

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

LEA name:

Gorman Learning Center Santa
Bernardino/Santa Clarita

CDS code:

36 75051 0137794

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.)*

[Enter all applicable programs here.]

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.

Gorman Learning Center San Bernardino/Santa Clarita (GLC SB/SC) Expenditure Criteria for Use of Federal Funds:

- Alignment with CCSS in Core Academic Areas
- Evidence-Based Educational Strategy
- Is Reasonable, Necessary, and Allocable Cost to Program
- Funds Supplement State and Local Resources, Not Supplant
- Funds Are Expended During Allowable Federal Fiscal Cycle
- Helps Provide a Well-Rounded Education
- Improve Conditions for Student Learning
- Improve the Use of Technology
- Improve Academic Achievement and Digital Literacy

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.

GLC SB/SC will conduct the following:

- Comprehensive Needs Assessment - to evaluate existing federal programs in conjunction with staff and all educational partners. This practice will focus the use of federal funds on student needs.
- Standard Review of Budgets - to ensure that federal funds being allocated are necessary and reasonable and demonstrate evidence toward improved student achievement and college and career readiness.
- Oversight Processes - evaluation of efficiency of federal programs to ensure quality and compliance that adheres to LEA's overall strategic plan and evaluation of student performance to maintain high quality programs.

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:

NA. 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:

The LEA Parent and Family Engagement Policy was developed through parent engagement surveys and also through parent advisory committee meetings. Parents are given a parent handbook which includes details regarding parent engagement. Since we are a Personalized Learning Independent Study Charter School, parent engagement is at the center of our educational model. Parents are also given access to our policies through our website and through our parent portal.

Teachers work with each student's parents on a monthly basis on addressing the state academic standards. A standards tracking tool is used to monitor progress toward student mastery of the

standards. The parents are trained on monitoring progress toward standards mastery and understanding their student's achievement. Annual notifications are sent to the parents by the LEA to inform them of the current state and local assessments and how to understand the results. Support staff and administration establish progress monitoring worksheets to track student growth for students that are below grade level.

Parents are also provided with opportunities to participate in professional development opportunities and seminars to help address the educational needs of their children. Topics of seminars offered vary and are also developed using parent surveys to determine the greatest needs. Our program model requires parental involvement since we are independent study. Some topics covered at parent workshops and seminars are ways to improve student achievement (resources available), helping your children with special needs, creating a healthy and safe learning environment at home, and use of technology to assist and support learning.

The model of our charter is that the parent and student are at home doing the daily lessons that are provided by a highly qualified credentialed teacher. From Day 1, there is a partnership there where the teacher is facilitating learning that is personalized for each student. The relationship between the teacher and support staff is very close as it is on a 1:1 basis. Teachers and staff are trained to nurture these relationships and from this there are ties built between the school, teacher, parent, and student. Teachers and staff are trained to be available to the parents on a daily basis to support parents in our model.

The parents participate in the daily education of their children in our model, personalized independent study model, as the primary educator of their children with support from their teacher. Resource centers will increase parent opportunities to volunteer and to help in the organization of local events. Parents are encouraged to participate in advisory committees for the LCAP, English Learners, and School Site Council.

The LEA communications are sent through a digital parent platform that is translated into the parent's native language. Our website can also be translated to the parent's native language. Surveys that are sent to the parents are translated to the home language in order for the LEA to receive informed participation. Translations of reports are included for public release information as required under law.

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: N/A

TAS: Educational Services provided are as follows: Students that qualify for services will receive intervention from their Personalized Learning Teacher (PLT) that include, but are not limited to, designated online intervention programs, access to resources specifically designed for low-performing students (based on benchmark data and state test data), and direct instruction from Title I Academic Coaches to address gaps in learning.

Students are qualified for Title I services based on their CAASPP Summative Assessments for English Languages Arts and Mathematics and adopted benchmark assessments, as well as other assessments and requirements as needed and as provided by Title I parameters. Those who fall within the Standard Not Met and Standard Nearly Met range on either ELA or Mathematics CAASPP and below the grade level-specific score range on the benchmark assessments will be qualified for services. Students in grades K-2 are qualified using teacher evaluation and benchmark assessment data. Students who are failing, or most at risk to failing, to meet the challenging State Academic Standards are qualified. Students that are economically disadvantaged, English Learners, homeless, with disabilities, and/or migrant are also qualified.

Programs offered to Title I eligible students include: Supplemental instruction by academic coaches to address achievement gaps in the State Standards; Virtual Resource Courses in the core content subjects in small groups to target performance tasks through project-based learning activities; structured mastery learning resource center workshops supported by support staff to target content standards; and use of supplemental online instructional programs (Various Online Programs with Increased Video Instructional Support as Needed).

