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

LEA name:
Para Los Niños Charter Elementary School

CDS code:
19 64733 6120489

Link to the LCAP:
(optional)
[Provide link.]

For which ESSA programs will your LEA apply?
Choose from:

**TITLE I, PART A**
Improving Basic Programs Operated by State and Local Educational Agencies

**TITLE I, PART D**
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

**TITLE II, PART A**
Supporting Effective Instruction

**TITLE III, PART A**
Language Instruction for English Learners and Immigrant Students

**TITLE IV, PART A**
Student Support and Academic Enrichment Grants

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

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.

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We continue to refine the Para Los Niños Multi-Tiered System of Support (MTSS) in education. With LCAP funding, we strengthen our standards-based program by providing additional supports, interventions, and enrichments to meet the needs of students’ academic and social-emotional development while providing parent/family education/engagement opportunities. Through Social Emotional Learning we aim to develop competency and resilience to foster our students’ abilities to face adversity while attaining academic achievement. Through MTSS, we work to provide a tiered level of additional supports that increase in intensity as a responsive system. Through CAASP and local benchmark assessments in literacy and mathematics, we identify students who are not reaching grade level benchmarks and provide additional in-class supports. Additional strategic interventions in academic and socio-emotional development are offered for students demonstrating a greater need of support. Teachers will receive professional development aligned to CCSS while also receiving professional learning that deepens their understanding of trauma informed care and how to promote a safe environment for learning. In addition, Restorative Practices will also be developed to provide a means for students to re-engage in a caring, more understanding and supportive community. Professional learning opportunities will be given through support in planning reading, writing, mathematics, inquiry in Social Studies and Science, and in Social Emotional Learning. Through the MTSS, teachers, administrators, and skilled professionals also make recommendations when a student needs high intensive levels of support that are tailored for child and their family. Parent/Family communication, education and engagement are crucial to the educational experience and support provided for our students.

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**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.
All of the funds, Title I (Part A), Title II (Part A), Title III (Part A), Title IV (Part A), are aligned to our core standards-based program and provide additional supports for English Learners and all students at risk who need additional intervention support and enrichment to meet grade-level standards in English Language Arts and Math and who need supports to further develop social-emotional skills. Structured intervention opportunities will support students to make gains to meet the standards. Supplemental instructional materials, professional development, additional staffing, technology equipment, access to web-based resources, and intervention during and afterschool, and parent/family engagement are components of the additional support for students.
ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

The process of developing and implementing a well-rounded program centers on the continuous improvement of our Multi-Tiered System of Supports (MTSS) in academic, socio-emotional and physical development and the additional funding needed to support students not yet meeting the standards. Our school implements the academic and physical education program based on standards and an SEL program. We administer benchmark assessments, collect and engage in data analysis, monitor student progress, identify students not reaching grade level expectations, implement academic and social-emotional interventions, include feedback from parents, teachers, staff, the SSC and ELAC Committees, open parent forums, and two surveys of our stakeholders, including a literacy survey which also included our students. We are using the results of the literacy survey to help inform our goals and strategies.

The CAASPP, specifically the SBAC scores show overall increases in ELA and Mathematics, however, we strive to improve these scores. The overall English Learner scores fell slightly, from 2017-2018. SBAC and internal benchmark assessment on our Illuminate Database show students making gains in literacy and math, yet there is a gap between the EO students and those who began our program as English Learners. Students in the Transitional Bilingual Program may take longer to transition into Spanish. Our reclassification rate is at 11% and we are working at identifying students at the cusp of reclassification for intervention.

After a yearlong process, we are in the final stages of adopting a literacy program to further support beginning teachers and provide greater access to grade level instructional materials. Professional development is planned in implementing the new literacy adoption. Students will continue to receive in-class intervention through Guided Reading and afterschool supports. Additional staffing will also be used to provide students who are not meeting grade level standards with additional supports in literacy through small group intervention.
We continue to improve our Multi-Tiered System of Support (MTSS) to better provide the appropriate level and amount of support to meet the needs of identified children. More professional development will be provided for teachers and support staff in supporting students within the classroom along with intensive supports during afterschool times.

Finally, there is a need to engage parents further in the academic successes and the social-emotional growth of our students. Literacy workshops for parents (Spanish and English) will be offered to all parents, while also specifically contacting parents of students who are markedly below grade level. We aim to guide parents in ways they can support their children. Parent certificates will be presented as a community to parents who participate in parent workshops. Academic celebrations along with award programs per trimester will help to increase parent/family involvement in the child’s education.

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

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<td>1112(b)(11)</td>
<td>6 (as applicable)</td>
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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).

