

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

LEA name:

American Indian Public Charter II

CDS code:

01612590114363

Link to the LCAP:
(optional)

**For which ESSA programs
will your LEA apply?**

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

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

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

American Indian Public Charter School II's (AIPCS II) strategy for using federal funds is to increase low income, Special Education and English learner student performance to the proficiency level. The AIPCS II English learner program has been very successful in closing the performance gap. AIPCS II plans to continue the current plan of having strong newcomer supports along with targeted supports to prevent long term learners at the middle school. Low performing students will continue to receive push-in and pull out academic support as well as access to tutoring and additional instruction on weekends, during school breaks and after school. Special education students will receive push-in and pull-out support.

LCAP Goals

- 1) Closing the Achievement Gap with High Expectations for All - All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups
- 2) Positive School Environment, Climate, and Culture with Equity at the Core and Support for the Entire Child - provide safe and well-maintained facilities and positive learning climates and instructional practices that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students.
- 3) Increase rate of students who are on track for college readiness by strengthening proficiency in mathematics and English language arts/literacy.
- 4) Teaching and Learning Effectiveness – effective teaching is evident system-wide with a unifying vision that equips and empowers all stakeholders to provide optimal student learning opportunities and outcomes.

5) Parent and Community Engagement - Parents and community members are engaged and work with the school to support student achievement.

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.

AIPCS II supplements reading intervention programs by offering after school interventions and supplemental reading teachers support Title I sites. All sites are reimbursed for Title III for English learner curriculum resources and interventions.

AIPCS II used Title one funding to increase Reading. The district uses Title One funds to provide after school tutoring for low income students at elementary sites, and tutoring for qualified students at Saturday school. At the middle school level, primary language tutors attend math and science courses with ELL students to provide translations.

ELD coordinators provide professional development and coaching to mainstream teachers. English Learner strategies provide co-teaching in classes with larger English Learner populations. SPED Coordinator and teachers provide professional development and coaching to mainstream teachers as well as provide direct services to students.

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:

Not applicable. 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:

Our school deeply involves parents/families in a number of ways. We have a FAC (Family Advisory Committee), LCAP Advisory Committee which are a decision making committees that allows families, staff and school community to have a voice in engagement policies, and allows a space for families to learn and understand topics such as State academic standards, State and local academic assessments, policies and requirements, strategies to monitor their children's academic progress and different avenues to work with teachers to improve academic achievement for their children. Our school deeply involves parents/families in a number of ways. We have a LCAP advisory council We will survey our parents twice a year (middle of year, and end of year) so that we can collect information.

For the 2019-2020 school year we hired a parent coordinator to support parents, to work with parents regarding school culture and climate, and to provide parent education. Parent information and training will

be provided to families so they can access Parent Portal (through PowerSchool), and training and support on family technology use at home and social media to enhance and support student achievement at home. Resources and materials (e.g., print, video, online/on-demand, etc.) will be provided to create a welcoming environment for all families and staff. AIPCS will engage the community in a broader dialog and examination of issues related to students, such as Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual (LGBTQIA), race, language, religion and culture. Through our FAC (Family Advisory Committee) meetings we got parent buy-in and decided what volunteer opportunities would be available at the school. Through parent teacher conferences which are held on a need's basis, parents are given access to various online components to the curriculum. For grades K-5 we offer a program called ESGI, parents are given data sheets that show progress in early literacy for their children.

We work with families to develop a long-term plan to build capacity and leadership among parents of students who are English learners. ELAC members have been active leaders in contributing. Parent involvement and engagement policy is distributed at ELAC leadership meetings. Parent feedback on LCAP goals is solicited and encouraged. Growth in diverse parent groups have shown an increase in participation, involvement with the school and in parent engagement activities. Parents provided feedback and planning support for the development of workshops, parent trainings, experiential learning trips, and educational book clubs. Parents and guardians participate in experiential learning events to enhance parent and school partnerships and to promote a positive school culture. Outreach events included themes to address/celebrate cultural diversity and college and career readiness. We survey our parents twice a year (middle of year, and end of year) so that we can collect information. Language translation (oral and written) is provided at parent meetings. Parent feedback at outreach events, LCAP Community Forums and stakeholder surveys were used to guide the creation of the 2019-2020 LCAP Goals, and actions and services which align with our LCAP.

For the 2019-2020 school year we hired a parent coordinator to support parents, to work with parents regarding school culture and climate, and to provide parent education. Employ parents to work at school and we also provide many parent volunteer opportunities. Two times a year school the school closes for parent teacher conferences to discuss student progress and guidelines for parent teacher communication. Staff orientation which are a week-long workshops and training. This is a space for reminding principals, faculty and school leaders of the importance of engaging with parents. Parenting classes are offered to support families with engaging in the school community and avenues of supporting their children academically and families that are English learners or in need of translation services. AIPCS II will periodically evaluate the effectiveness of the activities by using the healthy kids survey. This allows us to not only evaluate the effectiveness and metrics by allows us to be able to receive information from students and families.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SWP: We have a multi-tiered system of supports that will include universal supports for academics and behavior as well as data-informed academic and school culture (behavior, social-emotional) supports/interventions for students who need them.

