

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

## LEA name:

The O'Farrell Charter School

## CDS code:

37-68338-6061964

## Link to the LCAP:

LCAP:

<https://4.files.edl.io/b472/06/28/18/154957-e03c3482-f993-4d26-ae2a-06c49adfdc34.pdf>

Annual Update:

<https://4.files.edl.io/d3e2/06/28/18/155107-a5b3a994-fadf-4219-904e-993f216ddd6f.pdf>

## For which ESSA programs will your LEA apply?

### TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

### TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

### TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

Title I, Title II, Title III, Title IV

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

# Instructions

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

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

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

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

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

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

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

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

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

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

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

## Strategy

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

The LEA will use federal funds from title I, title II, title III, and title IV (when allocated) to enhance its local priorities funded through LCFF. Efforts to enhance the LEA's LCAP will occur primarily in goals one, two, and four.

Goal 1 (from LCAP): maintain or increase student achievement outcomes by implementing a fully common core curriculum in all applicable subject areas and support teachers in the implementation of the core curriculum and curricular supports.

Goal 2 (from LCAP): Increase academic achievement of students designated as English language learners and support the reclassification of ELL students and follow-up services provided to RFEP students.

Goal 4 (from LCAP): Decrease the number of suspensions school wide and maintain 96% or above school wide average attendance rate, concentrating on providing services to chronically absent students.

The LEA has selected these goals to receive support from title funds to expand upon already-established services and augment the LEA's efforts to serve the needs of pupils in subgroups consisting of foster/homeless, low socio-economic, and English language learners.

# Alignment

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

To ensure alignment between LCAP goals and activities funded by state and federal programs, the LEA has established actions in its LCAP to meet LCAP goals that will be funded by Title I, Title II, and Title III monies. These actions are in addition to those funded by LCFF funds and are meant to augment services to students at the LEA.

# ESSA Provisions Addressed Within the LCAP

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

## TITLE I, PART A

### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

### Overuse in Discipline Practices that Remove Students from the Classroom

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

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

### Career Technical and Work-based Opportunities

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

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

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

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

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

## TITLE III, PART A

### Parent, Family, and Community Engagement

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

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

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

## TITLE I, PART A

### Poverty Criteria

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

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

# ESSA Provisions Not Addressed in the LCAP

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

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

## TITLE I, PART A

### Educator Equity

ESSA SECTION 1112(b)(2)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

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

### Parent and Family Engagement

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

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

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Under sections 1111(d) and 1116, the LEA will:

- Revise its parent and family engagement policy in June of each calendar year to be approved by the Board of Directors and will distribute the policy to families of students in all grade levels on the first day of school each year. Additionally, the policy will be available on the school's website.

- Provide at least four parent workshops and events annually, including, but not limited to, a college preparedness information night, family literacy night, enrollment symposium, new student orientation, and curriculum night.
- Provide, by handing out to families during parent/teacher conferences in September of each academic year, information on how parents can access their students' grades online, how they can apply for additional academic assistance, and how they can become involved at the school site, should they want to volunteer. Each family will meet with the teacher for a one-on-one conference in September during which this information will be provided. Additionally, this information will be available on the school's website.
- Members of the LEA's administration team will attend workshops on this topic annually at the California Charter School Association annual conference, the Charter School Development Center's annual conference, and parent involvement workshops provided at the San Diego County Office of Education. Training will then be conducted on site for parents (at PTO, DELAC, and SSC meetings) paraprofessionals (during the regular work day) and credentialed teaching staff (through on site professional learning) to educate staff in the value/utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
- The LEA will provide a parent resource center on campus to which parents have access during the school day (from 7:30 am – 3:30 pm), including access to computers and wifi. The LEA will coordinate with its PTO, SSC, and DELAC to present, instruct on the implementation of, gain stakeholder feedback on, and decide on the effectiveness and use of its curricular programs, including online student supports, and textbook adoptions.
- All parent letters and event flyers sent home will be provided in English and Spanish.
- The LEA will gain PTO, DELAC, and SSC feedback during monthly meetings and online via an electronic survey available all year and updated annually.
- The LEA will provide opportunities for the informed participation of parents and family members during all LEA parent meetings and events (including members who have limited English proficiency, members with disabilities, and members of migratory children), and will provide any related information and all school reports in both English and Spanish.

