

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

**LEA Name**

Children's Community Charter School

**CDS Code:**

04-61531-6113765

**Link to the LCAP:**

*(optional)*

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**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 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 IV, PART A**

Student Support and Academic  
Enrichment Grants

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

*In the following pages, ONLY complete the sections for the corresponding programs.*

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

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

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Children's Community Charter School's strategy for using federal funds is to increase student performance for its low income and unduplicated pupil population along with the school population as a whole while using federal funds to supplement and enhance local priorities. CCCS has focused its Title One monies mostly on elementary students with a focus on literacy and mathematics support as a preventative measure. CCCS data supports the primary use of these funds at the elementary and middle school level in order to support and fill in gaps for students before reaching higher levels of mathematics and ELA. As described in the LCAP, CCCS also utilizes these funds to support a lead teacher on special assignment who supports, designs and implements a robust intervention program for behavioral, socioemotional needs, as well as academics needs.

Title Two funds are used for professional development for staff. Professional development is currently focused on closing the achievement gap and improving the performance of underperforming student groups. The major themes of this professional development include improving our Multi-Tiered Systems of Support by continuing training in PBIS, training for intervention staff teachers to support students who are not successful in learning to read, or access information using our core program and current intervention programs, trauma-informed practice to build teacher understanding of how to support students with high Adverse Childhood Experience scores, mindfulness training, and professional development focused around SEL (Social-emotional learning) and its implementation. CCCS also focuses on professional development of Effective PLCs which teaches the staff how to work together in a constant cycle of inquiry as staff analyzes student data, stakeholder data, discipline data, attendance data, and chronic absenteeism.

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## Alignment

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

The Charter School's primary planning document is the Local Control and Accountability Plan (LCAP). In the LCAP the Charter School outlines all of the schools strategies, actions, services, goals and measurable outcomes. In order to ensure alignment, the Charter School's LEA Federal Addendum to the LCAP discusses strategies and activities that are based on federal funding which are in addition to our overall approach outlined in the LCAP. Our Single Plan for Student Achievement (SPSA) discusses the federal funds tied to the strategies and activities in our LEA Federal Addendum. The goals in the SPSA are also aligned to the LCAP to ensure there is alignment throughout the three school plans.

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## 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:

Not applicable. LEA is a 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).

N/A because the school is not identified for school improvement under ESSA Section 1111.

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:



Children's Community Charter School has developed a Parent and Family Engagement Policy, that talks about the implementation of the Title I program, its activities, and the procedures for the engagement of parents and family members of the Title I students. This policy has been developed jointly with, agreed on with, and distributed to, parents and family members of participating Title I students. Since this is a new addition to CCCS, a School Site Council will be involved in reviewing and submitting the policy to the School Board for approval. The future SPSA plan will include the Title I funds that are used for identified activities. Included in the future SPSA Plan, is the School-Parent Compact, which jointly has been developed with the parents of school students and outlines how parents, the school staff, and students will share the responsibility for improving the students' academic achievement and the means by which the school and parent will build and develop a partnership to help the student achieve the State's high standards.