At PLN Charter Elementary School, our philosophy is that students need a safe environment for learning. Students need to build their capacity to identify feelings, respond to them in a school appropriate manner in order to engage in school and be academically successful. The Multi-Tiered System of Support (MTSS) model is both a preventative and responsive system that will involve continuous improvement in identifying and implementing Social Emotional Learning along with behavioral interventions tailored for our students. The MTSS model is intended to provide alternatives to suspension with increasing levels of intensity of support for the student and family to eliminate the overuse of discipline practices that remove students from the classroom. Data through Illuminate will be collected and monitored closely to monitor students, review students with high needs students, and disaggregate data to determine if there are disproportionate suspensions within any sub-group.

As part of our preventative and responsive practices, we plan to have the following: Beginning of Year Behavior Expectations Assembly, Value of the Month Assemblies, Reward System for Positive Behavior, Award Assemblies by trimester, Peace Path Student Leaders, Safe School “Cool Tools” Lessons, Caring School Community, Restorative Practices, Calm Classroom and other mindfulness practices.

Interventions will be made at the Tier II and Tier II levels which are based upon the needs of the student. These interventions include practices that do not remove students from the classroom such as Buddy Grade Level Classroom Support, small group counseling intervention during play time, GRRS-Guidance, Reflection, and Repair Sessions provided by the Case Manager afterschool, and GRSS Sessions with parents. For more intensive, repetitive behaviors, the Case Manager will also make recommendations for parents/families for mental health and family services. Additionally, the Case Manager will guide parents to attend from a variety of parent workshop series to help parents improve their skills in supporting their child.

On-going professional development is planned to support our new teachers in providing trauma-informed care through our MTSS model. In addition, parents will also be provided with
information through the school year through: Beginning of Year meetings, SSC, ELPAC, Parent/Principal monthly meetings, and communication through newsletters, school One Calls.

Career Technical and Work-based Opportunities

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<td>1112(b)(12)(A–B)</td>
<td>2, 4, 7 (as applicable)</td>
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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

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<td>2102(b)(2)(A)</td>
<td>1, 2, 4 (as applicable)</td>
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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.

The following activities will assist to improve and support effective instruction:

- Continuous recruitment of highly qualified teachers by staff
- Professional development for all teachers, instructional assistants, in the new English Language Arts program.
- Provide focused instructional planning time 1x per to ensure teachers have support to tailor instruction based on benchmark data and formative assessment
- Provide professional development for Instructional Assistants to provide additional intervention support in class for students not reaching benchmark in literacy/math
- Provide coaching tailored with multiple entry points for beginning, developing, experienced teachers.

TITLE III, PART A

Parent, Family, and Community Engagement

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<td>3116(b)(3)</td>
<td>3, 6 (as applicable)</td>
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Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.
We recognize the importance of parent, family, and community participation in understanding the needs and ways to support our English Learners.

- Parents/Family/Community will engage in workshops where they will learn the process of EL identification, EL programs, how to support EL development at home with additional community and on-line resources
- Parents/Family will be informed of their child’s on-going progress in EL development; ELPAC test will be explained; and parents will be able to understand the specific needs of their child; and, overall needs of the school
- Parents will be informed when their child is not reaching grade level benchmarks; educational workshops will be offered to parents to help them further develop skills in how to further encourage and support their child as an EL
- The ELPAC Coordinator together with administrators will ensure that the students are closely monitored and the EL’s progress is communicated to parents
- Parents/Family/Community will celebrate the success of students improving, and reaching Reclassification
- Teachers and instructional assistants will have opportunities to evaluate the professional development received.

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

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<td>1112(b)(4)</td>
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Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

PLN uses the national school lunch program to determine eligibility for free or reduced priced meals in order to determine poverty rates.
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:

The Para Los Ninos Organization recognizes the importance of ensuring that we have highly qualified teachers that are also a good fit to the school’s culture and mission in supporting students at risk. We have developed an extensive recruitment and hiring process. Staff members recruit through the organization’s website, Teach For America, EdJoin, UCLA TEP, and LACOE. Staff recruit at career fairs, local universities, Los Angeles County Office of Education programs, and word of mouth referrals. Through the interview process, our staff closely review the qualifications of candidates that apply for employment to ensure that our students receive equity in access to experienced teachers. Teachers who are working to clear their credentials will be supported and monitored more closely with coaching opportunities.

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:
Many opportunities are provided for parents/families to engage and participate in school and develop an understanding of the MTSS approach, CCSS and the educational approach offered to students. Additionally, parents/families will be provided with the schoolwide data based on the SBAC and ELPAC results, along with the interventions that are put in place to provide students with additional supports to reach the CCSS and also to strengthen a student’s socio-emotional development. Parents will be provided with workshops that are tailored to the needs of English Learners, students not reaching benchmarks in the academics, and students who have further need of developing socio-emotional competencies. Parents will be informed through various means of communication including notifications in their sign-out section, flyers, one-calls, and newsletters.

