

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

LEA name:

The Learning Choice Academy – Chula Vista

CDS code:

37-68023-0138073

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.)

1.

[Enter all applicable programs here.]

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 LEA will use federal funds from title I Part A, title II, title IV, to enhance its local priorities funded through LCFF. Efforts to enhance the LEA's LCAP will occur primarily in Goals 1, 2 and 3.

Goal 1: Provide all students with high quality instruction using research-based pedagogical strategies and rigorous standards-aligned curriculum, through the integration of technology that meets the diverse learning needs (ELL, SPED, SED) of our students and to prepare all students to strive/excel as critical thinkers, problem solvers, and innovators in an ever-changing Global world.

Goal 2: Continue to develop (and train staff) on an infrastructure to use multiple forms of student/schoolwide data and assessments to inform instructional decisions, implementation of evidence based intervention services/programs; challenge students academically, and measure program efficacy, in order to identify and provide appropriate academic and social-emotional supports that will ensure student academic success and close the achievement gap among all subgroups in order to prepare all students to be College and Career Ready (CCR)

Goal 3: Engage parents, families and members of the community as partners through education to support student academic achievement and provide a safe, supportive, welcoming inclusive, and positive learning environment.

The Learning Choice Academy has selected these goals to receive support from title funds to expand upon already-established services and augment The Learning Choice Academy's efforts to serve the needs of pupils in subgroups consisting of English Learners, Foster Youth, and Low socio-economic students.

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.

To measure alignment between LCAP goals and activities funded by state and federal programs, The LEA has established actions in its LCAP to meet LCAP goals that will be funded by Title I part A, Title II and Title IV monies. These actions are in addition to those funded by LCFF funds and are meant to augment services to students at The Learning Choice Academy Chula Vista.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

This provision does not apply to The LEA and does not have any out-of-field teachers.

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:

The Learning Choice Academy Chula Vista will:

- Provide parent education workshops and events annually, including, but not limited to, college and career readiness, new family orientations, math symposiums, and reading workshops.
- Provide annual training for students and parents on how to access student and parent portals use families can access their students' grades online, Google classroom, assessment results, student schedules, and online learning systems that are used by students.
- Staff will attend workshops on family engagement at the California Charter School Association annual conference, A Plus conference, and trainings at San Diego County Office of Education. Staff training is ongoing and will occur throughout the school year. Parents will be trained at SSC, and DELAC meetings.

- Parent communication through Parent Square can be translated to any language for parents to read.
- Teachers will meet with each student and parents every six weeks for a one-on-one meeting.

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:

The Learning Choice Academy Chula Vista provides training in Restorative Justice, social, emotional, and academic counseling, as well as after school tutoring. The Learning Choice Academy Chula Vista provides parent trainings throughout the year on topics ranging from mathematics to college and career readiness. The Learning Choice Academy Chula Vista has many enrichment activities throughout the year.

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 Learning Choice Academy Chula Vista has a foster/homeless youth liaison to coordinate services for students in all grade levels. This staff member works in conjunction with Family Support Services and the San Diego County Office of Education. Other services for homeless/foster youth include:

- To support attendance: The Learning Choice Academy Chula Vista purchases monthly bus passes and offers on site counseling and individual supports.
- To support academic success: All students are provided access to curriculum and curricular supports at home, including additional tutoring after school as well as on non-class days.
- To support academic success: All homeless/foster students are provided backpacks and academic supplies every fall semester.

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 Learning Choice Academy Chula Vista currently has a TK and an EAK program and are placed depending on age and assessment data. Teachers meet at least every six weeks with parents to monitor progress. There is also an ongoing dialogue between students, parents and teachers regarding the expectations and challenges that are associated with transitioning to the next grade.