Universal supports for school culture will be PBIS. We are updating and analyzing data for students who are at risk, English Learners, and foster youth in order to inform improvements we can make to better prepare students to succeed in college and career.

We continue to assist in the identification of appropriate education rights holders as requested and including:

- IEP's
- 504 plans
- Placements

We monitor, refine and adjust practices and services to support prompt enrollment, placement, and course credit completion.

TAS: N/A 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"

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:

Our CMO team, including the parent coordinator will inform and provide homeless families with access to support services and resources. AIPCS II ensures that homeless status is confidential and homeless children are not segregated. We provide the same services and support to homeless students as we do to all students, we utilize our Title I funding to support homeless families in need, we offer the NSLP (National School Lunch Program) where students who qualify for free or reduced lunches are given a meal. In addition, we offer all students free set of uniforms including polo, sweatshirt and sweatpants. In addition, our school site counselor informs homeless families of different resources within our community for food, shelter and clothing.

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: N/A

- (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

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:

N/A

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our school provides professional growth and development in a number of ways, depending on the teacher/staff member and their relative experience and effectiveness level. We have weekly professional development focused on classroom strategies, student culture, academic content, and data analysis – based on the PD scope and sequence. All staff also have a chance to meet with school leaders weekly to discuss their progress and data towards performance and development goals. Based on their goals, individual plans for improvement and development are created. Teachers also have the opportunity to serve as leaders, whether by mentoring/coaching teacher residents, serving as department and/or grade level chairs, and participating in steering committees for various initiatives and priorities.

AIPCS II will also engage in the following:

- Supplemental, Research-based Reading/English Language Arts Instruction
- Supplemental, Research-based Writing Instruction
- Supplemental, Research-based Mathematics Instruction
- Supplemental, Research-based Social Studies Instruction
- Supplemental, Research-based Science Instruction
- Supplemental, Research-based Foreign Language Instruction
- Supplemental Campus-Based Professional Development

Our LEA measures growth by checking student performance data quarterly, check for staff improvement by providing weekly checkups and constant feedback on performance. Teachers also have goal setting meetings and are given a checklist of things they should be doing in the classroom. We pay for teachers and administrators' professional development. Lead teachers are provided additional training to support grade level teachers within the classroom. Administrators will have goal setting meetings to discuss how teachers can perfect their teaching craft. Principals go through training two times a year from outside educational professionals. Yearly evaluations and goal setting's meetings. Retreats, principal, school leader's professional development guides and handbooks are reviewed. Professional learning communities consists of during prep periods teachers meet to plan curriculum and to review assessment data. Leadership we hire from within. 2019-2020 new evaluation process which places a greater emphasis on CSTP #6 developing as a professional. Portfolios are created as part of this evaluation process were educators are encouraged to develop themselves and reflect on their professional growth.

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:

We will prioritize our funds to align with our 2018-19 priorities. This includes devoting resources to develop a stronger differentiated supplemental PD scope and sequence throughout the year, provide more

structures and staff towards intervention for struggling learners, low income, and ELs, and by adding staff to help address behavior and student culture.

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:

We use data and actively analyze and reflect on it in various ways. Instructionally, teachers and school leaders give various formative and summative assessments throughout the year (Illuminate benchmarks, SBAC interim examinations, SBAC), and engage in weekly data meetings to reflect and plan based on the data. Additionally, the school provides time following interim examinations to analyze data and create action plans. Beyond instruction, we distribute operations/facilities and student culture surveys 2 times a year, and use the data to action plan on areas of strength and growth from the surveys.

LEA meaningfully consults with the following stakeholders to update and improve Title II, Part A-funded activities:

- Teachers: We meet with teachers to discuss goals and review and check where we are with our current goals for the school year. Teachers are surveyed and we ask for feedback on how to improve Title II, Part A activities.
- Principals and other school leaders: Quarterly meetings are held with leadership to discuss Title II, Part A activities.
- Paraprofessionals (including organizations representing such individuals): Bi-annual meetings to discuss Title II, Part A activities
- Specialized instructional support personnel: Bi-annual meetings to discuss Title II, Part A activities
- Charter school leaders (in a local educational agency that has charter schools): Yearly meeting to discuss Title II, Part A activities
- Parents: Parents are surveyed twice in the school year. Teachers meet with Parents at least twice a year to inquire about their feedback. Leadership meets with families to discuss goals.

