

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

## LEA name:

Cabrillo Point Academy

## CDS code:

3768049-0132506

## Link to the LCAP:

(optional)

<https://cabrillopontacademy.org/about/accountability>

## 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

*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.

Located in San Diego, Cabrillo Point Academy is a tuition-free, public charter school serving transitional kindergarten through 12th-grade students. As a non-classroom-based independent study charter school, we take great pride in offering our students flexible, personalized learning experiences. Families select the combination of systems that best suit student learning needs and interests, including Place-Based Learning that immerses students in local cultures, landscapes, and resources to contextualize our curriculum. To this end, we offer interest-based Community Connections classes for students to collaborate with peers based on similar interests. We provide online courses led by our credentialed teachers and in-person courses (when appropriate based on COVID restrictions). Of our approximately 4,490 students, 34% are English Learners, live in poverty or foster care. About 9% of our students have exceptional learning needs. Further, 54% of our students are White, 27% are Hispanic or Latino, 8% are Two or More Races, 5% are Asian, and 3% are Black.

Although the state did not technically report results in the California Schools Dashboard for 2020 (SB98), it did publish valid and reliable data collected in 2019-20 that would have been included in the 2020 Dashboard. This data demonstrates our cohort high school graduation rate has improved significantly over the last two years. Our 2020 schoolwide high school graduation of 93% is higher than the statewide average of 86.6% and represents an improvement of 34% since 2018. Further, the graduation rates for our numerically significant subgroups are as follows: Students with a low-socio-economic status 92%, students with exceptional needs 93%, Hispanic students 92%, White students 93%, and two or more races 91.7%. The data collected in 2019-20 that would have been reported in 2020 Dashboard also applies to Career and College Readiness. Based on the 2020 results, the percent of our students scoring at Prepared for Career or College improved by 14% since 2018.

Further, our English Learner (EL) reclassification rate for the 2019-20 school year exceeds that of the district, county, and state. Our 2019-20 EL reclassification rate is 19%, while the district rate is 13%, the county rate is 15%, and the state rate is 14%. Additionally, the 2019 Dashboard results indicate

that the percent of students with exceptional learning needs who scored At Standard on the statewide assessment for English Language Arts improved significantly from 2018: By 22 Distance from Standard Points (DFS), and by one performance color, from Yellow to Orange.

Still, our schoolwide performance in 2019 (see the previous section) on the state math assessment is low. In particular, the 2019 Dashboard results indicate we scored at Orange and 76 points below standard (Distance from Standard). Although the California statewide average is also low at 34 points below standard, we are keenly aware of our performance on the Dashboard and working to improve our result. We know that part of this result is our low participation rate on the state assessment. The Dashboard scoring formula for math and ELA performance includes a built-in penalty for each student needed to meet the required 95% participation rate. We are making a concerted effort to motivate a more significant percentage of our families to participate.

Additionally, we are making a concerted effort to improve our performance on the California Schools Dashboard indicator related to college and career readiness. Although 2020 results (not reported in 2020 Dashboard) indicate we have increased the percent of students scoring at Prepared for Career and College Readiness by 14% since 2018, it is 28%.

To improve student performance, we will use federal funds to implement the following strategies:

**Title I, Part A:** We plan to focus on supplementing and enhancing mathematics instruction for 6th to 9th grade. This is where the achievement gap widens for low-income students and some students begin to give up on school. Our theory of action is that by providing more intensive support during grades 6th through 9th, we can prepare struggling students to meet state academic standards, so they are well prepared for high school, college, and career. We hypothesized that the most effective use of the Title I fund would be to provide small intervention classes virtually in math, where the achievement gap was widest, in order to provide teachers, the time and opportunity to build relationships with struggling students. In addition, our data shows that socio-emotional challenges contribute to a lack of academic and general school success, we are also enhancing socio-emotional support at our school. Most of the Title I funding will go to support efforts to improve performance of low-income students and other students not meeting standards in math. Additional uses of Title I funds may include funding parent involvement and education activities for parents whose children qualify for Title I services, such as Parent Workshops and support for parent access to Naviance, our online college and career planning software, and meeting the needs of homeless students.

**Title II, Part A:** Title II funds will be used to supplement school funds used for professional development for professional development for principals, vice principals, coordinators, and coaches to improve initial instruction in identified areas of need, including math achievement. Professional development is currently focused on Common Core Math Standards approach, including the practice standards. Our professional development also focuses on academic supports for students who are not successful in learning to read using our core program and current intervention programs and plan instructional improvements to increase student success; and new teacher induction to help teachers new to the profession become effective as quickly as possible. Additionally, our professional development for school leaders and teachers focuses on collecting, interpreting, and using data to inform our instructional practice and curriculum.