- The parent and family engagement policy is developed based on our Parent Involvement Board Policy and jointly with the School Site Council (SSC) which will include elected parents and community members. Annually, the SSC reviews and revises the site Title I School-Parent Compact which is developed jointly with and completed, with parents/guardians at fall Parent-Teacher Conferences. The policy is distributed to all parents and guardians as part of our Annual Notice to Parents (Parent/Guardian Handbook) at the beginning of each year in English and Spanish.
- Moving forward, the school holds an annual Title I parent meeting to explain funds, parent rights, student data, school plan, and how to monitor and become involved in their child's education. Teachers present information on state standards, grade-level expectations, and state and local assessments at Back-To-School Night. The school site hosts at least 2 family events focused on standards and provides activities and materials to support students at home. Parents receive information on how to interpret report cards, test reports, access and monitor student progress, and participate meaningfully in conferences. Parent training is offered school level. The Transitional Kindergarten (TK) and Kindergarten teacher host an orientation before the school year begins for families to visit the class, learn grade-level expectations, and home activities. TK -1st grade implement a home early literacy program focused on strengthening family literacy routines while providing quality multicultural books weekly for home as part of LCFF. Parent training topics address math, science, reading, mental health, and cyber safety, including copyright piracy and online monitoring.
- Parents are encouraged to volunteer and participate in forms of governance such as the school leadership team, ELAC, and SSC.
- Annually, at fall parent conferences, parents complete a school-home compact with parents outlining how parents, staff, and students will share the responsibility for improved academic achievement and how the school and parents will build a partnership so students achieve success in academic standards. The compact emphasizes communication between teachers and parents on an ongoing basis and the mode for regular two-way communication.
- Staff recognize parents are assets and their engagement positively contributes to their student's school success. Parent Engagement is a Board and LCAP goal and includes indicators of levels and types of involvement from communication, to volunteering in the classroom. One of the best ways parents can be involved is to communicate regularly with the teacher. The School uses many modes of communication such as parent portal, calls, text messages, etc. to maintain regular parent communication and recruit parents, into the school. Teachers are trained, on effective student-led conferences and approaching parents as equal partners, in communication methods,
  - To ensure comprehensible communication, we disseminate information in the language designated as preferred by families. We keep the website up-to-date and current and we have an open-door policy for all communication. The updated website is easier to navigate and more comprehensive.

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### **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.

SWP does not exist - "N/A"

Title I, Part A neglected or delinquent reservation does not exist - "N/A"

TAS - See description below:

Specific program requirements include serving participating students identified as eligible children, including by—

(A) using resources under this part to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education;

(B) using methods and instructional strategies to strengthen the academic program of the school through activities, which may include— a strong Tier 1 instructional model with consistent job-embedded professional development and a robust intervention department that serves students in small groups and 1:1.

(i) expanded learning time, before- and afterschool programs, and summer programs and opportunities; and 1:1 and small group intervention.

(ii) a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); CCCS has a strong foundation of an MTSS system utilizing PBIS as our foundational program to promote positive behavior.

(D) providing professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program; and participating in a continuous cycle of inquiry by analyzing data (academic, behavior, attendance, climate surveys, referrals, and infractions).

(F) if appropriate and applicable, coordinating and integrating Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

(G) provide to the local educational agency assurances that the school will meet the responsibility to provide for all our students served under the TAS program.

(i) help provide an accelerated, high-quality curriculum; and offer extension activities such as PBL for students who excel.

(ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part, and offer a rigorous grade-level curriculum for all students. Each classroom at CCCS offers differentiated instruction to meet the needs of all students.

(iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

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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 eligible population for Title I, Part A services in a TAS program is:  
Students who are not older than 21 who are entitled to a free public education through grade 12; and  
Students who are not yet at grade level at which the LEA provides a free public education (ESSA Section 1115[c][1][A]).  
Of the eligible population identified above, the LEA will determine eligible students using the following criteria:  
Students identified by CCCS as failing, or most at risk of failing, to meet the challenging state academic standards on the basis of multiple, educationally related, objective criteria established by CCCS and supplemented by the school, except that students from preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by CCCS and supplemented by the school (ESSA Section 1115[c][1][B]).

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**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 McKinney-Vento Homeless Assistance Act (Subtitle B—Education for Homeless Children and Youth), reauthorized under the Every Student Succeeds Act, ensures educational rights and protections for children and youth experiencing homelessness. (42 United States Code [42 U.S.C.] Section 11434)

Definition of Homeless: The term homeless children and youth means individuals who lack a fixed, regular, and adequate nighttime residence (42 U.S.C. Section 11434). This definition also includes:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
- Children who may be living in motels, hotels, trailer parks, or shelters,
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodation for human beings
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; or
- Migratory children who qualify as homeless because they are children who are living in similar circumstances listed above

CCCS has a designated Homeless Liaison that monitors all new and returning students who are in a homeless situation. This person ensures that homeless children and youth are identified, that they are enrolled in, and have full and equal opportunity to succeed in the school. The school secretary/Liaison will ensure that the student is enrolled in the school and monitor the students' attendance to make sure they attend school and are successful will in attendance.

