

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

## LEA Name

Nevada City School of the Arts

## CDS Code:

29 10298 0114330

## Link to the LCAP:

*(optional)*

[https://www.ncsota.org/wp-content/uploads/2018/06/2018\\_Local\\_Control\\_and\\_Accountability\\_Plan\\_\\_Annual\\_Update\\_Nevada\\_City\\_School\\_of\\_the\\_Arts\\_20180627.pdf](https://www.ncsota.org/wp-content/uploads/2018/06/2018_Local_Control_and_Accountability_Plan__Annual_Update_Nevada_City_School_of_the_Arts_20180627.pdf)

## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by  
State and Local Educational Agencies

### TITLE II, PART A

Supporting Effective Instruction

### 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.)*

*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.

Nevada City School of the Art's goals are to continue to assist all students moving toward proficiency in ELA and mathematics as measured by DRA, CAASPP, ELPAC and other school assessment instruments chosen by teachers.

The school has chosen to direct federal funds (Title I, II & Title IV) towards three efforts:

1. **SUPPORT INTERVENTION PROGRAM:** Paraprofessional staff under the supervision of the classroom teacher will provide Tier 2 and 3 level academic supports to individual students. The reading & math intervention teachers will focus efforts in grades K-5 to develop Pre- and Post- tests in mathematics and reading to develop the Tier 3 Intervention program including entrance and exit criteria. We also offer a Student Services Resource Coordinator to assist with student support & services.

2. **TEACHERS:** Title II funds will be used to support professional development and training in diversity and cultural awareness, mindfulness for better classroom management, Orton Gillingham for increased LA scores and continued licenses for Lexia software to support struggling readers. We are in the process of researching a math intervention software, but plan to have one available to struggling math students for the 2019-20 school year. The school will provide teacher collaboration time to allow teachers and support staff to support Tier 1 & 2 students.

3. **ASSESSMENTS:** Teachers will identify students who may be at risk for academic failure. Teachers will develop Tier 2 lessons and accommodations to support students who are identified as not meeting grade level standards and remediate their gaps in learning.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The schools mission, End's Policies and LCAP goals are designed to nurture and inspire academic excellence through the arts. The school strives to align the use of federal, state and local funds to help students grow academically, socially, emotionally, culturally and physically. The LCAP describes the following efforts to contribute to this: continue to ensure all teachers are qualified and appropriately credentialed (Goal 1, Action 9). Provide professional development and instructional coaching as well as staff collaboration time to increase student learning outcomes. Develop the curriculum and alignment to include lesson design, arts & diversity integration and assessment processes (LCAP Goal 1, Action 8). Ensure that students have access to first good instruction in the form of high quality teachers; including universal access in differentiation in mathematics for all students through professional development. Provide Tier 2 and Tier 3 interventions to remediate student learning (LCAP Goal 1, Action 11). Maintain an instructional support staff to assist teachers and other certificated staff toward meeting student academic performance objectives.

## ESSA Provisions Addressed Within the LCAP

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

## TITLE I, PART A

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

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

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

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

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

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

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

### Career Technical and Work-based Opportunities

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

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

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

## TITLE II, PART A

### Title II, Part A Activities

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

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

## TITLE III, PART A

### Parent, Family, and Community Engagement

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

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

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

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

### TITLE I, PART A

#### Poverty Criteria

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

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

## ESSA Provisions Not Addressed in the LCAP

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

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

### TITLE I, PART A

#### Educator Equity

ESSA SECTION 1112(b)(2)

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

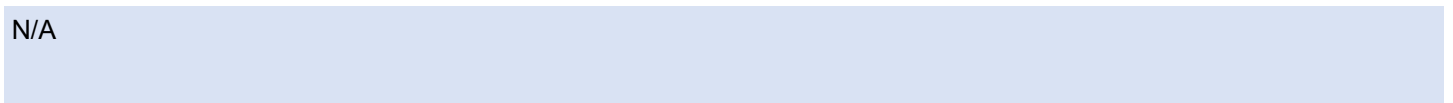
**THIS ESSA PROVISION IS ADDRESSED BELOW:**



#### 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:**



NCSA's Parent and Family Engagement Policy is distributed annually to all parents and guardians as part of our Annual Notice to parents in the Beginning of Year (BOY) packets. The Parent and Family Engagement Policy is based upon administrative regulations to ensure compliance with both Federal and State regulations. It will be updated annually based on recommended changes from general counsel and through feedback received from parent and staff advisory groups.