**Title III, Part A:** Professional learning to guide and support administrators, coordinators, and teachers in addressing English learners' academic needs to ensure they gain academic content knowledge and English language proficiency.

## **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.

Our LCAP Goals are as follows: Optimizing Conditions for Learning, Improving College and Career Readiness, and Improving Access and Success in a Broad Course of Study. To ensure alignment, our Federal Addendum to the LCAP outlines strategies and activities that are based on federal funding that are in addition to the overall approach covered in the LCAP as a whole. Specifically, we plan to utilize ESSA funds to enhance our state-funded programs so no student falls through the cracks, especially with our personalized learning approach.

#### Title I

- Goal 3, Action 10- Increase and improve targeted academic support for students who are not meeting proficiency on state assessments (ELA and math).
- Goal 3, Action 11- Monthly parent meetings (in addition to regular HST meetings) focused on understanding state academic standards and their relation to their children's education.
- Goal 3, Action 12- Monthly teacher professional development focused on understanding state academic standards and integrating them into classes, teacher resources, instructional material, and educational support.
- Goal 3, Action 13- Establish a digital library program to provide students an opportunity to develop digital literacy skills and improve academic achievement. A digital library will emulate college approaches to creating centers of technology and information literacy, allowing students to access a vast array of books online and includes English Learner supports such as audiobooks and those written in their native language.

#### Title II

- Goal 1, Action 6- To improve our professional growth and improvement systems for teachers and administrators, we will provide staff training related to formative, diagnostic, and interim assessments. To optimize data produced by diagnostic and interim assessments, it is vital that staff fully understand how to interpret results and modify curriculum and instructional appropriately.

#### Title III

- Goal 3, Action 9- Professional learning to guide and support administrators, coordinators, and teachers in addressing English learners' academic needs to ensure they gain academic content knowledge and English language proficiency.

# ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

## TITLE I, PART A

### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

### Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

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

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

## TITLE II, PART A

### Title II, Part A Activities

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

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

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

## TITLE I, PART A

### Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

# ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

## TITLE I, PART A

### Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

### 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:

During the 2019-2020 school year, significant outreach and engagement was conducted with families. This included parent surveys and virtual town hall meetings. This was critical in providing the information needed for the 2020-2021 school year, given the challenges of COVID-19. During the 2020-2021 school year, these strategies were repeated to ensure families are able to share their experiences and provide input into the LCAP. We collect data from a broad range of stakeholders (parents/guardians, students, staff, community members) regarding their priorities in a series of meetings and surveys throughout the school year.

In addition, we hold virtual town hall meetings and focus groups to gather additional information related to the LCAP. For parents and family members specifically, we hold meetings where families provide input on their priorities for the LCAP. Staff discusses the LCAP in DELAC meetings, and one



to one meetings with students and families<sup>4</sup>. These comments/suggestions, along with the student achievement and school climate data informed the drafting of the LCAP goals, actions, and services.

CPA involves parents of Title I students in an organized, ongoing, and timely way. Parents will be involved in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy. The policy will be annually distributed in the Parent Student Handbook and be included in board policy. It will be available on the school website with hardcopies available as needed from the school office. The Parent Involvement Policy is based upon Board Policy and Administrative Regulations to ensure compliance with both Federal and State regulations. The policy will be updated annually based on the feedback received from our parent advisory group, School Site Council and ESSA updates.

Parents are involved in the governing of the school through participation in surveys, DELAC, and our parent advocacy group. Parent groups may assist the school with community outreach, resource development, extracurricular programs, and community service projects. CPA views parents/guardians as our partners in educating our students. We have dedicated staff to assist all Title I parents/guardians the opportunities to participate in school activities and meetings including parents/guardians with limited English proficiency, with disabilities, and/or migrant students. We ensure all school information and reports are provided in a format and language that parents/guardians understand via digital format that can be translated with the use of technology. School provides use of interpreters, translators, and/or American sign language. In addition, educators communicate regularly with parents and families regarding school events, students' progress via zoom, email, phone, IM, or text. We have established an ongoing process to gather information through regular surveys.