## **School wide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The LEA contracts with SAY San Diego to provide FSS support services to students in need of such services, including students living in institutions and community programs.

FSS collaborates with 25 agencies to provide services and community resources for any student in need attending The O'Farrell Charter School. Through these contacts, FSS and the LEA monitors attendance, behavior referrals, and out-of-school suspensions, and assists in the improvement of student outcomes in these areas.

Additionally, the organization provides character development lessons on campus, (including such topics as bullying, healthy habits, self esteem, anti-tobacco, etc.), facilitates family and community engagement events on campus, and holds parent/child engagement meetings and trainings on campus throughout the year (such topics include cyber-security/cyber-bullying and stress management). The LEA also, in conjunction with FSS, holds several student enrichment activities throughout the year such as kayaking and mountain biking, and conducts parenting classes on campus. Additionally, The LEA stations two social welfare agencies on campus full-time (HSA and First Five).

## **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 LEA has a foster/homeless youth liaison to coordinate services for students in all grade levels. This staff member works in conjunction with Family Support Services; an on site agency serving students at the LEA in socio-emotional, mental health, counseling, and behavior interventions; to provide services to students and track the effectiveness of programs in which they are enrolled. Extra services for homeless/foster youth include:

- To support enrollment and attendance:
  - The LEA purchases monthly bus passes and provides transportation services for foster/homeless youth.
  - The LEA provides on site counseling and individual supports.
  - The LEA contracts with Say San Diego to provide additional extra-curricular activities for foster/homeless youth to increase school connectedness.
  
- To support academic success:
  - All students are provided access to curriculum and curricular supports at home.

- Students are enrolled in before/after school support courses to offer additional tutoring and/or homework help.
- The LEA utilizes an MTSS approach that includes interconnected academic and behavioral supports in a restorative environment for students academically or behaviorally at-risk.

## 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 th

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

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

### THIS ESSA PROVISION IS ADDRESSED BELOW:

To facilitate effective transitions for students from early childhood education programs to the LEA, The O'Farrell Charter School employs both a one-year and two-year kindergarten model in which students are placed appropriately according to assessment data. Each student and his/her parents meet with a kindergarten teacher in May/June of each academic year to assess the student's current skill level. A determination is then made to place the student in the two-year program or the one-year program. Both the two and one year kindergarten programs are designed to bridge the gap between early childhood programs and first grade.

To facilitate effective transitions for students from middle grades to high school, the LEA provides the following supports/interventions:

- An eighth grade parent and student symposium for students entering high school that addresses high school requirements, programs, supports, A-G completion, SAT/PSAT supports, and processes for completing enrollment and enrolling in the correct courses.
- Presentations, activities, and resources for eighth grade students to increase school connectedness and awareness about high school requirements, programs, and supports.
- An annual open house and student orientation to review all applicable information.

- The employment of two full-time counselors to ensure appropriate course registration and completion, to oversee student supports including SST (student success team) meetings, RTI (response to intervention), extra-curricular supports, and A-G credit completion.

To facilitate effective transitions for students from high school to post-secondary education, the LEA provides the following supports/interventions:

- On site college courses provided by OCS and college staff, offering students college credit, in conjunction with San Diego City College.
- Annual field trips for all students to various colleges to increase awareness about post-secondary options for students.
- On site presentations from local agencies (annually) to increase awareness about post-secondary options for students.
- Financial assistance for students taking the SAT, PSAT, and ACT.
- Financial assistance for students enrolled in Advanced Placement courses who are taking Advanced Placement assessments.
- Financial assistance and support from school personnel for all students applying to colleges/universities.
- Parent/student information nights to disseminate information about the SAT/PSAT, college application process, financial assistance, and graduation requirements.
- The use of Naviance to track student data.
- Career and post-secondary education counseling and access to internships for students in the high school provided by two full-time counselors.

### **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 LEA uses a universal screener to identify students in need of extra academic interventions/supports. Through the use of Reading Inventory (three times yearly), Math Inventory (three times yearly), STAR Reading (every six weeks), and STAR Math (every six weeks), the LEA identifies students potentially at-risk or who would benefit from additional curricular supports.

To identify gifted and talented students, the LEA administers the GATE assessment annually to all second graders and all new primary level students for whom the LEA does not have previous testing

data available. Students identified as gifted and talented participate in a GATE cluster program in which they receive 40 minutes of enrichment instruction (in addition to the core curriculum) four times weekly.

