

California Department of Education

LCAP Federal Addendum System

Instructions, Strategy, and Alignment

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 Every Student Succeeds Act (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.

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 LEA must address the Strategy and Alignment prompts provided below. Please 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.

Response from El Sol Santa Ana Science and Arts Academy:

El Sol Science and Arts Academy's strategy for using federal funds is to increase student performance to proficiency level. Title 1 monies have been allocated to programming that continues to focus on literacy development as an early identifier and preventative measure. Ultimately, the goal is to continue to design and implement programming in support of college and career readiness. Actions related to college and career readiness include an increased focus on the implementation of Parent Learning Walks (PLWs),

intended to increase parent engagement by bringing parents into the classrooms and Teacher Reflective Learning Walks, intended to provide teachers with opportunities to reflect on their practice, refined their craft, and collaborate with others around instructional strategies. These initiatives will continue to support outcomes for all student populations by allowing teachers, administrators, and families to evaluate the effectiveness of English learner programming and low-income students. More importantly, El Sol Academy's English learner program has resulted in increased outcomes for EL students in both English and Math with a 6.7-point and 10.8-point increase respectively.

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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.

Response from El Sol Santa Ana Science and Arts Academy:

El Sol Academy provides supplemental and intervention services that target reading support. Title 1 monies are used to provide teachers with support in the implementation of strategies that include: English language development content integration, release days for unit drafting and revising, GLAD refresher and best practices, mathematics and language integration. In addition, teachers and curriculum and instruction leads spend a considerable amount of time researching, evaluating and designing school-wide aligned assessments in mathematics, English Language Arts and Spanish Language Arts to monitor students' performance and provide the appropriate services to students not meeting grade-level performance expectations. Across grades, scheduling has been designed around designated support blocks or success periods, to support students with guided reading (Tier 3) literacy support. Teachers have been provided with additional release time to analyze student data and deliver the most adequate interventions to struggling students. Teachers work in collaborative teams to share best practices and implement new program initiatives.

APPROVED BY CDE

Instructions, Strategy, and Alignment Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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California Department of Education

LCAP Federal Addendum System

Title I, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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).

Response from El Sol Santa Ana Science and Arts Academy:

N/A

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

Response from El Sol Santa Ana Science and Arts Academy:

El Sol Science and Arts Academy continues to promote parent, family, & community engagement in the education of Title 1 students. El Sol Academy holds parent meetings at the beginning of the school year to develop & approve our parent and family engagement policy. At this meeting the schools expectations & objectives for parent & family involvement are created jointly. Once the policy is created, the policy is shared via the student-parent handbook that requires a signature of acknowledgement from the parent. All of our communication is done in English and in Spanish, both languages that represent the language spoken by the parents. El Sol Academy provides accommodations with parents that need it or ask for the service. There is a person on the staff that is assigned to communicate & support the parents with resources to

support their children in the school. If we were to have parents with disabilities such as hearing impaired we would provide sign language interpretation for those parents & family members. Our facilities are also ADA compliant. We have not had migrant students in the school, but if we had them we would do the following for them; meet with parents & family members before student are away from school for an extended period of time and once the students return to school. Students who require extended time away from school are provided with an independent study work contract. Teachers & administrators work with families to provide routine home visits when necessary & adequate academic support during the student's time of absence. Instructional assistants also provide support during the transition period. Students are monitored and allowed additional time.

Parents continue to actively participate in a semester long parent workshop series that trains and supports them in a wide range of topics including the school decision making process. School support personnel assist families with access to PowerSchool, coordinate parent conferences, & arrange for translation services as need. El Sol Academy engages its parents through Parent Learning Walks (PLWs). Parents participate in a workshop preview, followed by access to classrooms and teachers through a series of classroom observations. Parents have an opportunity to ask questions & engage in the educational process through a hands on experience. Each observation is followed by a debrief. At this time, parents are provided with information about classroom strategies that support the learning for all students, including those who require specialized instruction. Parents who participate in the PLWs will be identified as candidates for a leadership cohort. This cohort will take the lead in training and supporting families in the PLW process, thus building training capacity for other parents interested in participating in the process. Teachers also participate in the learning walks. Through these walks they also receive training on topics that extended beyond instructional practice, but also how to communicate the learning with families.