With the Liaison's help, all homeless students receive the same treatment and assistance as all other CCCS students, thereby making sure that the homeless student is treated with the same options as all other students. In this manner, the homeless student will be able to be successful in the schools learning environment.

The Liaison assists in the development, review, and revising of CCCS policies to remove barriers to the enrollment and retention of children and youth in homeless situations. Title I homeless funds have been used in a variety of ways to assist students, such as furnishing school supplies, providing assistance at graduation time to ensure that the students are included and able to perform as all others at the school. New needs are identified each year as new students arrive and their needs are assessed. The liaison also will coordinate transportation as needed, and provides community resources information to the student and family.

Title 1 funds can be used to support CCCS students by providing:

- Items of clothing, particularly if necessary to meet a school's dress or uniform requirement;
- Clothing and shoes necessary to participate in physical education classes;
- Student fees that are necessary to participate in the general education program, including class projects, and field trips;
- Personal school supplies such as backpacks and notebooks;
- Support with Birth certificates necessary to enroll in school;
- Support with Immunizations;
- Food;
- Support the homeless liaison position;
- Collect data on homeless children and youth;
- Eyeglasses and hearing aids;
- Counseling services to address anxiety-related to homelessness that is impeding learning;
- Outreach services to students living in shelters, motels, and other temporary residences

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## **Student Transitions**

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

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

N/A-Title I, Part A, funds are not used in the early childhood education programs in our School. Meetings are scheduled several times during the year for parents to meet and understand the elementary school programs. These are offered in both English and Spanish for our school population. Conferences are held with parents to explain the options available in the elementary school programs, as they are enrolled.

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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:**

Middle School students travel to the local High Schools and visit to make sure they are familiar with the programs and opportunities available to them when they transition to the High School of Choice. CCCS partners with other high schools in the area to make sure students are aware of all the choices available.

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**Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A-Title I, Part A funds are not currently used to fund Gifted and Talented programs.

N/A-Title I funds are not currently used in school library programs.

The LEA monitors the need for additional resources in these two programs and addresses these needs in the School LCAP.

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## **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:

CCCS provides a wide range of professional development for teachers, support staff, and school leaders. A core value of CCCS is Lifelong Learning. All staff members are offered trainings to improve practices throughout the year. Annually staff develop personal goals for professional development and discuss with the principal/superintendent potential trainings (webinars, conferences, etc) that support the teacher/staff member with his/her goals and how they fit into the school-wide plan. At the end of each year, the staff member self-reflects on progress toward goals and begins to develop a plan for the following year. The professional development focus is evaluated in leadership meetings and staff surveys. By examining multiple forms of data (attendance, office referrals, calls to the office, academic achievement, teacher evaluations, classroom walk-throughs, SEL screeners, etc., CCCS can determine the effectiveness of the professional development. Through a continuous cycle of inquiry, CCCS responds in an effective way.

Induction and mentors: CCCS supports new teachers through a two-year induction program to clear their credential. A mentor is assigned from the CCCS staff who is trained as a coach and works 1:1 with new teachers during the two-year induction cycle. CCCS also supports aspiring leaders through the process to clear a tier one or tier two administrative services credential. Internal trainings and mentorship provide a platform for interested staff to pursue leadership and grow as educators. Teachers new to CCCS (not in Induction) receive 1:1 and small group mentorship from veteran colleagues within their grade-level band. The new teachers meet regularly with the mentors which help to keep them on track with school-wide expectations and accountability.