Teachers and support staff are trained in using Personalized Learning Plans and if students are not meeting the State Standards an individualized goal worksheet is created and shared with support staff and Title I staff that address student's educational needs. Professional development is provided

throughout the school year to train teachers and support staff in reading and math interventions. Parent seminars and trainings are offered throughout the school year to engage parents in the process of their children learning. Parent satisfaction surveys and stakeholder surveys play a major role in the review and revisions to the programs offered.

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 Executive Director or Designee shall:

Identify and remove any barriers to the identification and enrollment of homeless students and to the retention of homeless students due to absences or outstanding fees or fines. When there are at least 15 homeless students in the school, the school's (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students.

Designate an appropriate staff person to serve as a liaison for homeless youth to assist in identifying and supporting homeless students to succeed in school.

Identify students who are homeless, by giving a housing questionnaire to all parents/guardians during school registration, make referral forms readily available, include the Homeless Youth Liaison's contact information on the school web site, provide materials in a language easily understood by families and students.

Information about a homeless student's living situation shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act and shall not be deemed to be directory information.

Each homeless student shall be provided services in their best interest that are comparable to services offered to other students in the school, including, but not limited to, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school

nutrition programs.

Homeless students are entitled to immediate enrollment in any public school that students living in the same attendance area are eligible to attend; even if:

- Students have missed application or enrollment deadlines during any period of homelessness.
- Students do not have required documents, such as school records, records of immunization and other required health records, proof of residency, guardianship, or other documents.

Local educational agencies (LEAs) must develop, review, and revise policies to remove barriers to the identification, enrollment, and retention of children and youth in homeless situations, including barriers due to outstanding fees or fines, or absences.

“Enroll” and “enrollment” means attending classes and participating fully in school activities.

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way.

Coordinate with other agencies and entities to ensure that homeless children and youth are promptly identified, ensure that homeless students have access to and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness: collaborate with local social services agencies, other agencies or entities providing services to homeless children and youth, and, if applicable, transitional housing facilities.

Coordinate transportation, transfer of school records, and other collaborative activities with other local educational agencies. Also coordinate, within the school and with other involved local educational agencies, services for homeless students and services for students with disabilities.

Provide professional development and other technical assistance activities to staff to assist in identifying and meeting the needs of homeless students and to provide training on the definitions of terms related to homelessness.

At least annually, report to the Board on outcomes for homeless students, which may include, but are not limited to, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the (LCAP). Based on the evaluation data, the school shall revise its strategies as needed to better support the education of homeless students.

If a dispute arises over eligibility, school selection, or enrollment in a charter: The student shall be immediately enrolled in the charter of residence in which enrollment is sought, pending resolution of the dispute (including all available appeals).

The parent, guardian, or unaccompanied homeless youth must be provided a written explanation of decisions made by the charter/LEA, or state educational agency (SEA), and how to appeal them. Whenever there is a disagreement, the charter must:

- Immediately enroll student in school according to parent's wishes;
- Keep the student enrolled until the dispute is settled;
- Provide transportation if applicable;
- Explain the decision in writing to parents; and,
- Contact liaison to assist in settling the dispute with parents, guardians, or youth.

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:

N/A.

Co-enrollment at a community college is permitted for students age 16 and older who are ready and able to handle college level work and the college environment.

All high school students are assigned to a counselor that is available daily through email or phone, and information is accessible 24/7 on the website with a link to schedule an in-person appointment.

Students meet the school counselor at orientation, in classroom settings, assemblies, and through

teacher communication with students and their parents to discuss college plans, career plans, academic struggles, and even to seek guidance on personal or social issues.

Graduation plans are personalized to assist students in reaching their career or college goals. The counseling department creates and updates annually a list of Graduation Requirements which outlines what is necessary for graduation, college prep, and UC/CSU.

Students and their parents are advised of course transferability by their counselor. Teachers attend training annually on how best to advise high school students and their families. Counselors are also available to teachers.

The counselor also works closely with the Special Education Department to personalize functional transition plans for students who are graduating, as well as walk students through career and life planning.

