

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

LEA Name

University Preparation Charter School at CSU
Channel Islands

CDS Code:

56725536120620

Link to the LCAP:

(optional)

[https://universitycharterschools.csuci.edu/do
main/110](https://universitycharterschools.csuci.edu/do
main/110)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE 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.

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.

UPCS will utilize federal funds to support the achievement of the AMOs outlined in the LCAP along with LCFF, LCFF supplemental/concentration and Low Performing Student Block Grant.

Goal 1 of the LCAP is student achievement. To support this goal federal funds have been allocated for intervention programs, an online system to manage student data, coaching and support for teachers to improve instruction in the Common Core Standards, math instruction, and NGSS, supplemental ELD classes for English Learners, technology equipment and services, and increased instructional aide time for K-1 class. Many of these actions/services are also supported by LCFF and LCFF supplemental/concentration funds.

Goal 2 is Student Engagement. To support this goal federal funds have been allocated for maintaining makerspace. The remainder of this goal is also supported by LCFF and LCFF supplement/concentration funds.

Goal 3 is Increased Collaborative partnerships with parents, community members, and outside service providers. We are not using federal funds to support this goal. This goal is also supported by LCFF and LCFF supplemental/concentration.

Goal 4 is focused on high quality teachers and staff. Federal funds have been set aside to support high quality teacher professional development in many areas including ELD, and new teacher induction program. This goal is also supported by LCFF and LCFF supplemental/concentration.

Alignment

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

The LCAP is a comprehensive plan that outlines how all programs, actions, and services are coordinated between state, federal, and local funds.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

UPCS has dedicated funds in the LCAP with Title I, Title II, and Supplemental/Concentration sources to ensure that all students have teachers that are highly trained, effective, and teaching within their fields of certification. New teachers are supported through the induction program and are assigned a mentor to coach and support them within the induction program. Also, teachers who are identified, whether by administration or self-identified, in need of extra support are assigned a mentor teacher to provide coaching. UPCS was awarded the SUMS Initiative MTSS grant and will be utilizing a continuous improvement cycle coupled with inquiry based practices to improve teaching and learning across the school and help to close the achievement gap. Teachers will be planning lessons together and observing each other on a regular basis.

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:

Through our local climate survey it came to our attention that a high need for parents is that we take a broader view of parent education. The school will continue to offer the typical parent education classes helping parents to support their children in academics, but we will also add classes more oriented to parenting skills, social-emotional health, internet safety, and organizational skills. We will also continue to offer family resource activities in collaboration with PTSA where families can come together to participate in family fieldtrips, like the family hike and family activities, like family field day. These activities provide families with resources they may not have access to normally. These activities are funded through Supplemental/Concentration and LCFF.

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:

Title I, Low Performing Student Block Grant, and Supplemental/Concentration funds will support during, after, and/or before school targeted intervention and homework help for students with academic deficits in core academic areas. (LCAP action and service 1.1) The students principally served in this program will be low socio-economic, English Learners, and Foster Youth, but any child that meets the criteria can access the program. Note that homeless students are included in low socio-economic. Teachers will identify students using agreed upon data sets and progress will be monitored as the student moves through the program. Participation in the program will be fluid and students who no longer need the additional support will be excited and monitored to make sure they don't fall behind again. Credentialed teachers will provide the service with the assistance of instructional aides.

There are a variety of options for students to get additional help.

During School

Grades 6-8 – have the opportunity to take intervention as a rotation period during the day, this option best meets the needs of student who may have sports or other programs after school.

Grades 4-5 – have the opportunity to have pull-out intensive 1:1 or small group intervention based on student need and gives students who are unable to be a part of DART to still receive necessary services.

Grades K-3 – Pull out or push in small group or 1:1 intervention

After School

Grades 4-8 – have the opportunity to participate in the afterschool DART (Digital Arts Research Team) program. This program is 1-2 hours (3-5) 3 days a week. In DART students participate in innovative interventions targeting areas of need and creating teaching videos on the areas of learning for students at younger grades. This flips intervention on its head and gives kids a purpose for learning.

K-3 - Students have an opportunity to stay after school in small groups with their classroom teacher 3 days a week. The teachers decide who to keep after school and how long the students will remain in the intervention based on progress monitoring.

Students in the afterschool program are served a snack each day.

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 services described in the previous question address services to include homeless students in need of additional academic supports. The school also provides other resources to homeless families as the needs arise. The school actively works to assure that all students who are homeless are appropriately identified so those student's specific needs can be addressed.