## **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:**

Targeted Support Program: We plan to focus on supplementing and enhancing mathematics instruction for 6th to 9th grade. This is where the achievement gap widens for low-income students and some students begin to give up on school. Our theory of action is that by providing more intensive support during grades 6th through 9th, we can prepare struggling students to meet state academic standards, so they are well prepared for high school, college, and career. We hypothesized that the most effective use of the Title I fund would be to provide small intervention classes virtually in math, where the achievement gap was widest, in order to provide teachers, the time and opportunity to build relationships with struggling students. In addition, our data shows that socio-emotional challenges contribute to a lack of academic and general school success, we are also enhancing socio-emotional support at our school. Most of the Title I funding will go to support efforts to improve performance of low-income students and other students not meeting standards in math. Additional

uses of Title I funds may include funding parent involvement and education activities for parents whose children qualify for Title I services, such as Parent Workshops and support for parent access to Naviance, our online college and career planning software, and meeting the needs of homeless students.

Our students have access to tutoring services, personalized educational plans, personalized curriculum selections, intervention instructors, virtual academy instructors, Instructional Administrators, online academic support and instructional materials, technology, curriculum development, academic incentive programs, Career & Technical Education (CTE) Pathways, and college and career preparation, and other evidence-based intervention programs. Parent engagement strategies meet the needs of all students in the school with a specific focus on the lowest-achieving students and student groups who are at risk of not meeting grade-level proficiency. Parent and Community Engagement are provided in our community connections opportunities, parent education meetings, workshops and classes, multiple communication methods, and incentives for engagement. These strategies include counseling, additional teacher Professional Development, parent engagement opportunities, and supplemental curricular materials. Social-Emotional Learning (SEL) classes are provided for students weekly, curriculum development, professional development, parent meetings and training, SEL specialists, and psychologists. Title 1 funding is used to provide more intensive targeted support to close the achievement gap of the students who are considered unduplicated, high need students. Based on the California Longitudinal Pupil Achievement Data System (CALPADS), Home Language Surveys (HLS), Household Data Collection (HDC) forms, and Housing Questionnaires, we can identify students in the greatest need of support. Our identified socioeconomically disadvantaged, English Learners, and Foster youth students are not making adequate progress towards achieving grade-level academic standards. We believe that providing these students with targeted supports will help these students meet academic goals. Targeted intensive supports include academic intervention and support, social-emotional intervention and support, and parent and community engagement.

## **Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

CPA recognizes the right of all students residing within the school's boundaries, including those who are homeless, the opportunity to enroll in, and participate in CPA's educational and support programs. CPA will use Title I funds to supplement programs and supports aligned with the provisions of the McKinney-Vento Homeless Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The school will provide specific information in outreach materials, websites, and social media platforms notifying parents that the school is open to enroll and provide services to all students, which shall include contact number to access additional information regarding enrollment. A student's IEP or report card will never be required prior to participation in any attendance lottery or as a condition of enrollment.

## School Homeless Liaison

The school will designate a member of the leadership team as the School Homeless Liaison (“Homeless Liaison”) for homeless students attending a school or program. The Homeless Liaison will receive annual training in appropriate enrollment practices and techniques for homeless students and families. Training includes informing families about immediate enrollment, regardless of documentation, guiding families through filling out registration documents and providing families with a list of pamphlets designed to inform them of the services provided for them. The pamphlet also includes the contact information our homeless liaison so that parents and students know who they can contact for help. The Homeless Liaison shall ensure that:

1. Homeless students are identified by school personnel and through coordinated activities with other entities and agencies.
2. Homeless students will be enrolled and provided a full and equal opportunity to succeed school and various programs. Enrollment disputes are mediated in accordance with law, Board policy, and procedure.
3. Homeless families and students receive all educational services for which they are eligible.

Parents/guardians are informed of the educational services and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children. Homeless students are provided with technology, supplies and counseling in order to support them academically as well as social-emotionally. These needs could include academic, attendance, or social emotional support. CPA helps support the needs of homeless students as well as offering counseling services to students in need. Graduation requirements are adjusted for homeless students as necessary, and our enrollment practices are in alignment with the McKinney-Vento Homeless Assistance Act.

Other services provided to homeless students include:

- Educational Planning
- Assistance with Participation in school programs, college entry programs, and transition to college and career.
- Tutoring or other instructional support
- Expedited Evaluations
- Referrals for Medical, Dental, counseling, housing and other services/programs
- Coordination between Schools and Agencies
- Obtaining or Transferring Records for easy Enrollment

## Student Rights

Homeless students who are enrolled in the school have the right to:

- Equal access to all educational programs and services, including transportation and school nutrition programs.
- Continue to attend the school for the duration of homelessness or the current school year.
- Right to return to the school if CPA was their most recent previous school.
- Receive all educational services for which they are eligible.