To facilitate effective transitions for students from middle grades to high school The Learning Choice Academy Chula Vista provides a wide range of supports. The high school counselor meets with each eighth grade student to discuss high school requirements, A-G completion, SAT/PSAT testing, dual enrollment and enrollment options at the high school level. There is an annual orientation at the beginning of the school year to meet teachers, recognize expectations and requirements of each class. The Learning Choice Academy Chula Vista employs one full-time counselor to ensure appropriate course registration and completion, to oversee student supports including SST (student success team) meetings and A-G credit completion.

To facilitate effective transitions for students from high school to post-secondary education, The Learning Choice Academy Chula Vista provides ample supports and academic options for all students. On site college courses are provided and taught by Southwestern College, which provide students with both high school and college credit. All courses are A-G approved. Students are also able to dual enrolled in other nearby colleges. There are field trips for all students to various colleges in order to increase awareness about post-secondary options for students; There are presentations from local agencies to increase awareness about post-secondary options for students, financial aide, college testing including the SAT, PSAT, and ACT, parent information meetings to help disseminate information about the college application process, FASA and graduation requirements.

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:

The Learning Choice Academy Chula Vista uses NWEA (Northwest Evaluation Association) three times a year to evaluate language arts and math. The MAP Assessment is used to identify students potentially at-risk or gifted. Students who are gifted have an enriched curriculum both at home and in the classroom. Students at risk are provided supports in the identified areas on need.

The Learning Choice Academy Chula Vista has a library where students are encouraged to check out books. School and individual reading goals are set and students in order to improve academic achievement. All students use computers for typing, computer literacy, Project Lead The Way, digital presentations, on-line research, and coding.

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:

TLC does not receive these funds

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:

TLC does not receive these funds.

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:

TLC does not receive these funds.

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:

TLC does not receive these funds.

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:

TLC does not receive these funds.

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:

TLC does not receive these funds.

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:

TLC does not receive these funds.

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:

TLC does not receive these funds.

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:

TLC does not receive these funds.

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:

TLC does not receive these funds.

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:

TLC does not receive these funds.

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:

TLC does not receive these funds.

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 Learning Choice Academy Chula Vista provides ongoing professional development for all teaching and administrative staff. Professional development includes outside trainings as well as internal trainings. Professional development is goal-orientated, job embedded, and conducted globally to facilitate collaboration and encourage innovation and data analysis. Follow up and monitoring of strategies learned during on site professional learning sessions is conducted through informal observations, formal observations, and peer-led learning walks.

Professional Learning Committees are established at every grade level and in every subject area to analyze data, build capacity for newer teachers to successfully integrate curriculum and assessment structures into their practices, and to development collaborate among staff.

The Learning Choice Academy Chula Vista provides an induction program to teachers free of charge through a partnership with High Tech High. The Learning Choice Academy Chula Vista administrative staff oversees the teachers that are in the induction program and helps guide them through inductions work, which is job-embedded and specific. Mentors note progress and growth and is measured through observations.

Principals are provided with off-site learning through partnerships with the San Diego County Office of Education and through memberships with California Charter School Association, Charter School Development Center, and A Plus.

The Learning Choice Academy Chula Vista develops its yearly professional development calendar in May for the upcoming academic year. Trainings are based on multiple sources of information, including feedback from teachers and administrators, surveys, and student achievement data. On site professional learning is provided quarterly and is in response to data analysis and/or specific staff need. The effectiveness of professional development is assessed through surveys and PLC discussions. Changes are made to the professional development plan as the year progresses and for the subsequent years based on feedback and the effectiveness of the professional development on increasing student success or program improvement. To determine this, data is examined and reviewed.

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:

The Learning Choice Academy Chula Vista consists of one school site and thus, Title II funding is allocated campus-wide.

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:

The Learning Choice Academy Chula Vista collects and tracks educator placement data annually prior to the start of each school year. The Learning Choice Academy Chula Vista does not have any teaches teaching outside their credentialed field. The Learning Choice Academy does not have a disproportionate number of teaching staff serving at-risk and minority youth.