The guidance department issues work permits and transcripts, and signs concurrent enrollment forms and other requested forms. All high school students will have access to rigorous a-g, Honors, and AP Courses. To ensure that students graduate from GLC with an appropriate and meaningful plan in place to transition to college, college and career, career, or other life goal, and that all students are equipped to carry out that plan, we will:

- a. Allocate staffing resources to selection, research, design, and development of lesson plans and instructional materials to ensure that courses available to 9th-12th grade students meet a-g criteria.
- b. Build a college and career bound culture by establishing and communicating college-readiness expectations for high school students, introducing concepts of college and career planning at the beginning of high school, and providing opportunities for students to gain realistic understanding and knowledge of life after graduation.
- c. Allocate staffing resources to ensure that High School Counselors are accessible to all eighth grade and high school students, including incoming transfer students, during the school year.
- d. Allocate resources to the planning and execution of professional development opportunities for teachers regarding post-graduation planning, a-g courses, and supporting students and parents through the financial aid, college application, and admissions processes.
- e. Allocate resources towards identification of and participation in college fairs and college visitation opportunities for high school students and parents.

- f. Allocate resources to provide targeted support to students whose parents have not graduated from college, to educate the family about college application and admissions, planning for life after graduation, and the development of writing and interpersonal skills practical in the college setting.
- g. Provide support and opportunities for career-readiness for high school students by developing and supporting student participation in a comprehensive Career Technical Education program.
- h. Allocate staffing and financial resources to purchase/license curriculum and courses in high-need Career Technical Education pathways, to design CTE courses within those pathways, to provide access to devices, tools, and teaching and learning resources in support of student participation in CTE courses, and to provide regular direct instruction by CTE certificated personnel.
- i. Allocate staffing and financial resources to identify and partner with businesses for internship, apprenticeship, and workplace exposure opportunities.
- j. Expand and deepen opportunities for instruction, field work, internship, apprenticeship and other learning and training in support of multiple pathways within a comprehensive CTE program.
- k. Allocate staffing and financial resources to adopting, developing, and offering in-person and online classes, workshops, and seminars to high school students to teach practical skills.

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

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:

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 (Teachers)

We believe that professional development for each teacher and parent is a key component for a successful learning-centered culture throughout the organization. For student learning to improve, teacher and parent learning must also improve. In order to achieve this goal, LEA shall:

- Provide significant and appropriate professional development opportunities that are consistent with the changes we desire to see the teachers and parents emulate.
- Work to make professional development a regular part of teachers' jobs.
- Train teachers to understand and address diversity and special needs, as well as emotional and mental wellness of students. Give Personalized Learning Teachers (PLTs) and parents sustained time for collective planning, enough to afford them substantial opportunities to work together, learn from one another, and celebrate success.
- Allow time for evidence of desired changes to appear.
- Ensure that staff knows how to access and use research that could further enhance their effectiveness in serving all students.

New Teacher Training

First-year personalized learning teachers have the proven benefit of attending our New PLT Training, a multi-day intensive training where new staff members are introduced to the methods and procedures that are required to work with independent study students. PLTs are trained not only in the paperwork processes that are required to document student progress and comply with state requirements, but are also taught how to work with each unique student to create a personalized learning plan that builds on each student's strengths and interests, and works to support and address areas where students may struggle. New PLTs are provided with extensive training materials relating to independent study procedures, the management of a student roster, how to conduct meetings with students and parents, and how to use school resources to provide individualized curriculum and

instruction to best meet each student's needs. Each new PLT is assigned a Mentor to work closely with them throughout their first year at Gorman, providing side-by-side guidance and feedback as they learn how to become an effective personalized learning teacher. Through ongoing training opportunities and the availability of mentors, veteran PLTs are provided continued support as well. Induction: Gorman partners with Center for Teacher Innovation out of the Riverside County of Education, to provide a comprehensive induction program helping our teachers clear their preliminary teaching credentials. The new teachers are partnered with a Reflective Coach who guides them through the 2-year long induction program. We use CTI's online platform to meet and collaborate with other schools similar to our personalized learning model. Coaches meet with their teachers once a week, helping create their induction plan, and reflecting on their teaching practices.

Professional Development and Improvement (School Leadership)

School leadership (administration) attend annual charter conferences to stay apprised on legal requirements and attend educational leadership trainings and workshops. Annual Performance Reviews are conducted by supervisors and this system is monitored through Human Resources for efficiency annually.

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. 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:

GLC SB/SC coordinates Title II, Part A activities using engagement tools and needs assessments based on professional growth standards. Title II activities are collaborative with all educational departments, programs, and activities in mind within the LEA. Bi-annual review of activities are

determined prior to professional growth activities being determined. Title II activities are also incorporated into the LEA Plan for Student Achievement.

