

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

LEA name:

The Language Academy of Sacramento
(LAS)

CDS code:

34-67439-0106898

Link to the LCAP:

(optional)

Link to LAS Website LCAP

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.)*

FY19:

Title 1, Part A

Title 2, Part A

Title 4, 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.

The Language Academy of Sacramento (LAS) charter mission of **biliteracy, confidence, and leadership** for the LAS Graduate commands a well-structured educational program. The question, "What is enduring, essential, and transferable?" serves as a guiding focus as staff meets to address the **LAS Educational Program: Six Design Components – 1) Research, 2) Professional Development, 3) Curriculum Design, 4) Assessments and Accountability, 5) Instruction, and 6) Support Structures**. At LAS, the student academic and socio-emotional/leadership goals are organized via the multi-tiered system of support (MTSS) model which then delineates initiatives as part of the core day or supplemental program. Federal funding (Title 1, Title 2, and Title 4) in conjunction with state supplemental dollars to enhance the supplemental actions which are systems of support to provide strategic and intensive interventions in support of the needs of underperforming student groups (i.e. Low Socio Economic Status, English Learner, Migrant, and Foster/Homeless). The LAS LCAP illustrates the which actions under specific goals have state and federal dollars allocated side by side to enhance supplemental programs that support increase students achievement.

With reference to the #2 Professional Development, #3 Curriculum Design, and #6 Support Structures mentioned above, LAS federal funds will support the following efforts: 1) Intervention Programs (Onsite SES, Summer School), 2) Literacy Coaching and 3) Classroom libraries for enriched Readers and Writers' Workshop experience. Moreover, funds will also be directed to address parent involvement and training via Parent Academy seminars.

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.

LAS LCAP encapsulate the mission of the school. On an annual basis, the LAS community agrees on the LCAP actions based on needs assessments and data analysis with focus on areas for improvement. Stakeholder groups: parents, students, community members, staff members and school leadership via organized structures such as 1) Governing Board, 2) Parent Council, 3) Parent Association, 4) SSC, and 5) ELAC, study and review data and develop relevant actions accordingly.

Also on the LAS LCAP are metrics that help in monitoring the implementation effectiveness of such actions to meet the determined needs above. Such needs are met with qualifying funding from the state and the federal monies.

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>
<u>(Refer to LAS LCAP Pages: 15-34, LAS Goal 1)</u>	

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>
LAS has committed to a schoolwide implementation of PBIS and the Second Step Curriculum and continued expansion of Restorative Justice/Practices to address school climate and ensure positive learning environment for all students.	

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>
N/A	

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>
<p>The foundation of the LAS dual language immersion program’s effectiveness is teacher quality. Because LAS is a highly specialized educational design not only do all teaching staff need to be highly qualified but also need to be highly versed in the research of effective dual language immersion schools. Consequently, as stated in the LAS Six Program Design, #2 Professional Development, is the second element of all four LAS mission goals. LAS serves as a laboratory school of students teachers for the local universities: CSU Sacramento and UC Davis. Most LAS teachers come from these two induction programs. Once hired as teaching staff, new teachers are assigned a BTSA teacher. Moreover, new teachers are placed in grade level teams in which there are seasoned teachers who guide and mentor them in their beginning years. Lastly, LAS has a literacy coach who provides a multi- tiered support for teachers depending on their identified needs, including, building exemplary classroom libraries for effective implementation of language instruction in English and Spanish.</p>	

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>
NA	

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
NA	

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA- Charter school

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent Council/Parent Association

The Parent Council is the elected body representing LAS parents and the organization responsible for involving parents in the activities of the school for the purpose of strengthening the LAS community. The Parent Council consists of non-voting officers such as President, Vice-President, Secretary, Treasurer that are elected by the existing Parent Council Members. In addition, voting classroom representative for each grade level that are elected by Language Academy parents. A language balance is sought within the Parent Council. All parents are encouraged to attend Parent Council meetings. Parent Council events will be attended by the School Administration, teachers, parents, and students.