Families also have access to a wide range of health & community resources. El Sol Academy continues to seek family input by sending surveys and maintaining ongoing communication with parents – particularly coordinated through the school's Director of Community Life. Parents have a variety of ways to become involved and provide input on policies, academic programming and student outcomes (state assessment). Led by the Director of Community Life, parents attend an annual meeting to review policies, discuss student outcomes, & learn more about changes or updates in programming. El Sol Academy also provides parents with updates via a weekly newsletter. All parent communication is translated and made available to families who speak a language other than English. To ensure that all families have information, El Sol also sends home flyers and uses an automated phone communication service (School Reach). Additionally, families are provided with training and support around accessing the school primary communication portal (PowerSchool). Handouts and trainings are made available in the families primary language. Opportunities to attend monthly meetings with the school's various directors are also available for families. Parents also have an opportunity to participate in the school's PTA and School Site Council meetings.

El Sol hired a STEAM coordinator to support with the technology transition. The STEAM coordinator supports families and students by providing them with information around copyright and proper use of technology. El Sol partners with local universities to provide families with literacy resources and trainings. Families are invited to attend monthly reading workshops at a local community center, hosted by Chapman University. Families of students with special needs participate in routine IEP meetings and attend both on site & off site trainings via partnerships with OCDE and local organizations such as CHADD.

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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.

Response from El Sol Santa Ana Science and Arts Academy:

SWP: El Sol Science and Arts Academy continues to engage in an ongoing analysis of student achievement. Therefore, using Title 1 funds to support programming that focuses on closing the achievement gap. Administrators lead ongoing data talks with teachers and support staff to identify trends and areas of focus. Through these concentrated data talks, school priorities are determined and funding for programming and curriculum adoption is distributed. Monthly meetings center around 2 major key points (1) What does the data tell us about our needs and areas of funding priority? and (2) Is the activity or resource meeting the needs of students who are experiencing challenges?

TAS: N/A

Neglected or delinquent: N/A

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Address the ESSA provision:

SWP: Describe SWP here, if SWP does not exist type "N/A"

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

Save All and Continue

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.

Response from El Sol Santa Ana Science and Arts Academy:

N/A

APPROVED BY CDE

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.).

Response from El Sol Santa Ana Science and Arts Academy:

At El Sol Academy students are accepted on a lottery basis with the exception of homeless students. If a foster or homeless student tries to enroll at the school, that student receives priority registration. The students get connected right away with our community liaison to complete a needs assessment of services. The community liaison provides services such as backpack, school supplies, uniform cards, shoes and bus pass.

The community liaison is responsible to make sure all homeless students rights are protected. The community liaison works with the teachers and principal to ensure students success. If the student is struggling the student are recommended to the after school program to receive academic tutoring. The team- teacher, parent and community liaison meet to discuss student progress and goals. The goals are reviewed every 6 weeks. At this meeting the goals are academic success and daily attendance.

APPROVED BY CDE**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.

Response from El Sol Santa Ana Science and Arts Academy:

N/A

APPROVED BY CDE

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.

Response from El Sol Santa Ana Science and Arts Academy:

El Sol Academy works closely with district and other local charters to provide exiting middle school students with adequate transitions. Students in 8th grade have opportunities to visit local high schools during the course of the school year in "shadowing programs". During the first trimester, El Sol coordinates a mandatory 8th grade parent meeting. At this time, information around all 8th grade activities and high school procedures is shared. Secondly, families and students are invited to an annual high school options fair on campus. Local high schools are invited to participate and share information about programming and opportunities to all exiting 8th graders.

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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.

Response from El Sol Santa Ana Science and Arts Academy:

N/A

APPROVED BY CDE

Title I, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

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California Department of Education

LCAP Federal Addendum System

Title II, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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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.

Response from El Sol Santa Ana Science and Arts Academy:

El Sol Science and Arts Academy provides ongoing opportunities for professional growth and development to all teachers. Teachers work with their grade level leadership, STEAM Coordinator, and Director of Curriculum/Instruction to research, implement, and evaluate best practices. Grade level teams have shared release time, which includes engaging in peer observations, co-teaching, and demonstration lessons. Through the Teacher Reflective Learning Walks (TRLW), teachers have opportunities to visit each other's classrooms to observe implementation of strategies and provide feedback. Teachers work closely with the on-site GLAD certified team to continue to grow and refine English Learner best practices.