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:

As written in the LCAP, this is an area of high focus and priority for the 2019-20 school year. We will continue pull-out and push-in services for our ELs, sharing PD for teachers on best practices, and providing other resources for our students. These supports and the funds related to these supports are beyond the existing LCFF and Title I funds devoted to this population.

AIPCS II K-8th:

- ELD Overview EL Strategies
- ELL Accommodations and Modifications
- AVID Summer Institute
- National Charter Conference
- CAFE Conference

AIPCS II

The ELD team presented an English Learner resource toolkit in support of implementing Integrated/Designated ELD. The Education Coordinator presented to site leaders, board members, parents and staff of student's outcomes in all sub-group areas. Meetings are held once a month to review scores, grades, and areas of growth. A coherent professional development system was implemented and aligned by utilizing whole group PD, school site-based PLCs, instructional coaching, and administrator observation/feedback. AIMS K-12 implemented a new instructional focus on integrated ELD instruction across all content areas with emphasis on ELD standards related to "interacting in meaningful ways"- Students interpreting (making sense of) texts and problems, students collaborating (peer-to-peer talk, students working together), and students sharing their understanding in writing and oral presentations. In addition to in-house PD, the Education Coordinator attended the AVID Summer Institute to provide AVID strategies to support LTELS. The CAFE conference provided insights for our ELD teacher how to support ELs in integrated and designated ELD.

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:

N/A

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:

Appropriate assessment and placement of ELs is occurring, through the ELPAC, interim assessments along with Reading Inventory and ELL Diagnostics. Ongoing monitoring and reclassifying of ELs is done by the Education Coordinator and ELD Instructional aides.

Four-year monitoring is being done at the site level by ELD Education Coordinator and ELD IAs.

AIPCS II Implemented a rigorous and differentiated learning model through ELD Division Committee and PLCs that included both independent study programs and small group intervention to respond to the needs of diverse learners and promote Additionally, AIMS K-8th ensures a high-quality academic program for English learners by building a program that includes:

- Designated ELD to build language skills
- Integrated ELD to support acquisition of content knowledge
- Professional development in understanding and differentiating instruction based on the specific needs of newcomers, ELs, and students at risk of becoming LTELS.
- Appropriately assessing incoming EL's to determine placements, and LTELS.
- Teacher assessment of students in class to inform instructional decisions.
- Stakeholder voice in program design and decisions. The monitoring and process of ELs/RFEPs. (Through District Advisory Committee DELAC, English Language Advisory Committee ELAC.

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:

School leaders will keep the English Learner Department accountable to the goals set out for this population in the LCAP. They will ensure that the coordinator and instructional aides have included PD content during weekly PD, and will ensure that data specific to EL and immigrant population is analyzed when assessments are taken and analyzed (SBAC, ELPAC, and interims, and Illuminate benchmarks).

AIPCS II K-8th:

- SRI
- Quill Benchmark Assessments
- Unit Test
- Performance Test
- Instructional aid Intervention

AIPCS II monitors the progress of ELs through multiple measures and oversight periods of monitoring. ELD Education Coordinator monitors school sites to ensure sites are held accountable for meeting English acquisition progress and achievement goals for English Learners. AIPCS II uses multiple measures to assess EL student progress, through local assessments, Reading Inventory, benchmark assessments, and teacher

made assessments. Statewide assessments including ELPAC initial and ELPAC summative assessments given annually. Stakeholder concerns are addressed at ELAC and DELAC meetings. Funding of Title III programs and communication of program effectiveness occurs through these same committee meetings. ELPAC results are communicated as results are tabulated. Assessments results are given in the beginning of the school year. ELs, LTELS and students with exceptional needs are closely monitored to ensure program effectiveness and are consistent with the states long term goals for English Learners.

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 actions and services described in LCAP Goal #2 describe how the school will support Positive School Environment, Climate, and Culture with Equity at the Core and Support for the Entire Child - provide safe and well-maintained facilities and positive learning climates and instructional practices. In addition, we practice 1:1 student/laptop ratio, and a wide range of blended programs are utilized throughout the school day.

Title IV funding was used to support the state Title IV goal of a well-rounded education and safe, healthy schools for our students. Title IV priorities were created based on parent/stakeholder input at LCAP Community meetings and staff, stakeholder and student surveys. Regional parent and stakeholder input were summarized and funds were allocated to address priorities. Goals not appropriate for title IV funds were supported by LCAP or other funding sources.

Title IV funds were used to enhance the student experience and add extra-curricular activities (well-rounded education) and safe healthy students. Partnerships were utilized to maximize resources. Many of them support Visual and Performing Arts (VPA). Title IV was used to support our goal of a more positive school culture. Funds were also used for a Positive Behavior Intervention Program (PBIS), conference for staff. The PBIS system is an evidenced-based, comprehensive behavior management system that has been

successful in alternative education programs across the country. The funds were also used for Restorative Justice conference for staff.