All parents of LAS students are members of the Parent Association. The sole purpose of the Parent Association is to support the mission of the Language Academy of Sacramento. Parent Association meetings will be held monthly, and will be planned and led by School Leadership and the Parent Council. The Parent Council will generate topics of interest from parents for these meetings. These meetings will provide an opportunity for parents to communicate with school staff and get to know other parents.

Academic and artistic events will be developed and organized by the administrators, the teachers, the Parent Council, and other volunteers. Examples of academic and artistic events include: Family Literacy Night, Winter Festival, Health and Science Fair, Día del Niño, Student Enrichment Presentations, as well as others.

Participation in Advisory Councils

A parent or guardian has the right to participate as a member of the English Language Advisory Committee, a parental council, school site council or Governing Board in accordance with the rules governing parent or guardian memberships in those organizations.

English Learners Advisory Committee

The Language Academy of Sacramento, in conjunction with other parent and school advisory councils, annually convenes the English Learners Advisory Committee (ELAC). The ELAC serves as the advisory body on the development of English Learners' curriculum, progress, training of teachers and attendance policies. The school works with the parents of English Learners and English speaking students to develop and adopt policies and strategies.

Language Academy of Sacramento Single Plan for Student Achievement

The Single Plan for Student Achievement (SPSA) identifies and addresses the instructional needs of students and specifies how categorical funds (Title I, II, etc.) provided through the Consolidated Application (ConApp) will be used to accomplish the schools academic goals outlined in the plan.

Parent Involvement Policy (Based on CDE Parental Involvement Guidelines; *Bold and italics are additions based on parent feedback*)

Conduct an annual meeting to be held during the first trimester of each school year to inform parents of the programs and opportunities available to students through Title 1 and parent's rights to be involved (P4.1). Provide consistent feedback to families concerning student achievement, ensure parent participation during ***Parent Association, Parent Council, charter committee meetings*** and solicit parent input to guide the planning of Title 1 program opportunities (P4.2). Make reasonable attempt to provide access to all school related activities and communication for parent with limited English proficiency or physical disabilities and migratory or homeless families (P4.3). Provide parents information regarding grade level multicultural curriculum ***and materials, end of the grade level expectations***, academic assessments and student achievement data during parent/teacher conferences at least twice a year (P4.4). Establish an English Learner Advisory Committee (ELAC) which will provide input in Title 1 activities (P4.5). Ensure Parent Liaison facilitate the process of involving parents in the developing/revising the School Parent Involvement Plan, School-Parent Compact, and parent involvement workshops and event opportunities where they learn ways to help in the classrooms (P4.6). Administer Climate Surveys (Programmatic Audit Surveys) on a yearly basis to evaluate the effectiveness of school programs and parent involvement opportunities. Survey results will be disseminated in variety of ways (P4.7).

LAS community's LCAP work has definitely become more in-depth with each passing year both at the participation level and the collective knowledge level. LAS continued its structure from the previous years and created an LCAP Advisory group in the fall composed of members from the Parent Council and Parent Association groups as well as representatives from the English Language Advisory Council (ELAC). This group took the lead of meeting and learning 5 Key Learning Points to share, discuss, and problem solve with various stakeholders during stakeholder meetings. After each session, participants completed "What I Know" and "What I Want to Know" form. Data from these forms was presented at board meetings has provided the board discussion regarding LCAP updates as well as charter renewal work.

The following lists the milestones of LAS LCAP work for 2017-18:

- 1) Stakeholders received baseline data regarding student achievement in English from the CAASPP SBAC results in spring 2017. With spring 2017 CAASPP results, LAS had three years of achievement data to use to refine the school's metrics for external accountability of student achievement in English, in the context of a dual immersion program.
- 2) LAS is currently researching the statewide trends in terms of the correlation between English learners SBAC performance and the new language exam ELPAC. This is a critical task in fine tuning redesignation criteria for students, particularly for those in the upper grades.