Professional learning at El Sol Science and Arts Academy is grounded in a framework that supports a variety of job-embedded, collaborative, and data driven contexts that develop knowledge and understanding, sustain growth, and lead to refinements in professional practice. Teachers and administrators participate in a learning community that engages in

- 1) Continuous cycles of reflection and refinement through the PLC process
- 2) Teacher Reflective Learning Walks

- 3) Feedback loops from colleagues, coaches, and supervisors to support in the ongoing teaching and learning reflective cycles and determine next steps
- 4) Learning about content and pedagogy through trimester books study and research review
- 5) Targeted opportunities to support a wide range of learning populations including special education, language learners and gifted and talented

School site leadership (directors and administrators) participate in district level collaboration meetings. New administrators complete the induction program at the district level and attend charter leadership collaboratives on a trimester basis. Coaching cycles focus on the inquiry practices and use self reflective tools to measure growth. El Sol's executive director meets with directors to provide feedback and monitor progress. Using the California Department of Education's Quality Professional Standards, site administrators provide each other with routine feedback and coaching cycles. Internal audits provide the school's leadership team with concurrent feedback on performance and effectiveness.

Teachers have the opportunity to work in learning teams, participate in instructional leadership development exercises while serving on committees and other leadership roles. Opportunities for advancement include working with senior teachers to build capacity in leadership and support them in taking on active leadership opportunities such as team and content leads, TOSAs and special interest teams. School leadership teams meet with teachers to conduct routine data rounds which support teachers with an opportunity to disaggregate student data to identify learning priorities. Administrators identify trends with grade level teams, share the findings with the rest of school community and prioritize goals for the year. The information is shared with the rest of the school community through School Site Council meetings and trimester parent meetings. Teachers work with the Director of Curriculum and Instruction to develop individualized professional growth plans and identify both on site and off site professional development opportunities. New teachers are assigned a mentor teachers (a more experienced teacher on site) and are enrolled in the district's induction program.

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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).

Response from El Sol Santa Ana Science and Arts Academy:

Together, the Director of Curriculum and the school's data team work with the teachers to provide adequate data review supports. Title II monies are used for release time to allow teachers to engage in data cycles at least once a trimester to evaluate student outcomes, revisit academic goals, and redesign assessments in the language arts and mathematics. Data teams determine the number of students at risk and the level of support needed. Trimester needs assessments help distribute funds accordingly across grade levels and student needs.

APPROVED BY CDE**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.

Response from El Sol Santa Ana Science and Arts Academy:

All TK – 5 classrooms are implementing and re-evaluating the literacy workshop model. Beginning in kindergarten, students are assessed using the Fountas and Pinnell Benchmark assessment system (BAS) at least three times a year for oral reading and reading comprehension. Interim running records allow for ongoing progress monitoring. Guided reading materials have been purchased for classroom use in addition to intervention toolkits for students at risk. Teachers evaluate trimester writing assessments and determine individual writing goal for each student. At the middle school level, teachers are implementing book talks and book clubs. Running records are administered at least twice a trimester to set reading goals for students.

All TK-8 classrooms administer trimester mathematics assessments. Basic skills exams are used to as screeners for students recommended for intervention services. Additional online screeners such as Moby Max are used to progress monitor grade equivalent standards-based exams.

El Sol Academy continues to coordinate Title II Part A funding with intervention, support and enrichment programming for students in underrepresented groups and English Language Learners (Title III and Title IV). Using information from the dashboard including performance indicators for English and Math performance across years. El Sol prioritizes professional learning that is in support of best practices and improvement of local priorities. For example, we are currently evaluating and refining our arts programming to support best language practices for students who have not been reclassified. We have incorporated the arts into the curriculum and have invested in creating robust and inclusive scope and sequence plans to provide ELLs and economically disadvantage populations with access to quality art and music programming. El Sol continues to track the progress of our English learners and uses this information to reevaluate and improve our reclassification criteria and progress monitoring. Teachers continue to work with the school's leadership team to review data points at each 6 week marking period. Families are informed through goal setting meetings and adequate follow up and interventions include referrals to intervention programming during the school day and partnerships such as a community math program with Chapman University .

All stakeholders are invited to participate in the data review process. The executive director shares dashboard data with the teachers and the school's board. The Director of Community Life and Director of Curriculum and Instruction work to inform families about outcomes and host monthly meetings to receive topics ranging from understanding your child's state scores to how to access the school's portal. Lastly, El Sol works with community organizations to provide additional resources around the specific needs of the school community. This information is gathered through surveys and parent focus groups through PTO and school site council meetings.

APPROVED BY CDE

Title II, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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Contact Phone and Optional Extension

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Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

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Title I, Part A, Educator Equity

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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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.

