. Teachers design projects that engage students' higher order thinking skills, such as analyzing, evaluating and creating.

All classrooms are equipped with a sufficient number of computers to enable regular access to computers for all students (24 computers in each classroom for a 1:1 student - computer ratio). All teachers, paraprofessionals and other staff receive regular training on the use of equipment and software by the Charter School's technology specialists. All computers are networked and have access to an extensive library of instructional software.

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:

Professional development is fundamental to the implementation of a cohesive instructional program due in large part because it requires a change not only in how teachers think, but what they do. Teachers are familiar with new change initiatives that require them to change the instruments in which they teach, but they typically do not alter their fundamental practice of teaching. A cohesive instructional program is even more complicated because it requires a second order change that exists outside of their current paradigm for meeting the needs of diverse learners. Sustained technical assistance is needed to enact school reform efforts. Allocating time and resources to equip teachers with targeted assistance during professional development helps to ensure the adoption and implementation of research based practices.

Leadership Opportunities: The Charter School offers numerous opportunities for growth and leadership.

Council/Committee Chair: Council/committee co-chairs run meetings, following Robert's Rules of Order and ensure that business is conducted in a highly professional, transparent manner that is efficient as well as productive. Co-chairs, as well as members, learn all aspects of school operations: fiscal (Budget, Facilities and Safety Council/Finance Committee), instructional (Curriculum and Assessment Council/Instruction Committee), staff relations (Human Resource and Personnel Council/Personnel Committee) and community relations (School-Community Relations Council/Parent Advocacy Committee).

Faculty, Classified, Teacher Assistant Representatives: Faculty, Classified and Teacher Assistant Representatives are nominated and elected by their respective colleagues. The role of the representatives is to represent their group of colleagues in any and all matters in which representation is necessary or desired. When a staff member feels reluctant to ask a question or express a concern personally, the representative is available to act on the staff member's behalf.

Lead Teachers: Experienced teachers at each grade level are selected as Lead Teachers by the Board of Directors after being nominated and confirmed by their grade level peers. The Curriculum and Assessment Council/Instruction Committee and Human Resource and Personnel Council/Personnel Committee review specific qualifications and job requirements/responsibilities yearly. Teachers must have attained "regular" status, and possess at least two years of experience at the grade level. Lead Teachers act as grade level chairs and mentor teachers, provide peer assistance and coaching, and plan and lead grade level activities. The Lead Teachers, director, assistant directors and administrative coordinators form the instructional leadership team of the school. Although Lead Teachers are not administrators, they bring considerable instructional

expertise to the role, a critical component for any school. An outstanding Director with exceptional Lead Teachers at each grade level establishes a formidable, while affordable, instructional team.

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:

The Charter School has developed and implemented initiatives to assist in recruiting, hiring and retaining effective teachers. The Charter School has been able to use LCFF Supplemental and Concentration Grant funds to reduce class size to 24 students to 1 teacher. SMBCCS supports efforts to train teachers and school leaders to effectively integrate technology into the curriculum. The Charter School using funds to train and build the capacity of staff to implement strategies to measure whether students are meeting grade level standards. Teachers receive training on how to select and implement formative assessments to drive instruction. Finally, the Charter School provides educators with training to understand how and when to refer students affected by trauma and mental illness. SMBCCS continues to provide trainings related to safe school conditions such as peer interactions, chronic absenteeism and substance abuse.

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 Charter school will implement a cohesive instructional program to strategically serve academically low-achieving students. The Charter School staff will take on a medical triage approach to screen student need, apply appropriate tiered instruction, monitor student achievement, and revise application of instruction as needed. Based on the analysis of summative and formative assessments, targeted intervention and acceleration will be provided. Targeted instruction will be provided to students at their level and address student specific needs, focusing on skills needed to master grade level content in language arts, mathematics, and English language development. This accelerated instruction will take place during the instructional day and enable a wide range of services from general education teachers, special education teachers, support staff, and administration. A strategic instructional program requires a multi-tiered model of instructional delivery responding to the individual need of each child.

First, the Charter School staff will provide children with prevention and intervention strategies. Students will be targeted through a multifaceted approach utilizing summative and formative classroom assessments, teacher observations, parent input, and performance on standardized

assessments, including NWEA MAP and the ELPAC. Classroom teachers will modify instruction, target specific skills, provide small group instruction, and reach out for support services as needed. The Charter School will use a variety of assessments to monitor and inform instructional decisions.

Second, students who struggle with classroom prevention and intervention strategies will be provided with additional intensive support during a 30-minute Multi-Tiered System of Support (MTSS) block of time. This program will require teachers to engage in the use of procedural steps based on diagnostic feedback, use of scientifically-based curriculum, frequent progress monitoring, modification of instruction based on student outcomes, and an instructional delivery based on outcomes of the intervention in place. Students receive intensive support to address their specific area of need by a highly trained certificated teacher.

Third, students who continue to struggle despite the intensive support will be brought to the Coordination of Services Team (COST). COST is a team composed of an administrator, lead teacher, classroom teacher, and often a special education representative to discuss the needs of a particular general education student who is struggling with academics and/or behavior. The COST team identifies areas of need and designs a plan to systematically address the needs of a particular student.

Fourth, if a student continues to struggle over a defined period of time, he/she will have a Student Study Team (SST) meeting to design an even more intensive academic program and goals for academic success.