- 3) LAS teaching staff has created support structures and/or task forces in order to advance the school's internal accountability goals.
 - a. Homework expectations school-wide
 - b. Designing schoolwide implementation plan for DRA/EDL– a reading assessment. There is also a need to fine tune assessment agreements for students in Gr6-Gr8.
 - c. Designing schoolwide implementation plan for writing assessment.
- 1) There has been a greater staff awareness of LCFF as a funding equivalent of the LCAP and its significance in relations to the schools overall budget.
- 2) A continuation from previous year, LAS LCAP Advisory group members facilitated small group learning sessions and recorded, “What I Know” and “What I Want to Know,” comments from attendees during the monthly Parent Association, Parent Council, and Staff meetings.
- 3) As of June 2018, LAS has collected 317 (Yr1: 88, Yr2: 94, Yr3: 88, and Yr4: 47) “What I Know” and 263 (Yr1: 108, Yr2: 75, Yr3: 36 and Yr4: 43) “What I Want to Know” statements. Thus far, 580 total comments have been verified and responded to. Also, the document compiling all of this information has been shared to the public both in English and in Spanish via monthly board meetings and LAS website.

An emerging theme from the stakeholder comments is the area of COMMUNICATION. There is a need to improve on ways to communicate with families, particularly regarding forms that need parent feedback – i.e. ballots, surveys, etc.

Upcoming Parent Engagement Learning Initiatives:

-Parent Academy Seminars will be instituted this fall addressing the need to support parents/guardians of those key student population (immigrant, English Learners, Low socioeconomic Disadvantaged, Foster/Homeless) in harnessing their knowledge about college readiness and career preparation.

-LAS Socioemotional Learning (SEL) Team is investigating the feasibility of parent trainings regarding issues such as self-harm and parent/staff trainings in mental health first aid.

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:

LAS ensures that schoolwide programs are compliant with state and federal requirements that are designed to support students, particularly those at risk of not meeting academic standards. Parents/guardians are notified via School Parent Compact, Parent Involvement Policy, Annual Academic Mtg. (Title 1) and results of needs assessments. If a student is identified as needing support, LAS convenes a SST/IPT process and analyze as a team needed support structures through the MTSS framework for the identified student at risk.

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:

At LAS, eligible students identified via enrollment process will receive support as delineated in the LAS Governing Board Homeless Student Policy. Per the stated policy, the Administrator at LAS is the school's liaison for homeless students to ensure clear communication line on strategies to support homeless students in attaining full and equal opportunity to enroll and thrive at LAS. Moreover, LAS has a Parent Connector staff member who also participates in the MTSS process where students who are identified as needing academic and/or behavior get a team designed support plan. The team works on connecting students and families with resources, supplies, programs and information to address the issues of homelessness, poverty, academic progress, and truancy. In addition to providing academic support and monitoring, the team could connect families in ways such as ensuring sign up for free lunch and transportation as well as attaining basic things like clothing, warm coats and blankets. A residency questionnaire is included in the TK-8 enrollment packet so that new families moving into the district can be identified early and support can be provided with tasks such as enrolling for free lunch and transportation.

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:

LAS shares space with the Sacramento City Unified School District (SCUSD) where a district preschool program is located. LAS also offers Transitional Kindergarten where students learn how to be better prepared for Kindergarten and beyond. Each year, families attend enrollment orientation sessions as well as incoming Kindergarten and rising grade level orientation workshops where families learn how to help their child/ren better prepare for the upcoming year. Lastly, LAS middle school faculty conducts its annual Senderos al Éxito (SALE) Parent Meetings that support LAS graduates' transition to high school programs. By the end of Gr8, students take College Board practice tests in AP Spanish Language and PSAT, to gain insight in college preparation exams taken in high school.

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:

LAS is a dual language immersion program in Spanish and English and serves all students under the schoolwide coordinated model. LAS does not have a gifted and talented program; students are challenged by learning how to navigate literacy acquisition in two languages. Students who are at/or above grade level in math or language arts, in either/both language/s, may attend interventions or classes based on placement exam, as applicable. Moreover, student access to technology is supported by providing all students in Gr2-8 1:1 ratio and K-Gr1 5:20 ratio. LAS also has Study Island

online accounts for all Gr4-8 that provide differentiated math and science learning that they can access anywhere at anytime.