The LEA maintains a full-time librarian and a full-time computer lab to support the academic achievement of students. All students in grades kindergarten through eight visit the library weekly to check out and return books. Students in the elementary school participate in the Accelerated Reading program to support academic achievement and in a digital literacy program twice weekly in which they develop typing, online search and research, and digital presentation skills. Students in the middle school are offered a computer literacy class in which they work on similar skills, as well as coding, navigation, and other technology-based programs.

## **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:**

To serve the needs of students who are identified as neglected, delinquent, or at-risk, the LEA maintains SAY San Diego staff on site to:

- Identify youth who are at-risk of participating in delinquent or harmful/dangerous behaviors.
- Provide individual and group counseling to students who are identified.
- Track suspension/behavior data and attendance of students identified as belonging to this subgroup.
- Provide additional supports to identified students such as enrichment activities/field trips and on site support provided by trained student advocates.

Additionally, the LEA purchases and provides bus passes for students in this subgroup to increase attendance and employs school staff trained in restorative practices to facilitate restorative circles and services to at-risk youth and to track the effectiveness of MTSS interventions.

### **Formal Agreements**

ESSA SECTION 1423(2)

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

(A) LEA; and

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The LEA maintains a contract with SAY San Diego to provide programs to youth involved in the juvenile justice system. Students returning from such placements may enroll at The O'Farrell Charter School or at Ingenuity Charter School, a non-seat based blended learning school within the charter's network, before transitioning back into a typical school environment if desired.

**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:**

The LEA supports Family Support Services (FSS) on campus, which acts as an agency to facilitate the successful transition of students returning from correctional facilities and other such facilities. FSS is a full service social services center that provides, but is not limited to providing, case management and crisis intervention for students on campus. Students identified as at-risk or delinquent are enrolled in Family Support Services and are monitored throughout the school year to ensure they are making adequate academic progress and that appropriate interventions are being put into place to ensure their success. Students, along with their parents, meet with FSS staff and the LEA's SST coordinator/foster and homeless liaison (if applicable) to review progress, along with teachers and administrators, and additional interventions are assigned to ensure the student's success as needed.

**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:**

The LEA supports Family Support Services (FSS) on campus, which acts as an agency to facilitate the successful transition of students returning from correctional facilities and other such facilities. FSS is a full service social services center that provides, but is not limited to providing, case management, crisis intervention, trauma informed care and support groups to address specific student needs, healthy living, coping skills, and conflict resolution.

**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:**

Typical youth returning from correctional facilities may face issues such as drug/alcohol addiction, homelessness, and engagement in delinquent behavior. To address the needs of these students, the LEA assigns them a student advocate through Family Support Services upon enrollment in or returning to the school. The student advocate meets with the student as often as needed, but no less than once weekly (and the parents if available/willing) to provide counseling and assistance. Modifications to academic coursework are made based on the student's needs and are communicated to the teacher(s) to ensure that the student is successfully transitioning back into an academic setting. Additional appropriate staff members are made aware of the student's situation and needs and are enlisted to provide services as well (such as administration, foster/homeless liaison, counselors, etc.).

**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:**

The LEA contracts with SAY San Diego to provide FSS support services to families. FSS collaborates with 25 agencies to provide services and community resources for any student in need attending The O'Farrell Charter School. Through these contacts, FSS and the LEA monitors attendance, behavior referrals, and out-of-school suspensions, and assists in the improvement of student outcomes in these areas.

Additionally, the organization provides character development lessons on campus, (including such topics as bullying, healthy habits, self esteem, anti-tobacco, etc.), facilitates family and community engagement events on campus, and holds parent/child engagement meetings and trainings on campus throughout the year (such topics include cyber-security/cyber-bullying and stress management). The LEA also, in conjunction with FSS, holds several student enrichment activities throughout the year such as kayaking and mountain biking, and conducts parenting classes on campus. Additionally, The LEA stations two social welfare agencies on campus full-time (HSA and First Five).

## **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:**

The LEA partners with San Diego City College to offer courses for OCS students on site with the intent of them earning concurrent high school and college credit for coursework. Students returning from correctional facilities also have the option of enrolling at Ingenuity Charter School, a non-seat based blended learning school for credit recovery, and to have the option of participating in the workforce while taking courses concurrently to stay on track for high school graduation. All students in such programs are monitored to ensure academic and socio-emotional success and are provided with a mentor/homebase teacher to assign appropriate interventions and meet with the student and his/her family as frequently as needed.