To guarantee educator effectiveness, The Learning Choice Academy Chula Vista provides a myriad of professional development opportunities for staff through each academic year including in-house

professional learning quarterly and off site professional development. Additionally, prior to the start of each school year, teachers new to the organization attend a four-day new teacher training in which they learn all schoolwide educational strategies. Four times a year all staff attend a full day professional learning session based on educational initiatives set forth by The Learning Choice Academy Chula Vista. Finally, The Learning Choice Academy Chula Vista offers a one-year and two-year teacher induction program through High Tech High.

The Learning Choice Academy regularly consults with the following stakeholders: Teachers and school administration - monthly; Support staff – quarterly or more frequently based on need; parents – at least monthly or based on need; community partners - twice a 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:

The Learning Choice Academy Chula Vista conducts professional development for staff with the intent to increase the success and achievement of students designated as English Language Learners. Professional development is conducted by ELD coordinator and ELD support staff and is provided to all staff who are responsible for teaching English Language Learners. Professional learning is ongoing throughout the school year.

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:

To improve the instruction and assessment of students in this subgroup, The LEA conducts professional development, employs teaching assistants to work with students in the classroom, and provides integrated and designated ELD courses for students. Teachers provide ongoing personalized instruction to students and parents to ensure ELD standards are being met. The Learning Choice Academy monitors the effectiveness of instruction provided to students in the following ways:

Professional Learning: Professional learning is provided to all staff responsible for teaching English Language Learners quarterly. On site staff-wide professional learning is ongoing throughout the school year. The EL Coordinator provides staff development on GLAD, EL strategies, and ELD

standards during staff meetings. The EL Coordinator and support staff visit classrooms and model lessons for teachers to support EL students. The Instructional Assistants participate in professional learning on best instructional practices at least twice yearly on site. Professional development is conducted staff-wide to increase opportunities for collaboration.

Teaching assistants: Four instructional aides are employed to work with students in the classroom and after school to assist them in mastering grade level content and language objectives. Instructional Assistants support this subgroup of students one on one and/or in small groups throughout the instructional day

ELD Courses: Integrated and designated ELD courses are provided to all students in all grade levels. In the elementary school this is conducted in class 120 min. weekly with a specific curriculum to focus on reading, fluency, phonics, and comprehension. In the middle school, students are enrolled in an ELD course with specific ELD curriculum to target language objectives, including reading, writing, listening and speaking. In high school, students attend 1 hour after school designated ELD instruction to target language objectives, core ELA curriculum, to support student success in their core ELA and other core content courses.

Progress Monitoring: All students who indicate a language other than English on the home language survey will be monitored for English Language Acquisition Classification. Students newly enrolled in the school with a primary language other than English will be administered the Initial ELPAC. Students who are classified English Learners will be administered the Annual ELPAC. The EL Coordinator monitors and tracks the progress for all EL students. To monitor the effectiveness of the ELD program, administrative staff conducts class walkthroughs and observations on a monthly basis and teachers collaborate to compare and discuss data in PLC meetings. In addition, administrative staff monitors state-testing data closely. Staff review assessment results including Language Arts assessments, CAASPP results, curriculum-embedded assessments, course grades, and work samples. Parents are notified of the progress. Students who have met the criteria for reclassification will continue to be monitored for four years. Programmatic decisions are made after careful analysis of student progress. Students who are not meeting progress goals towards standards and reclassification proficiency receive additional intensive support to meet their needs.

The Learning Choice Academy consults with stakeholders on an ongoing basis to update them on program effectiveness and changes, and to gain feedback. DELAC meetings are held 3 times a year during which stakeholders are updated on programs and student supports and gather input from the stakeholders to make programmatic decisions. The School Site Council is held 3 times a year to inform of updated progress of EL student achievement. Additionally, a survey is provided to staff, parents, and students annually to collect stakeholder feedback and make changes to the LEA's program based on stakeholder engagement.