Principal: Annually the principal sets goals and develops a yearlong plan for growth. The principal completes a self-evaluation and annually meets with the School Board for reflection and setting new goals for the upcoming year. In that evaluation, a discussion about progress towards goals and the professional development needed to reach the goals takes place. Goals are developed based on the LCAP goals, the yearly school-wide initiatives, staff input, climate surveys, and the principal's personal desire to grow in a certain area. All goals are seen through the lens of the CPSELS (administrator standards). The principal also engages in weekly, monthly, and annual leadership trainings that focus on topics such as fiscal, LCAP, policy and procedure development, and current legislation that affects each school campus.

Teachers and future teacher leaders: All staff (including teachers) begin the year with goal setting and possible professional development for growth. Teaching staff self-evaluates areas to grow based on the CSTPs (teacher standards). Teachers are encouraged to attend conferences, webinars, or trainings based on their desired areas of growth. Professional development focus depends on the current population of students. If there is a great need for Trauma-Informed Practices based on SEL screeners, or a need to support our Homeless population, teachers will attend that PD. If there is a need for differentiated instruction and RTI, teachers would seek PD in that area. Teachers who attend a conference or a training are expected to share the information with our parents in a Parent Café meeting or with fellow staff members at a weekly PLC training. The success of professional development is measured by an increase in student academic achievement as measured by CAASPP scores or by iReady Diagnostic assessments. The success of PD is also measured by climate surveys and teacher formal evaluation data. CCCS has a leadership team for aspiring leaders in education. This team meets twice a month and participates in Book Studies, as well as driving the focus of our school. Staff is encouraged to learn beyond the school day by participating in extended learning opportunities, conferences, being on the leadership team, taking on a school-wide project, or mentoring other future leaders.

Onsite Staff Training: CCCS hosts two full-day trainings and weekly job-embedded PLCs. These trainings are focused around homeless/foster youth, suicide prevention, mandated reporting, State Standards, Trauma-Informed Schools, PBIS and more. A survey is sent out to staff at the beginning of the school year asking for requests for training so that the training can be focused on areas of greatest needs of the school staff. All onsite training is relevant to areas of greatest needs of our school staff along with mandated trainings for the year.

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### **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

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

N/A  
There are no-CSI or TSI category at CCCS, because of this the Title II funds are being moved to a program which will benefit all students.

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### **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:**

CCCS utilizes a variety of internal SEL and academic assessments, statewide assessment data, student work, academic progress monitoring and team discussions to evaluate student progress. This data helps to determine potential supports for a student and the evaluation of data drives the needs within our organization for parent trainings, staff trainings, and professional development.

Each student's holistic social-emotional/academic learning plan is evaluated several times monthly through the use of internal and external assessments. The education team (general Ed teacher, intervention team, student, and parent) work together to monitor a student's personal learning goal plan to meet his/her individual needs as a learner. Support may include targeted intervention, a change in curriculum, a change in method of instruction, or other tiered systems of support offered by the school.

The LCAP drives professional development at CCCS and data drives the development of the LCAP. Utilizing data and research, the stakeholders develop the LCAP and formulate plans for professional development through the actions outlined. All stakeholders participate in analyzing the needs of CCCS and providing input for the goals and actions of the LCAP. Staff (teachers, office staff, maintenance, yard supervisors, paraprofessionals, and after-school care), students (grades 4-8), and families participate in twice yearly surveys. The results of the surveys are shared in small groups, via newsletters, at PLCs, during leadership meetings, and at School Board meetings. Follow-up meetings are held to understand viewpoints. Surveys for students, staff, and parents along with regular meetings with the SSC, the leadership team, through PLCs, and The Board of Directors, all drive the data leading to the development of the LCAP goals/actions. Leadership meetings take place twice a month, PLCs are held weekly, Board of Director meetings happen once a month, Parent Café meetings are five times a year, and student meetings take place quarterly.