## **Parent and Family Involvement**

### ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

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

The LEA implements a plan each year in which the following takes place:

- Parents/families of suspended and/or at-risk youth meet with school personnel and FSS personnel to address suspensions and behaviors connected to suspensions throughout the school year.
- Families of students with absence alerts are notified of student absences and attend restorative/planning meetings with school personnel and FSS personnel monthly until attendance improves.
- The LEA holds a minimum of nine parent workshops throughout the school year, in conjunction with FSS, provided in both English and Spanish. Topics vary (such as internet bullying, effective study habits, human trafficking, etc.)
- All parents meet with their child's teacher at the start of each academic year for PALS (Partnership in Academic Learning and Success) conferences, during which student data is discussed and an action plan for the school year is made.

- Rewards are instituted every six weeks for students attaining academic achievement requirements and for students who have good and perfect attendance, as part of the school's MTSS program.

## **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:**

The LEA contracts with Say San Diego to provide Family Support Services to at-risk students. FSS works with juvenile justice and other local entities to offer support to at-risk youth and provide any prescribed transition services (both on site and for families in the home) for students who are identified as in need of such services.

## **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:**

The LEA works with probation officers on campus to assist in ensuring the transition of students returning from correctional facilities is seamless and that students are monitored for potential at-risk behaviors. Officers are provided with a space to meet with students on campus and FSS and administrative staff meet with them to plan for additional supports to students in need.

## **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:**

Individual meetings are held among LEA staff, FSS staff, and representatives from correctional facilities to ensure that both entities are aware of available programs and have contact information needed to initiate services to at-risk students and students in transition. FSS staff maintains regular contact with officers from correctional facilities to ensure communication between the LEA and the facility.

## **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:**

The LEA offers two educational programs to students. The first is on site at The O'Farrell Charter School, a traditional brick-and-mortar school that students attend five days per week to receive instruction. The second option available to students is enrollment in Ingenuity, a non-seat based blended learning school managed by The O'Farrell Charter Schools in which students attend class at resource centers (at various locations) and complete coursework at home as well. Students unable to continue their coursework at The O'Farrell Charter School have the option of attending school at Ingenuity either for credit recovery, remediation, acceleration, or to continue their education in a non-traditional school environment.

## **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 LEA provides professional learning on site for all teaching and administrative staff on a monthly basis. Professional learning is goal-oriented, job-embedded, and conducted globally to facilitate collaboration and encourage innovation and data analysis. Follow up and monitoring of strategies learned during on site professional learning sessions is conducted through informal walk throughs, formal observations, and peer-led learning walks.

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

The LEA measures progress of data collection with PLCs by using the assessment and data collection program *Illuminate*. School leaders meet with PLC members regularly to review data and create plans for remediation.

The teacher leadership team (consisting of department chairs and team leaders in grades k-12) meets once a month to receive training on important and often, self-identified leadership topics such as coaching and mentoring, providing feedback to teachers, leading with purpose, and data analysis. The LEA measures the professional growth of its leadership team members through surveys conducted twice a year.

The LEA provides an induction program to teachers free of charge through a partnership with the San Diego County Office of Education. The LEA hires a credentialed teacher to oversee the program in conjunction with the administrative team and teachers are paired with mentors (teacher leaders and department chairs) from their site to guide them through induction work, which is job-embedded and specific. Progress is noted by mentors and growth is measured through walk throughs and observations.

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

All teaching staff participate in monthly professional learning on site in which a shared strategy is learned and implemented in the classroom. The LEA offers staff professional learning that is targeted to their specific needs. Staff in the beginning of their careers are offered a teacher induction program and on site professional learning. Staff who have been at the school site for longer are offered targeted professional learning geared toward their specific needs and subject matter. Staff are also encouraged to seek out professional learning opportunities that will enhance their careers and delivery of services. Leadership training and support is also offered to teachers who are transitioning into leadership positions on campus through monthly in-house professional learning sessions.