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:

Programs used for English Language Learners:

Compass Learning/Edgenuity – supplemental curriculum to reinforce skills needed in ELA.

NWEA Language Assessment

Benchmark: The EL component of the Benchmark curriculum is used in designated and integrated ELD courses in grades K-12.

Rosetta Stone: online English course for students 4th -12th.

GLAD and SDAIE: strategies are used in general education classrooms to help ELL students' access curriculum and to scaffold to ensure student success.

Writing Reform and Innovation for Teaching Excellence (WRITE)

Continued support in after school tutoring and Designated ELD lessons

Provide teachers opportunities to observe Integrated and Designated ELD lessons demonstrations off site at local schools from expert ELD instructors

English Proficiency and Academic Achievement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Learning Choice Academy is held accountable for successful student outcomes through data reported out publicly via California Accountability Dashboard, through charter renewal criteria reported to the LEA's charter authorizer, and through the LEA's LCAP goals. Dashboard data consists of reclassification data and ELL student progress as indicated on the ELA CAASPP test and ELPAC. Charter renewal data is indicated in the school's report on school specific outcomes, which include state testing progress and successful completion of a complete course of study as outlined in the charter document. The school is held accountable for achieving these indicators through the charter reauthorization process conducted by San Diego Unified School District, the LEA's authorizer. Accountability for ELL achievement and progress is out line and addressed in the LEA's LCAP in goals 1 and 2 and all associated action items. Accountability for meeting this goal is reported out annually in the LEA's LCAP annual update.

The LEA also has internal success indicators to which it holds itself accountable. These indicators include course grades (every six weeks) and NWEA benchmark testing. Interventions are then put into place according to student needs. Interim assessment data is analyzed at least three times yearly and is analyzed in quarterly PLC meetings. Data is used to make decisions about student placement, student supports, curriculum modification, and re-teaching opportunities.

Stakeholders are informed on the LEA's progress towards its LCAP goals every 6 weeks at parent meetings, quarterly at ELPAC and SSC meetings. Stakeholder input gathered from representatives at these meeting and presented to the administrative and teaching teams is used to make program decisions and information on changes is reported back to these entities through out the year. The LEA specifically looks at the progress of students who are considered "newcomers" and to students who are identified as Long-term ELLs. These students are monitored as they are given supports such as push-in services, pull-out small group interventions, and after school in addition to designated days for additional instruction, tutoring, and supplemental resources.

A survey is sent to each family online to gain additional stakeholder input from community members, staff, and students. Survey data is shared with leadership and BOD annually. Input from the SSC and DELAC is collected annually in regard to question types and data collected from these surveys.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Learning Choice Academy partners with Southwestern College to offer courses for students on site with the intent of earning dual credit. The Learning Choice Academy Chula Vista also offers concurrent enrollment at colleges in the San Diego area. Students are able to earn college credit and high school credit for course work. To evaluate the effectiveness of these programs, The Learning Choice Academy Chula Vista staff will have ongoing communication with Southwestern College staff to examine student achievement data and other data points in relation to the implementation of programs.

To support a well-rounded education, The Learning Choice Academy Chula Vista will reserve a portion of Title IV funds to support its high school internship program and add more community options to it. We will offer School-wide community service, and after school programs for physical

health. To evaluate the effectiveness of these efforts, administrators will conduct surveys with participants and stakeholders.

To support safety and health for students, The Learning Choice Academy Chula Vista will reserve funds for all students to take physical education classes through EMH sports and join our after school sports programs. The Learning Choice Academy Chula Vista will continue to train and implement restorative Justice program throughout the school year.

The Learning Choice Academy Chula Vista will collect student data, including but not limited to, attendance data, suspension data, and referral data.

To support the effective use of technology in classrooms to enhance a 21st century learning environment, The Learning Choice Academy Chula Vista plans to facilitate professional learning for teaching staff on best practices regarding the implementation of technology in the classroom.