## 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:**

#### Transition into Our School Model

Through school-provided videos and information during the enrollment process, families are provided the details of our school's educational model. Once enrolled, an initial meeting with their assigned home school teacher (HST) serves to inform parents and students about our school policies and expectations. Together, and with guidance from the high school counselor as appropriate, the HST and the parent develop an Individual Learning Plan (ILP) for each student; this facilitates a smooth transition from the students' previous school programs to the flexible, rigorous academic curriculum of CPA'S instructional program. Students who struggle with the transition are identified early through diagnostic assessments, standards-based assessments, teacher and parent observations, and are then given extra support as appropriately deemed through our multi-tiered system of support, to include our intervention program.

#### Supporting All Transitions through Social Emotional Learning (SEL)

Transitions of all kinds are supported at our school through our Social Emotional Learning (SEL) program. These transitions can include school changes, personal changes in the home, medical changes, and societal changes. Our SEL team has developed comprehensive trainings to staff and students. The SEL team offers slide show presentations (with optional voiceover recordings) and corresponding supplemental resources as tools for teachers to use with each of their students on monthly basis. These SEL lessons complement a monthly webinar offered to high school students on the given theme (such as Anger Management, Relationship Skills, etc). We plan to provide additional SEL curriculum for all grade levels, professional development to all staff on how to support our students in greatest need through transitions, and parents' trainings/workshops. Stakeholder engagement in SEL program will include: Input from school staff, survey sent to families, parent focus group, and communications through our school newsletter, emails, and meetings.

#### Middle school to high school

So that they can guide their students, teachers are trained in pertinent topics such as: graduation requirements, curriculum options, Career & Technical Education (CTE) programs, A-G College entrance requirements, concurrent enrollments, etc. While students are in 8th grade, teachers meet with students and parents to discuss high school options and requirements. Together, they consider student goals and create an individualized graduation plan. These plans are all reviewed by our counseling department. Once the plan is completed, the teacher and student select classes and order the necessary curriculum before the summer break. Families are also invited to meet with counselors as desired.

We offer high school orientation meetings to all of our new high school students and their families. A career planning course is mandatory for all incoming high school students to learn necessary study and organizational skills. This course also allows the students to begin to explore career options to work towards. As the year progresses, high school support specialists can recommend curriculum and adjust the graduation plan if it isn't in alignment with their most up-to-date life goals.

For our Special Education (SPED) students, we offer the Transition Bridge Program. It is designed to provide support to students and their families as they embark on the high school journey. In order to have an effective, meaningful transition to high school, students and families need to be given tools for academic and social success. Our highly qualified transition team will guide, mentor, and support students throughout the process.

High school to college and career

CPA supports students who are credit deficient in meeting graduation requirements. In addition, students are offered an opportunity for concurrent enrollment to get a head start on college or to learn job skills, such as computer programming or nursing. CPA is actively engaged in collaboration with local colleges to make concurrent enrollment options even more accessible to our students who need it the most. Career & Technical Education (CTE) pathways are made known to our students as course options during the school year. In 2021, we have enhanced student access and success with CTE pathways via collaboration with eDynamics and other virtual programs.

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

ESSA SECTION 1112(b)(13) (A–B)

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

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

We will establish a digital library program to provide students an opportunity to develop digital literacy skills and improve academic achievement. A digital library will emulate college approaches to creating centers of technology and information literacy, allowing students to access a vast array of books online and includes English Learner supports such as audiobooks and those written in their native language.

## **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:**

Title II funds supplement school funds used for professional development for teachers and other school leaders. Professional development is currently focused on closing the achievement gap and improving the performance of underperforming student groups: improving our Multi-Tiered Systems of Support; Universal Design for Learning to help teachers design lessons that engage students of all performance levels; Positive Behavioral Interventions and Supports to decrease disciplinary incidents and increase the amount of time students spend learning; Professional development training for intervention specialists and special education teachers to support students who are not successful in learning to read and current intervention programs; trauma-informed practice to build teacher understanding of how to support students in crisis; professional learning communities where teachers analyze data and plan instructional improvements to increase student success; and new teacher induction to help teachers new to the profession become effective as quickly as possible. We use Title II to support PBIS work in our school, where data shows more support is needed. Some of our staff members are struggling with an effective response to trauma-affected students. We provide PBIS (Positive Behavior Intervention & Supports)/MTSS (Multi-tiered Systems of Support) training with county offices of education and in-house offerings.