Additionally, students receive assistance through participation in the following activities:

- Paraprofessionals provide individualized assistance
- Parent workshops to support home-school activities and communication
- Multiple computers in all classrooms
- Parent and student volunteers
- Afternoon tutoring sessions for selected students
- Small group and individualized instruction in all classrooms
- Supplementary materials aligned with core programs for use in intersession and after school programs

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 Charter School provides services to English Learners to ensure that they are acquiring English language proficiency and achieving academic success in core content areas. SMBCCS uses Title III funds to provide all certificated staff with high quality professional development days to meet the needs of our English language learners.

The Charter School has committed its resources to ensure that all students learn to listen, speak, read and write English. The school provides a comprehensive designated and integrated ELD instructional program for every EL student to meet the linguistic and academic goals at their grade level and language learning needs. Professional Development for all certificated staff is aligned with the four interrelated principles at the foundation of the California EL Roadmap.

1. Assets-Oriented and Needs-Responsive School

- a. The languages and cultures English learners bring to their education are assets for their own learning and are important contributions to learning communities.
- b. The needs of long term English learners are vastly different from recently arrived.
- c. School climate is affirming, inclusive, and safe.
- d. FCPS values and builds strong family and school partnerships.
- e. FCPS develop a collaborative framework for identifying English learners with disabilities and use valid assessment practices.

2. Intellectual Quality of Instruction and Meaningful Access

- a. Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated ELD (per the ELA/ELD Framework pages 891–892).
- b. Students are provided a rigorous, intellectually rich, standards-based curriculum
- c. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations.
- d. English learners are provided access to the full curriculum.
- e. Students' home language is understood as a means to access subject matter content.
- f. Rigorous instructional materials support high levels of intellectual engagement.
- g. English learners are provided choices of research-based language support/development programs

3. System Conditions that Support Effectiveness

- a. Leaders maintain a systemic focus on continuous improvement and progress.
- b. The school system invests adequate resources to support the conditions required to address EL needs.
- c. A system of culturally and linguistically valid and reliable assessment supports instruction, continuous improvement, and accountability.

d. Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of English learners. Professional learning and collaboration time are afforded to teachers.

4. Alignment and Articulation Within and Across Systems

a. EL educational approaches and programs are designed for continuity, alignment, and articulation across grade levels.

b. Schools plan schedules and resources to provide extra time in school.

c. EL educational approaches and programs are designed to be coherent across schools.

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 Charter School will provide enhanced instructional opportunities to immigrant students and their families. SMBCCS uses Immigrant funds on professional development for teachers on best practices for Immigrant Students. We engage stakeholders in developing goals and strategies through our Advisory Committees on addressing professional development, instructional strategies, and assessments to improve English Learner and Immigrant youth outcomes.

Title III Programs and Activities

ESSA SECTIONS 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 Charter School adopted Benchmark Advance as the ELA/ELD curriculum. This state approved ELD curriculum includes a comprehensive teacher's edition with daily lessons for small and whole group instruction. Resources available for small group instruction include the ELD Resource System, Interim Assessment, and Leveled Text Readers for Close Reading. Curriculum for whole group instruction includes Interactive Question-Response lessons through the Leveled Text Readers to bridge gaps in Language acquisition. In addition, the curriculum includes ELD Student Books, Decodable Readers, and Readers' Theatre Books. CCSS-based direct instruction lessons are integrated in the ELD curriculum. There are a variety of formative and summative assessments to

monitor student growth. Strategies critical in the acquisition of academic language, an essential component of academic success, are interwoven in the program.

The following tools and practices are used during designated and integrated ELD.

- Bilingual paraprofessionals will provide direct instructional support for students and translate for parents during parent-teacher conferences;
- The ELA/ELD curriculum in all classrooms will promote effective strategies for English language acquisition;
- Thinking Maps will be implemented across the curriculum;
- School expectations will be clearly communicated to all students' families in parent education workshops at the Parent Center and in each classroom;
- Computers in all classrooms will provide access to a variety of resources;
- Parent Center activities and services will help non-English speaking families support their children;
- The Charter School has designated ELD daily as well as integrated ELD in ELA and Mathematics. ELD lessons focus on content while taking into consideration the various ELD levels of our students (Emerging, Expanding, Bridging);

The Charter School follows a "Teaching and Learning Cycle" (TLC). Instructional Coaches, ELD Lead Teachers, and Grade Level Lead Teachers guide teachers through the TLC process. TLC is a coherent process for scaffolding deeper thinking, extended discussions, interactive reading, and language development - including high quality writing. Using the TLC process, teachers guide their students through five stages of learning: (1) building content knowledge through language- rich experiences (building the field) (2) exploring the language of text types, (3) jointly constructing texts, (4) independently constructing texts, and (5) reflecting on one's own written texts.

English Proficiency and Academic Achievement

ESSA SECTIONS 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 Charter School monitors EL students through a robust formal and informal process. Students are measured by their growth on the State's English language assessments (ELPAC) along with a variety of other mechanisms during designated and integrated ELD. The measures include the following:

* Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and

* Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age. Examples may include one of the following:

- a. Local Assessments
 - i. NWEA MAP Assessments (Reading and/or Language)
 - ii. Publisher Assessments
- b. Smarter Balanced Summative Assessment Results

Teachers monitor the progress of EL student towards reclassification in a variety of ways.

- Discuss action steps for those students not meeting benchmarks
- Suggested intervention
- Implementation of intervention
- Notification to teachers and parents regarding intervention
- Annual monitoring of interventions program effectiveness
- Provide appropriate and additional education services when needed and annually evaluate effectiveness of such services (help with homework, support in math, 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:

Not Applicable. The Charter School is moving all Title IV funds to the Title I program.