The school's Parent and Family Engagement Policy is reviewed by the advisory groups, then by parents at a Title I School meeting. The policy is then revised as needed and approved by NCSA's Charter Governance Council. The policy is available on the school's website, with hard copies available in the Business Office.

#### Assistance to Parents

At Back-to-School Night, a review of the middle school curriculum and grade-level standards is included in order to increase parent understanding of middle school student expectations and requirements. Parent conferences are held at the end of each semester giving parents/guardians an opportunity to meet individually with teachers to discuss student progress toward proficiency on grade-level standards. In addition, with the recent adoption of a new Student Information System (SIS), Synergy, parents are now able to access their student's standards-based grades and know exactly which standards their children are meeting and which need further improvement. Students are given multiple opportunities to master every standard. Finally, all parents have access to their children's Google Classroom account where assignments, support videos, and information on class assignments are entered daily.

For State assessments like CAASPP (California Assessment of Student Performance and Progress), parents receive an explanation of their child's performance on CAASPP as compared to State proficiency expectations each year that their child is tested. The CAASPP score reports, which include this explanation, are mailed to parents within 30 days of the schools' receipt. Parents have the opportunity to ask questions of teachers and other staff at any time to gain a better understanding of State academic standards and other assessments through email, phone contact or scheduled meetings.

#### Training and materials for parents to improve achievement

We provide materials and training through several avenues. We provide parents of incoming Kindergarten students with a kit of materials so that they can work with their children at home. We also provide a "Summer Slide Prevention" packet to families of students in grades 1-5 so that students can continue to practice their newly developed literacy and math skills during the summer break so that there is less slide to overcome in the beginning of the year.

#### Staff education on working with parents

Staff receive training at the beginning of every year on how to support students, especially students with special needs and those who have experienced trauma. Each year several staff are sent to the Universal Design of Learning training provided by the county and they come back to team meetings and share new strategies with their colleagues. Instructional Assistants and Paraprofessionals receive monthly training on how to work with students who have behavioral challenges.

#### Communication with parents and informed parent participation

Every Monday each teacher sends home a "Monday Note" to their class explaining what will be taught that week, what to expect from their classroom meetings, and any upcoming events or projects.

Each Sunday the School Director sends a letter home to the whole school community discussing topics that are relevant that week, successes and accomplishments, Issues of the Week, etc.

Once a month, parents are invited to attend the school's Parent Advisory Group which was developed to give parents a chance to voice concerns, ask questions, and seek clarity directly from the School Director. Parents are also invited to attend the "Community Cafe" each month to help fundraise and provide support to the school at large.

#### Alignment required in section 1116 to LCAP stakeholder engagement process

Just as Title I funded activities are supplemental to actions and services provided through LCFF (including Supplemental Grant Funds), we have an extensive LCAP stakeholder engagement process that is supplemented at our school with parent and family involvement activities required by ESSA.

Our LCAP stakeholder engagement process is detailed in our LCAP. In summary, we consult with a broad range of stakeholders about their priorities in a series of meetings, supplemented with additional information gathering, communication, and focus groups. For parents and family members specifically, we hold meetings where families provide input on their priorities for the LCAP.

**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.

Nevada City School of the Art's goals is to continue to assist all students moving toward proficiency in ELA and mathematics as measured by DRA, Orton Gillingham, iReady, Writing by Design, CAASPP, ELPAC, and other school assessment instruments chosen by teachers.

In order for the school to provide access to all students, the school has chosen to direct federal funds (Title I, II & Title IV) towards the following efforts:

1. SUPPORT INTERVENTION PROGRAM: Paraprofessional staff under the supervision of the classroom teacher will provide Tier 2 and 3 level academic supports to individual students. The reading & math intervention teachers will focus efforts in grades K-5 to develop Pre- and Post- tests in mathematics and reading to develop the Tier 3 Intervention program including entrance and exit criteria. We also offer a Student Services Resource Coordinator to assist with student support & services. These supports are available to all students, not just identified students or subgroups.

2. WELL ROUNDED EDUCATION: NCSA has begun to train teachers in the Universal Design of learning teaching methods to help broaden teachers' ability to meet all students' needs and learning styles within the classroom so that every child may access their education. In addition, NCSA provides comprehensive music, arts, and electives programs so that every child has access to enrichment activities of their choice. By offering such a wide range of enrichment classes, students at NCSA are certain to be able to participate in at least one activity that fulfills them creatively. Along with our Art, Music, and electives programs we provide afterschool sports at no cost for any student wishing to participate.