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:

Designed to improve the instruction and assessment of English Learners: EL Support staff are highly qualified and have completed initial preparation and induction programs. There are ongoing Professional Learning (PL) Opportunities for our staff given through: State Online Modules for

Assessments (required ELPAC Initial & Summative Trainings 2x year), County of Education workshops and webinars (required annually), on site and virtual monthly meetings/PL to discuss and make improvements to direct instruction for Title III students (required), and California Bilingual Education conferences (annually).

- Designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English Learners: EL Support Staff and teachers use Personalized Learning Plans and Goal Setting Worksheets to effectively track and monitor student progress of ELs. Curriculum vendor PL is required upon implementation of new curricula. Bi-annual PL is required of all EL Support Staff to ensure that all assessments are administered, analyzed, and monitored to support EL Student Achievement. School Administration, Peer, and PL activities are on going to evaluate effectiveness of instructional strategies being used to support ELs.
- Effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers: Increase opportunities for PL in regards to progress monitoring to refresh teacher's knowledge on data collection, analysis of data, and workshops on content knowledge to teaching the rigorous state standards.
- Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom: Regularly scheduled peer review and administrative PL activities will be scheduled to continue professional growth to improve teacher and staff performance.
- Supplemental to all other funding sources for which the LEA is eligible: With supplemental funding under Title III, the LEA will use the funding to further expand the already existing PL for staff to include professional development workshops given through local colleges and universities that are content focused for all grade spans (given the charter is TK-12).

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:

LEA will identify, develop, and acquire curricular materials, educational software, and technologies for the program to be carried out with funds. The LEA has already established a technology bundle program that consists of the following items for our Title III and Immigrant Students: chromebook, Kajeet (wireless internet with educational websites ONLY), headset, and educational software/ELL programs such as Edgenuity, BrainPop ELL, and i-Ready. Immigrant children and youth are also assigned an ELD teacher, that has specialized training, to provide the students with direct instruction.

Immigrant Instructional Opportunities offered will be: academic coaching and direct instruction through highly qualified teachers, technology bundles, instructional services on educational systems both elementary and secondary in the US, guidance counseling services, and peer mentor program.

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:

Depending on students' level of English proficiency, ELs may be offered a modified curriculum as well as specific ELD online programs that enable students to increase their levels in listening, speaking, reading and writing English. EL students benefit from two layers of educators; the teacher or (PLT), who is responsible for regular educational academic support, as well as an English Language Development Teacher who is responsible for assisting the PLT in choosing appropriate curriculum, monitoring progress on benchmark and online EL curriculum, communicating with the student, parent, PLT, and weekly instruction to determine that the student is receiving the proper support and making progress.

The ELD Teachers are in place to ensure that EL instructional services (English Language Development [ELD], Specially Designed Academic Instruction in English [SDAIE], and/or Primary Language) are being provided in core academic areas to meet the state standards. ELD Standards established by the State of California offer a framework for teachers to follow as they facilitate each EL student's development of the English language skills required to meet standards in English Language Arts and the other content areas, Mathematics, Science, and Social Sciences. Through a goal setting worksheet and standards alignment worksheet ELD Teachers monitor progress weekly for ELs to evaluate proficiency and mastery levels. ELs will receive direct instruction support through the ELD Teachers including additional Academic Coaching to help improve student engagement toward learning outcomes.

Each EL is assessed annually with the ELPAC to assist in determining the student's annual progress in English language development. Additional assessments obtained from the ELD curriculum, internal benchmark assessments, CAASPP Assessments, and teacher observations are considered to determine progress in the development of English language proficiency and key to instructional strategies used for each EL.

Maintaining an active English Learner Advisory Committee membership of both EL Parents and community stakeholders to conduct needs assessments for our ELs is a key prioritizing services and evaluating programs and activities. Meetings held both on site and virtually to accommodate stakeholder's daily schedules. The LEA will establish in collaboration with EL parents, students, and stakeholders, an EL Master Plan that aligns with CA Roadmap for English Learners and the ELA/ELD Framework.

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:

In the setting of GLC SB/SC, ELD occurs in a home-based setting through ELA/ELD Standard aligned curriculum and is specifically designed for the student's educational needs through a personalized learning plan.

The ELD Teacher:

- Assigns and tracks progress with ELD curriculum assigned and monitors benchmark scores for language arts strengths and weaknesses and develops assignments and instruction based on instructional needs.
- Communicating bi-monthly with parent/guardian regarding student progress.
- Working one on one weekly with students who need the additional support
- Communicating regularly with the assigned weekly with an academic coach to ensure that the coach is aware of what areas of strength and weakness in English language development. Strengths and weaknesses will be pulled from ELD Curriculum, internal benchmarks, CAASPP Assessments, core curriculum assessments, and input from EL's PLT.
- Assisting parents and PLT in choosing appropriate curriculum.
- Communicating monthly with PLT regarding the student's progress and needs.
- Documenting all of the above as well as facilitating scheduling of ELPAC and CAASPP tests and making sure that any accommodations for CAASPP tests are received.