#### Data used for Planning:

Our professional development planning begins with analyzing student performance and needs, educators' capabilities and needs, progress in our school, and data about current professional development effectiveness.

Our focus is on Equity.

We use internal benchmark data to identify individual students and student groups not meeting expectations in English language arts, mathematics, socio-emotional development, behavior, and progression toward college and career success. Surveys of teachers, conversations with leadership, and observations help us identify areas in which professional development would help teachers meet student needs. We identify needs for our leaders as we analyze school data and identify focus areas for improvement. Our professional development (PD) can be divided into two primary categories: academic/pedagogical/technical and socio-emotional/behavioral. It is important to us to address both areas. Our data shows that it is often socio-emotional factors, not just academic factors, that are interfering with some students' ability to master academic standards and thus our ability to close the achievement gap. An example is our current focus on inclusion, which includes supporting PD in Universal Design for Learning and training in meeting students' socio-emotional needs. Multiple areas must be addressed if our students are to be successful. PD is a work in progress, with more data being made available. We realize that we need to narrow our PD focus and become more systematic and deliberate with implementation to achieve lasting results.

#### Content and Pedagogy

We use teacher surveys to measure our progress in implementing state standards, including the Common Core ELA and math standards, ELD standards, Next Generation Science Standards (NGSS), other California standards. These survey results are reported to the Executive Director and discussed in our leadership meetings. Examples: In math, instructional strategies need work. In NGSS, some teachers have implemented the new standards effectively, but other teachers still need PD on the standards we have planned for the next school year. Additional growth areas that emerge from the data are differentiated instructional approaches such as UDL (Universal Design for Learning). On the socio-emotional side, the staff is learning how to support students in crisis. We are

providing training in EverFi and ways to help students calm themselves. We have reviewed the data of our students who are not reading proficiently by the end of second grade, which has led to PD on multi-sensory reading approaches and evidence-based programs to help students before they fall behind begin to think reading is not for them. Design and Structure the school provides our teachers with a range of learning options. EverFi, our socio-emotional curriculum, has online training that based on teacher feedback and implementation observations is very effective. We provide virtual training sessions and send staff to workshops and conferences when it is safe and available. For our teacher induction program, CTI, the Riverside County Office of Education teacher induction program. CTI is focused on teachers' most essential needs, with embedded structures to help our new teachers focus on high-leverage learning that will have a broad impact on their practice. Collaboration and shared accountability

## **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 are single school charter.

## **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:**

Data and ongoing consultation to support continuous improvement:

Professional Development Teacher training is differentiated and matched to career stages. Training for teachers participating in induction might focus on routines and procedures and classroom management at the beginning of the year. More experienced teachers might be focused on practice problems, such as helping all students master operations with fractions in fourth grade. We have teachers interested in promotion, and their learning experiences might include managing a program or running a summer school. The most significant number of teacher training hours were focused on mathematics, technology, mindfulness and working with trauma-affected students, social emotional support, and PBIS. English language arts continue to be a significant area of focus for students, along with mathematics. There was also a great deal of training for Special Education teachers and general education teachers to develop all students' inclusion.

Professional Development for Administration:

Staff that is new to leadership receives coaching through an administrator coach. We are fortunate to have a strong leadership experience serving our new administrators, and we have ample evidence that the coaching helping all become effective more quickly. The coach supports the new administrator in setting both school and professional growth goals, the pair meets periodically for check-ins. Communication is open, and principals report that they feel this support is effective. We believe there is excellent value in administrators participating in training alongside their teachers, which frequently happens. Administrators who participate in training are better equipped to support and coach implementation, making the training more effective. Our administrative team acts as a PLC, using executive meetings to analyze our schools and student group data. These sessions also allow the Executive Director to share information about the state's evolving accountability system with school leadership. The process for using data to analyze professional development effectiveness is described in detail above. Our consultation structure is the LCAP process, where we consult with all stakeholders as we develop our plan. Consultation with parents often leads to areas of focus for professional development. An example is a recent meeting of our Parent Advisory Group, where parents talked about wanting information about the path to college earlier. Our families expressed that they value the high school's FAFSA and college applications workshops but think disseminating that information should start earlier.