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:

Through the MTSS, we are able to monitor student progress in the academic and social-emotional development of our students. As part of both our system of response, we provide a full-time on-site Case Manager who is able to provide targeted supports for children and families in need. The Case Manager assesses student and family needs and through an Integrated Services approach works with the administration, teacher, and parents to determine how best to respond to the needs of the children/family. Targeted supports include mental health services, family services, social-skills, creating emotional supports for students within the classroom community. Additionally, our school nurse is funded to help support and ensure the care and health of our students.

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:
Through an on-site Case Manager, we provide supports for children and families facing challenges and needing basic support such as shelter, food, and clothing.

Student Transitions
ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)
Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

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

(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:

The Charter Elementary School administration and support staff provide transitional services for Early Childhood Education Programs through:

Prospective Parent Night- parents/families receive information on the enrollment process, standards-based educational program offered, educational approach, support services

On-going support-parents/families supported by staff to complete forms, documents, needed, etc. and prepare for transition

Administration and support staff communicate with PLN pre-schools administration to recruit, transition families, support students with IEP, and other needs.

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:
Funds are allocated to provide supplemental support for students by having a Library Specialist who provides weekly lessons for students in digital literacy and computer training. In addition, supplemental web-based resources for literacy, mathematics, and science/social studies are provided. Computer/keyboarding skills are included in digital literacy development. Students also have access to some web-based resources at home.

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:
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.
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.

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.

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.

The PLN organization continuously refines professional growth opportunities based on teacher surveys, evaluations of professional development offered, and the feedback of the Instructional Leadership Team, the School Site Council, and the ELPAC Committees. In order to improve the
amount of professional development and instructional planning, there will be dedicated time each week next year for instructional planning afterschool. Teachers will receive support to plan their literacy implementing the new ELA program. In addition, professional development will include reading strategies that will be infused into content area of science and social studies providing greater access and skill development in reading and writing. Through the Teacher Leadership Team opportunities are built for teachers to develop leadership and build their capacities to engage in the continuous school improvement process.

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:

Funding is prioritized based on the input of all stakeholders (parents, teachers, staff, community) through SSC, ELPAC, parent forums with the principal, and surveys to the community. Data is presented to the community through the Café de Padres and to teachers and staff. Survey results are also presented to faculty to support the decision-making process in prioritizing LCAP funding.

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 data are collected, analyzed, and informs the decision-making process for continuous improvement of our school. Assessments are implemented in literacy and mathematics during benchmark periods throughout the year. The data is disaggregated and reviewed to determine how to group students, provide interventions within instructional day and afterschool. The Literacy Survey also helped to inform the continuous improvement process by understanding the perspective of teachers and students. This has helped to determine the professional development for the new school year.

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:**

Professional development will be provided for teachers during dedicated afterschool hours, along with coaching sessions in class, and during instructional planning sessions which will take place afterschool. The professional development will focus on the new English Language Arts program, understanding the different components, and how to use assessment to determine use of the instructional materials to meet the needs of the students, including English Learners, students not meeting the benchmarks, and students with Special Needs. Evaluation of the professional development will assist the principal and assistant principal in determining how to refine the professional development to meet the varying needs of teachers in the implementation of the English Language Arts program. In addition, the principal and assistant principal will work closely to determine how best to provide feedback to teachers that will support their continuous growth and development across the year.

**Enhanced Instructional Opportunities**  
ESSA SECTION 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:**

In order to enhance the instructional opportunities for immigrant children at the elementary level, the instructional program will ensure that children and parent/family receive support in understanding the academic expectations, CCSS, the school’s curricular programs and approach, the process for identification and support of English Learners, and the ways the school supports students not meeting expectations. In addition, the Case Manager will support the family in having access to support programs as needed.

**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:**
To further supplement the basic educational programs, opportunities will be provided for students to enrich their experiences and build language through supplemental instructional materials that provide hands-on experiences and first-hand experiences such as field trips and visiting assemblies in science and social studies.

**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:**

Supplemental instructional materials and experiences are needed to provide English Learners with more opportunities to develop language and understanding. Such experiences include greater access to technology on-line, web-based, field trips, and instructional supports for intervention when not meeting the grade level standards, nor the expected language growth. Student English language development will be monitored closely, and teachers will implement strategies both during designated English Language Development time and during content-based teaching by providing strategies that enhance students’ ability to build language and cognition.

**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:

Activities and Programs:
Partnerships with higher institutions and public entities will include working with universities such as CA State Los Angeles, Los Angeles Public Library, Inner City Arts (non-profit), to enrich the experiences for all students including English Learners and at risk students. Field trips to these entities along with activities there will supplement the educational experience for students.

Purchases of new technology to increase the ratio of device to student ratio will help prepare students for 21st century learning.

Supporting students to promote health through a curriculum-based program, hands-on gardening program.

Additional materials will be purchased to provide students with enriched art, STEAM experiences by Linking learning to the standards, including Next Generation Science Standards

Greater access to public entities such as museum field trips, enrichment assemblies, are also planned