The ultimate goal is to allow for maximization of learning opportunities that will lead toward the mastery of necessary skills for students to be successful in College and Career. Recognizing that there are wide differences in learning styles, abilities, interests and time constraints that make

learning difficult to accommodate in a traditional classroom setting for many students, GLC incorporates instructional best practices with each EL Student to create a unique Personalized Learning Plan tailored to the student's learning needs:

- Explicit literacy instruction especially in the early grades
- Peer-assisted and small-group learning opportunities
- Providing academic language support and coaching during content area instruction, balanced with structured explicit opportunities for oral and written language skills development

Appropriate assessment in various forms (e.g., formative, benchmark, summative) to understand and support student learning:

- Differentiated Instruction
- Small Group Instruction Based on Proficiency Levels
- Specially Designed Academic Instruction in English [SDAIE]
- Extended or Systematic English Language Development (ELD)
- Response to Intervention (RTI)
- Leveled Reading Time
- Infusing ELD throughout the Entire Curriculum
- Using Guided Language Acquisition Design (GLAD) strategies
- Seeking out or developing rigorous curricula, and
- Processes related to social emotional development and identity formation
- Monitoring and Ongoing Evaluation of Program Effectiveness
- Development of Resource Library including Digital Access

GLC SB/SC evaluates the effectiveness of its education program for ELs meeting proficiency through:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design; ongoing evaluation of instructional practices that demonstrate evidence of progress.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.
- Tracking of performance achievement and progress; State and Local (external/internal) Assessments.

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:

The LEA consulted with all educational partners, through conjunction of leadership and staff, including teachers and support staff, to develop a plan to establish programs and activities to improve student access to well-rounded educational opportunities, promoting safe and healthy students, and improving the effective use of technology.

The following engagement activities were utilized to ensure educational partner input in the development of the plan:

- Town Hall Meetings throughout Geographical Regions of LEA Bi-Annually.
- Community Outreach through Online Communication Platforms.
- Stakeholder Surveys.
- Comprehensive Organizational Review to Determine Critical Needs throughout the School for Students,

Parents, and Staff.

- Parent Seminars and Enlisting parents to Participate in Local Activities and Events.
- Advisory Council Meetings.
- Website Development and Expansion.

Gorman Learning Center shall continue existing programs and implement programs/activities under the

provisions by carrying out the above activities/programs including the evaluation of programs and activities

during and following the implementation process to determine effectiveness:

Developing partnerships with local community colleges, trade schools, community businesses-

- Promote Dual Enrollment Opportunities.
- College Campus Days/Tours.

- Increase CTE Course Offerings/Pathways.
- Monitoring Partnership Development.
- Increasing Community Partners.

Well-Rounded Educational Opportunities – (Program Objectives & Outcomes)-

- Increase Course Offerings.
- Increase Opportunities for Students to Participate in Counseling.
- Hiring Additional Staff/ teachers.
- Improving access to these instructional opportunities by adding workshops (opportunities for local competitions) to local resource centers and including virtual access for students that live in outlying regions.
- Increasing AP Course Offerings.
- Strengthening Teacher Professional Development.

Safe and Healthy Students – (Program Objectives & Outcomes)-

- Conduct Professional Development in the Area of School-Based Mental Health for School Personnel.
- Nutritional and Physical Education Programs at Local Resource Centers.
- Online programs and mandatory training for all staff to improve knowledge of preventative measures for bullying and harassment.
- Monitoring of Incidences within LEA.

Effective Use of Technology -

- Professional growth opportunities and training offered to teachers and administrators in standards-based goal setting (digital data analysis).
- Academic Achievement Plan that integrates technology.
- Core and elective courses offered through the Virtual Resource Center.
- 1:1 device program where students receive a chrome book, headset, and hotspots (wireless internet to educational websites).
- Training to school personnel on assistive technology.

Evaluation of Activity/Program Effectiveness-

- Conduct exit surveys of its students, including a 6 month follow up survey with students after exiting the program.
- Monitoring Enrollment in Course Offerings.
- Data Analysis of Student Engagement in New Course Offerings.
- Teacher Evaluations and Observations.
- Parent and Stakeholder Satisfaction Surveys.

- Monthly leadership meetings.
- Progress monitoring of student outcomes through data analysis.
- Increases in student achievement.

California Department of Education
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