Student Transitions

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The school maintains a physical and digital library as well as other online platforms to provide students with multiple platforms to practice digital literacy. Students are provided with 1:1 technology and as a regular practice, within their general education classes and intervention classes, they learn how to access the technology, use it appropriately, and develop a solid digital citizenship.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The teacher induction program is funded with Title I funds to provide educator equity. General professional development is funded through LCFF, Title II, and grant funding as available. This year our school received the SUMS Initiative MTSS Grant and will expend the grant funds over the next two years, primarily in the area of professional development. Each year the school develops a strategic professional development plan by conducting a needs assessment that includes student data and administrator and teacher input. For the 2019-2020 school year we will be concentrating on deepening our math knowledge and practices. The math leadership team will continue to provide the staff with training. Teachers will continue to participate in inquiry cycles around teaching math and they will plan together and observe each other teach to develop common math practices that result in student growth. Instructional coaches are supported through a combination of LCFF, Supplemental/Concentration and Title II. Coaches will work with individual or groups of teachers to further the quality of CCSS and NGSS instruction and outcomes for students. Other professional development opportunities will be funded by LCFF, Supplemental/Concentration, and Title II. These might be school-wide opportunities or be targeted to a specific teacher's area of need. The SUMS Initiative MTSS grant will be a big part of the overall PD for the year as we scale up our systems of support and create or adopt screening tools and shore up our common assessments to assure the assessments are meaningful, necessary, and help to inform practice. Title III funds will be supporting the further development of quality language acquisition instruction. (see below under Title III)

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:

As a charter school, we are a single school LEA.

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:

UPCS values the input of stakeholders and engages several groups on a regular basis:

School Site Council

English Learner Acquisition Committee (ELAC)

Board of Directors

Monthly Coffee with the Directors

Parent Teacher Student Association (PTSA)

Annual Family Climate Survey

Annual Student Climate Survey

Climate Survey for Teachers and Classified Support Staff

Each of these groups regularly addresses the school's LCAP, measurable outcomes, actions and services, which include the priorities of the Federal Addendum. The group also looks at state and local student data to measure the effect of the school's plan on student outcomes. The school will be utilizing a plan, do, study, act approach as we enter the 2019-2020.

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:

A Language Acquisition Leadership team (LALT team) will continue to examine the current language acquisition practices and outcomes to identify the specific strengths and weaknesses. Based on the knowledge gained by the LALT team, an action plan will be developed. The action plan will include the professional development needs to improve in the areas of weakness and a plan for monitoring growth data on formative and summative measures. This work may include the development or adoption of progress monitoring tools for language acquisition. Teachers will participate in in-depth professional development opportunities in Language Acquisition to address the needs of English Learners who are not meeting growth targets.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Supplemental ELD classes will be offered before or after school or during intersessions to provide additional support for English Learners, who are identified as not making adequate growth on state and local assessments. Student will be identified using ELPAC results, formative and summative classroom assessments and observations, and CAASPP results.

English Proficiency and Academic Achievement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

As a charter school, we are a single school LEA.

ELPAC and CAASPP data for English Learners will be shared with stakeholder groups.

School Site Council (SSC)

English Learner Acquisition Committee (ELAC)

Board of Directors

Monthly Coffee with the Directors

Parent Teacher Student Association (PTSA)

Teachers and Staff

Data from the ELPAC will be disaggregated by subgroups, if applicable, and a specific focus will be placed on LTEL (Long Term English Learner) or AT-Risk of LTEL students. This data will also drive the placement of students in further intervention opportunities for language acquisition. The LALT will be developing or adopting new/better progress monitoring tools to track student's progress toward language acquisition goals throughout the year.

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:

UPCS consulted with a variety of stakeholder groups to develop the priorities for Title IV funding.

School Site Council (SSC)

English Learner Acquisition Committee (ELAC)

Monthly Coffee with the Directors

Board of Directors

Teachers and Staff

UPCS is dedicated to providing students with a rich STEM environment that includes 1:1 technology, a makerspace, and a science lab for students in grades K-8. Students use technology in all curricular areas conducting research, word processing, presentation, as well as, online applications in reading, math, social studies, and science that are common core aligned and support classroom instruction. Title IV funds will help to support and maintain 1:1 technology in grades K-8. The makerspace is open to all K-8 students. Students participate in a symposium model and have opportunities to explore technology, engineering, and a wide variety of scientific areas. Title IV will provide additional materials and support to the makerspace program.