Response from El Sol Santa Ana Science and Arts Academy:

El Sol Science and Arts Academy Santa Ana is a Charter School.

APPROVED BY CDE

Title I, Part A, Educator Equity Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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Title III, Part A

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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.

Response from El Sol Santa Ana Science and Arts Academy:

El Sol Academy will continue to provide trainings for ELPAC, Special Education, EL Workshops including GLAD and Teacher Reflective Learning Walks. All newly hired staff are paired with a mentor at their respective grade level or similar counterparts. Teachers are also allowed paid participation in off-site professional development that aligns to their individual professional development goals.

El Sol Academy staff are required to attend a series of GLAD follow up session during the course of the school year that focus on specific strategies that support English Learners. For example, in the fall all teachers attended a session that provided them with training on how to amplify strategies such as the Sentence Patterning Chart and the ELD Frame in the context of their small EL grouping. El Sol is in the midst of an English and ELD curriculum adoption. As part of the adoption, teachers have received PD revisiting the ELA/ELD standards and the UDL framework. In a recent PD session with a Benchmark associate, teachers were trained on how to implement the ELD components of the curriculum. Follow up sessions to come.

As far as off-site professional development, El Sol teachers regularly attend sessions with the county offices of education of San Diego and Orange County. All teachers have met with the Director of Curriculum of Instruction and determined two professional development goals, one of which includes targeting language development. At this time, teachers work with the Director to identify potential professional development in support of that goal. Lastly, we utilize both state and local measures to identify and track our implementation progress.

APPROVED BY CDE

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.

Response from El Sol Santa Ana Science and Arts Academy:

N/A

APPROVED BY CDE

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.

Response from El Sol Santa Ana Science and Arts Academy:

Students not meeting proficiently level criteria are provided with language access through a variety of resources and supports: Instructional aides are assigned to classrooms with individual students not meeting level 1 and 2 proficiency during 6-week cycles in the general education setting. Success and after school intervention referrals provide additional out-of-school supports. Instructional aides also rotate to provide specific science and math supports at both the primary and secondary levels.

Students have access to all core coursework. Teachers receive support in a variety of ways including trimester model lessons that incorporate ELD strategies and adequate use and implementation of EL Roadmap resources. Using the equity audit model framework, teachers receive specific feedback around the use of EL strategies and best practices across content areas including math, social studies and science.

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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.

Response from El Sol Santa Ana Science and Arts Academy:

El Sol Academy adheres to its English Learner master plan. English learner data is reviewed periodically to ensure that students are adequately monitored and receive specific, timely and suitable strategies. Ongoing monitoring of English learners and recently reclassified students is in place through ongoing literacy and mathematics data collection. In class teacher observations, state assessment data, grades and writing samples are also used to monitor students.

APPROVED BY CDE**Title III, Part A Contact**

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name**Contact Phone
and Optional Extension****Contact Email**

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

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Title IV, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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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.

Response from El Sol Santa Ana Science and Arts Academy:

El Sol Science and Arts Academy partners with higher education institutions to support the academic, health and well-being of the students and families. Through partnerships with the University of California Irvine, students and families have opportunities to participate in health screenings, including BMI, vision and

hearing. Middle school students attend a yearly Healthy Champions training where they learn about CPR and First Aid and other basic first aid procedures. Additionally, UCI partners participate in a variety of classroom activities and develop programming during class and after school hours. Programming includes science and mathematics instruction. Such institution also engages with El Sol Academy in research studies. Data is collected and used for program improvement. Cal State Fullerton and Chapman University partner with El Sol Academy for praxis and program completion requirements. Interns and candidates work in classroom supporting teachers with instruction.

Through refined partnerships, El Sol Science and Arts Academy hopes to achieve an equitable model of access to improve student achievement. With a strong focus on community and engagement, our goal is to see improvements in academic areas and climate and culture. Every year, El Sol conducts surveys that provide us with real time data on families and students. The questions survey the classroom experience, community supports and access to safe environments that are conducive to teaching and learning. This information helps us refine and redesign programming such a academic and social emotional intervention, health access and well being, additional trainings for the schools leadership and teacher teams.

University partners work with El Sol to conduct research on relevant topics of language, learning, and programming that elevates minorities and underrepresented communities within our school. This information is used to improve and launch outreach programming and extracurricular activities to enhance the overall experience of all stakeholders.

APPROVED BY CDE

Title IV, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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