3. TEACHERS: Title II funds will be used to support professional development and training in diversity and cultural awareness, mindfulness for better classroom management, Orton Gillingham for increased LA scores and continued licenses for Lexia software to support struggling readers. We have adopted iReady math intervention software to support struggling math students as well as provide enrichment to those that are accelerated. The school will provide teacher collaboration time to allow teachers and support staff to support Tier 1 & 2 students.

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:**

N/A

**Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Charter Governance Council has adopted a Homeless Student Policy to provide for their unique needs. Briefly, that policy designates a school liaison for homeless students to ensure that homeless students have full and equal opportunity to enroll and succeed in school. Eligible students are identified through the enrollment process in the registration packets. These students are given priority enrollment. Should any such students enter our school, we would convene an SST meeting early in the school year to provide the best possible supports for the child. Homeless services will be provided to all homeless students, so they can participate fully in all school activities and programs for which they are eligible.

We currently do not have any students that are from homeless shelters. To utilize the reservation of Title I funds for the homeless students, if a homeless student enrolled in our program they would be assessed within the first two weeks of school to determine if Lexia (Reading Specialist), iReady (Math Intervention Specialist) are necessary to support their academic progress. In addition, we would ensure access to the school counselor to support any social or emotional needs.

### **Student Transitions**

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

N/A

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

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

N/A

### **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 LEA and 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)

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

**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:**

NCSA has established a self-evaluation video-taping procedure for teachers to engage in the process of looking at their performance by recording themselves. This allows them to create improvement goals utilizing evidence-based strategies to evaluate their teaching. The employee self-evaluation ensures that they prepare thoughtfully for their performance development. At the end of the year, each teacher meets with the School Director and Assistant Principal to review performance and establish new goals for the following year. Support is also offered through grade level team meetings where teachers are able to collaborate and provide feedback for changes. The School Director meets with all administrative personnel throughout the year to determine what professional development is needed for professional growth. NCSA's credentialed salary schedule is based on continued education and documented professional development using units/credits calculations.

The School Director is evaluated by the school's board based on monthly board monitoring reports, as well as using data from annual student, staff and parent surveys. In addition, we have an advisory team consisting of credentialed teachers, classified support/teacher staff, and administration that meets twice a month to discuss school goals, decisions and planning for feedback for the School Director.

To continue professional development of all staff, NCSA provides ongoing, annual professional development based on identified areas of need. For example, after the adoption of our ELA (Orton Gillingham) & Math (Math in Focus) curriculum, NCSA requires that all new teachers are trained in these programs. In addition, we provide in-house professional support with the help of the Reading & Math Specialists and the Assistant Principal. New teacher training is offered through orientation to the workplace by providing a new teacher intensive which is a mix of training, meetings, on-going support/mentoring from the School Director and Assistant Principal.

NCSA utilizes local assessments three times a school year to measure student growth along with the CAASPP scores. This data provides information needed to determine where teachers, principals and other school leaders may need additional training for support and 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:**

N/A - LEA is a charter school/single school district

### **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:**

Our process for analyzing the effectiveness of our programs is described in detail above as part of ESSA SECTION 2102(b)(2)(B). We consult with all stakeholders, teachers, specialized staff, classified staff, parents, and students regularly in weekly and monthly meetings. We use feedback from these meetings and our assessment data, as described above, to help develop our improvement plan. Parent advisory group feedback and parent and staff survey feedback are where we often find a focus for our professional development. For example, when parents and teachers felt our behavioral standards were not high enough we adopted a school-wide set of behavioral expectations and trained teachers and staff on how to implement those in their classrooms and on the playground.

In addition, staff surveys, along with regular grade-level and advisory team meetings, lead to further requests for professional development by staff. We have included all of our staff development in our LCAP.



## **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:**

N/A

### **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 SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

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

N/A

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

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

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

- (C) 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
- (D) meeting the challenging State academic standards.

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

N/A

## **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:**

NCSA holds multiple advisory meetings with teachers, staff, parents and board members to discuss the use of Title IV funds and the need for transferring these funds to support our reading and math intervention programs through Title I. Based on assessment data, these programs show significant academic improvement for our economically disadvantaged student subgroup. Utilizing iReady for math support and Lexia for reading support offers necessary additional support beyond the classroom and ensures a multi-tiered structure of support for students who are struggling. NCSA requires local assessments in reading, writing and math to be completed by teachers three times a year. This data and prior year CAASPP scores are used to measure the effectiveness of our programs. Currently we are showing improvement on state and local student test scores and academic growth.