For implementation, we provide them with training with a team of people who have presented workshops. Even initial workshops will be successful. LCAP consultation with staff and all stakeholders also adds PD topics to the list. Our team is very open about sharing their struggles and their ideas for training that would be helpful, and the information is beneficial. Our analysis of PD data yields information about what was effective, what was ineffective, and the changes we need to make for the subsequent year. We use that information to plan the PD activities for the next school year. The school is involved in the implementation of improvement in all curricular areas. Through the professional learning for teachers described above, both our leadership and training specialists work with groups of teachers using improvement science methods and tools. Through the use of teachers' teams, training specialists and site leaders are answering three essential questions:

1. What is it that we are trying to accomplish? (How much, for whom, by when)
2. What changes might will we try and why?
3. How will we know if a change is an improvement?

In answering these three questions, teachers' teams set up their metrics of success for continuous improvement. Each team identifies data sources for the short, medium, and long term. As an example, a long-term measure could be CAASPP or ELPAC results; a medium-term measure could be a unit assessment project-based learning objective. Lastly, a short-term measure could be the specific change idea that teachers decided to try, such as how many students draw a picture to help solve a math problem. Each of these measures is agreed upon by the teacher team trying out the change. The teacher team can then use the data to adapt their plans as needed. We have put most of our staff development into our LCAP, which helps manage funds while also creating a natural place to include a report of PD effectiveness in our Annual Report for that LCAP area. We use a variety of communicating our upcoming PDs.

## **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:**

CPA is grounded in the belief that teachers and parents are the key levers that boost student achievement; thus, quality professional development is essential for CPA students to excel academically. All professional development is designed to maximize student achievement, including that of our English Learners. The school's long-term planning and supplementing the selected instructional materials to best support all of our students. The leadership team shares best practices that are successful with staff and parents of English Learners, such as effective instructional methods and strategies. The staff monitors and supports students and families to enhance the effectiveness of instruction. Professional development for teachers takes place on a monthly basis. The primary function of dedicated professional development time is to analyze data from interim and formative assessments. The student progress toward grade level standards is analyzed monthly, whereas the results of formative assessments are analyzed quarterly.

Secondarily, school-wide professional development is a chance for the school's administration and teachers to use scientifically based research to address instructional trends in homeschooling and ways the students/families can be more effectively served. Topics may include instructional strategies like improving check for understandings, incorporating resulting in a positive and lasting impact on student achievement in their classrooms.

Another integral component of professional development at the school are the monthly Professional Learning Community (PLC) meetings. Teachers collect student's achievement data, conduct one-on-one meetings and review student academic work. Following the student-teacher meeting, the team discusses student learning based on student data and notes from the observation. Teachers are empowered to provide feedback to their colleagues in supporting students' academic success. These meetings allow CPA staff to notice instructional and cultural trends across the school and align professional development accordingly. The PLC cultivates a profound desire in staff to continue to improve their craft.

**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:**

We receive a minimal amount of Title III, Immigrant funding (\$5,444). Beginning in 2021-22, we will use these funds to identify the number of migrant children age-eligible to enter kindergarten the following year and designated as ready for kindergarten by: a) identifying ten or more English uppercase letter names or letter sounds, as measured by the Phonological Awareness Literacy

Screening; and b) gaining four or more standard scores on the Peabody Picture Vocabulary Test measure of English vocabulary or the Test de Vocabulario en Imagenes Peabody measure of Spanish vocabulary.

### **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:**

CPA strives to ensure all of our English Language Learners to advance each year in their language development and be redesignated. Based on the student's Home Language Survey, all students designated as potential English Learners will take the English Language Proficiency Assessment for California (ELPAC). CPA will purchase instructional materials that will support access to grade-level content for ELs in correlation with the California ELD standards. In addition, will also provide professional development for teachers in English Language Development and monitoring student progress. Additionally, the parents of English Learners will receive specialized training in how to support the development of their child's language proficiency at home at parent workshop.

### **English Proficiency and Academic Achievement**

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The instructional programs were chosen because of their basis on scientifically based research and effectiveness with English Learners. The school will use proven methodologies including increased time for reading and math and individualized instruction for students who are acquiring English. Students' language proficiency levels as determined by the ELPAC will be closely monitored to ensure our students are advancing to higher levels of English Language proficiency.

Student mastery of the grade level content standards will be measured through standards-based assessments, as well as the SBAC, the STAR360 assessment, and other summative assessments. In addition, teachers will keep anecdotal records of their students' progress. Assessment results will be disaggregated by English language proficiency levels for further analysis. Additionally, the academic progress of reclassified students will be monitored for four years after reclassification. ELs

and RFEP students not making adequate academic progress will be provided with appropriate interventions. ELs at risk of retention will receive additional intervention services.

## **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:**

We do not receive Title IV funds.