Student academic assessment data is utilized to identify areas of greatest need for academic and curricular trainings. Data is analyzed continuously (meaning regularly). Data such as attendance, academic achievement, discipline data, survey data, and qualitative data take place weekly. A key aspect of the success of this type of development is regular reports to the SSC, the leadership team, and the Board of Directors regarding the school's progress toward meeting the LCAP goals and actions. This also helps drive the discussion for the development of the following year's LCAP. Yearly meetings with SELPA and trainings with SELPA help CCCS to monitor its progress with students with disabilities. Consistent LCAP trainings with the Butte County Office of Education help CCCS stay on track with outside consultation and guidance.

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## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

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

Professional Development will be delivered to all staff members at the beginning of the year and throughout the year on Teacher Work Days. CCCS has set aside three days of professional development throughout the year. Teachers meet once a week for collaborative professional development. Staff are encouraged to attend desired professional development that is offered through the Butte County Office of Education or the local University.

### **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:**

CCCS does not receive any Title III funds that are specifically earmarked for Immigrants. The Title III funds that are for EL's are not specifically used for Immigrant students at this time. Any immigrant student that are in the School will be handled by the School's traditional EL program. We do not have Immigrant students at this time.

### **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:**

The California EL Roadmap is being rolled out in our School and this supports the strengths and capacities of our English Learners by sharing the responsibility of all educators in our system. Our School also provides Designated ELD time on a daily basis to increase English Learners' proficiency by providing instruction focused on the ELD Standards. This is specifically for any EL students at CCCS.

### **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:**

The way our School will assist English Learners in achieving English proficiency will be providing quality, integrated English Language Development embedded into our curriculum, as well as set aside Designated ELD time with a focus on the ELD standards. The ELD standards are aligned with the Common Core ELA standards. We work to monitor students' progress measured by the data on the English Language Proficiency Assessment of California (ELPAC) as well as through teacher observation and another reading/writing assessment that measures their progress next to their grade level peers.

## **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:**

(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;

CCCS partners with the Paradise Parks and Recreation Department in an effort to enrich our after-school program. Because we are recovering from the 2018 Camp Fire, our students are in need of SEL opportunities. The Paradise Parks and Recreation Department will bring in a local artist to teach our students mental wellness techniques while learning how to express oneself through art. With this same partnership, we expect to create a mural that all stakeholders have input into creating. The Title IV funds will support art supplies and materials.

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

CCCS has a robust Intervention department. A Lead Intervention Teacher (TOSA) oversees and works with small groups of students. The Lead Teacher collaborates with teachers and uses a computer adaptive program to group students and deliver RTI. CCCS also has a full-time paraprofessional who works with small groups of students during the day and after school works with students 1:1. The Intervention team regularly looks at academic data in reading and math to determine next steps and need. Funds will be used to support a well-rounded Intervention department - particularly funding our paraprofessional and our RTI program (iReady).

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

CCCS has made SEL a priority. Funds from Title IV will be used to support a part-time SEL Health Teacher. The SEL/Health teacher will be using an SEL curriculum (Second Step) to push into our K-5 classrooms. The teacher will deliver lessons on SEL, Bullying, and Child Protection. This teacher will work all year supporting our K-5 students.

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

Continuing on with SEL as a priority, CCCS will use Title IV funds to purchase the Middle School Second Step online curriculum in order for our SEL/Health teacher to support our middle school students with mindsets and goals, recognizing bullying and harassment, thoughts emotions, and decisions, and managing relationships and social conflict. The teacher would work with our middle school students for one trimester.

(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.

The effectiveness of the activities will be measured by student attendance, student climate surveys, and discipline data. The PBIS committee, which meets monthly and regularly analyzes discipline data will analyze and respond to the data. Infractions and office discipline referrals will remain under 5% of the population. Student climate surveys will show students feeling safe and having tools to navigate school and home life.

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