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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

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:

The foundation of the LAS dual language immersion program's effectiveness is teacher quality. Because LAS is a highly specialized educational design not only do all teaching staff need to be highly qualified but also need to be highly versed in the research of effective dual language immersion schools. Consequently, as stated in the LAS Six Program Design, #2 Professional Development, is the second element of all four LAS mission goals. LAS serves as a laboratory school of students teachers for the local universities: CSU Sacramento and UC Davis. Most LAS teachers come from these two induction programs. Once hired as teaching staff, new teachers are assigned a BTSA teacher. Moreover, new teachers are placed in grade level teams in which there are seasoned teachers who guide and mentor them in their beginning years. Lastly, LAS has a literacy coach who provides a multi-tiered support for teachers depending on their identified needs, including, building exemplary classroom libraries for effective implementation of language instruction in English and Spanish. A quality professional development plan is an essential component of an effective educational program. Teachers at LAS participate in professional development and articulation meetings each week to analyze data and evaluate academic progress. Throughout the school year, teachers are provided with extended professional development time in order to meet, reflect, study, and plan. In addition to participating in regularly scheduled on-site professional development, teachers and staff are encouraged to attend professional development opportunities sponsored by other educational institutions.

With recent educational shifts related to the CCSS, staff members have participated in professional development offered by the Sacramento County Office of Education (SCOE), the Northern California Literacy Consortium, as well as others. In addition to these opportunities, the following are areas that have been the focus of professional development at LAS during the last five years: Implementation of core curriculum (MacMillan/McGraw Hill's Treasures and Pearson Envision); Expository Reading and Writing Course (ERWC) to support CCSS Language Arts; Math CCSS implementation best practices; Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS); Spanish Language Development (SLD); Strategies for improving Executive Function- R.O.P.E.S. in the classroom; as well as others. Visitations to other classrooms at LAS and model schools are encouraged for both teachers and administrators. The staff at the Language Academy of Sacramento strives to provide the best two-way Spanish immersion education possible to its students. All classroom teachers are highly qualified in accordance with the No Child Left Behind Act (NCLB). The majority of classroom teachers hold a Cross-cultural Language and Academic Development (CLAD), a Bilingual/Cross-cultural Language and Academic Development (BCLAD) or an equivalent credential. In addition, teachers and administrators continue to educate themselves about current research, theory, and practice, as well as issues pertinent to charter schools, by attending conferences and reading articles in academic journals. About 32% of staff members have obtained or are pursuing advanced degrees in education.

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:

[Address the provision here]LAS priority begins with the first element of the LAS Six Program Design: RESEARCH. Through the Curriculum and Design Team (CDT) in conjunction with school leadership, LAS analyzes needs assessment results that dictates professional development planning, training in assessments and curricula that guide differentiation and intervention. LAS works closely with Sacramento County Office of Education (SCOE) in professional development planning and implementation. Overall, LAS staff seeks learning that address various aspects of the MTSS academic and behavior tiers, particularly as they pertain to students at-risk and ensuring their success in school.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Annually, LAS stakeholders review academic growth and stakeholder survey results via the Governing Board, Parent Council, Parent Association, School Site Council, ELAC, CDT Committee and make agreements on the upcoming year's priorities. LAS disaggregate data per significant subgroups to ensure safe and effective learning environments with the most highly qualified instructor. LAS LCAP/SPSA illustrates the internal accountability and external accountability metrics continually monitored to gauge overall student performance in all aspects of the charter school's mission: BILITERACY, CONFIDENCE/LIFE SKILLS, and LEADERSHIP/CRITICAL THINKING.

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:

NA

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:

NA

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:

NA

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:

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:

LAS applied for Title IV for the first time this year. The additional funds will be directed to support safe and healthy students. As described in the LAS LCAP, there is a need to provide additional mental health support for students as well as parents/guardians in learning how to effectively parent students with mental health challenge. Moreover, LAS will continue to ensure that technology use is set up in the most effective way to ensure learning is enriched in all subjects via digital research and reporting.