The LEA develops its yearly professional learning calendar in June of each academic year (for the upcoming year) based on multiple sources of information, including feedback from teachers and administrators, and student achievement data. On site professional learning is provided monthly (and often, more frequently) and is in response to data analysis and/or specific staff need. The effectiveness of professional learning is assessed through surveys and PLC discussions. Changes are made to the professional learning plan as the year progresses and for the following year based on feedback as well as on how effective the professional learning is on helping increase student success or program improvement. To determine this, data is examined and housed in *Illuminate*, an assessment and data management system, as well as Power School, a student information system.

## **Prioritizing Funding**

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

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and

improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The LEA consists of one school site and thus, title II funding is allocated campus-wide.

**Data and Ongoing Consultation to Support Continuous Improvement**

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The LEA collects and tracks educator placement data annually prior to the start of each school year. The LEA does not have any teachers teaching outside their credentialed field and 100% of its teachers meet highly qualified criteria. As a single site LEA, The O'Farrell Charter School does not have a disproportionate number of teaching staff serving at-risk and minority youth.

To guarantee educator effectiveness, the LEA provides a myriad of professional learning opportunities for staff throughout each academic year including in-house professional learning (monthly) and off site professional learning (as needed). Additionally, prior to the start of each school year, teachers new to the organization attend a four day "new teacher training" in which they learn AVID strategies and schoolwide educational strategies. In January of each academic year, all teaching staff attend a full day professional learning session based on educational initiatives set forth by the LEA. Finally, the LEA offers a one-year and two-year teacher induction program through the San Diego County Office of Education.

The LEA regularly consults with the following stakeholders:

- Teachers and school administration: twice yearly
- Paraprofessionals and support personnel: two times yearly
- Parents: monthly
- Community partners (Southeast Collaborative and FSS): quarterly

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The LEA conducts professional learning for staff with the intent to increase the success and achievement of students designated as English language learners. Professional learning is conducted by administration and site staff designated as ELD lead teachers and is provided to all staff who are responsible for teaching English language learners. Professional learning is ongoing throughout the school year, on a monthly basis, and is age/grade level specific (i.e. - high school teachers participate in professional learning specific to best practices as they pertain to high school students and elementary school teachers participate in professional learning that is specific to primary grade ELL students).

Paraprofessionals working with this subgroup of students also participate in professional learning on best instructional practices on an ongoing basis throughout the school year (at least twice yearly on site and once yearly off-site, with bi-weekly meetings and trainings to follow up on implementation of practices). Professional development is conducted staff-wide to increase opportunities for collaboration and release time is provided, through the employment of two long-term roving substitute teachers, for staff to conduct learning walks with their peers and to provide/receive ongoing coaching.

Additionally, the LEA purchased a management system to track ELL student progress and capture achievement data for students designated as ELL and students who have been reclassified for progress monitoring. Students are monitored for a minimum of two years after reclassification and appropriate interventions are put into place to ensure students are able to participate fully and be successful in core classes.

To lead these efforts, administrative staff (principals, vice principals, and Director of Special Education) attend yearly professional development through the San Diego County Office of Education and the California Charter School Association. Professional learning includes, but is not limited to implementation of ELD standards, utilization of best practices to increase the success of ELL students, integration of ELD standards into core classes, integrated and designated ELD, and ELPAC testing. LEA administrative staff meet weekly to discuss professional learning efforts and program effectiveness.

**Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

To improve the instruction and assessment of students in this subgroup, the LEA conducts professional learning, employs teaching assistants to work with students in the classroom and after

school and provides integrated and designated ELD courses for students. The LEA monitors the effectiveness of instruction provided to students in the following ways:

**Professional learning:** Professional learning is provided to all staff responsible for teaching English language learners yearly. Through the implementation of “strategy of the month,” on site staff-wide professional learning is ongoing throughout the school year, on a monthly basis, and is age/grade level specific. Paraprofessionals working with this subgroup of students also participate in professional learning on best instructional practices at least twice yearly on site and once yearly off-site, with bi-weekly meetings to follow up on implementation of practices. Professional development is conducted staff-wide to increase opportunities for collaboration and release time is provided, through the employment of two long-term roving substitute teachers, for staff to conduct learning walks of their peers and to provide/receive ongoing coaching.

**Teaching Assistants:** Six instructional aides (three full time and three part time) Are employed to work with students in the classroom and after school to assist them in mastering grade level content and language objectives. Classroom assistance ranges from one half-hour to two hours daily, depending on student need and after school support is generally provided for one hour, four times weekly.

**ELD Courses:** Designated ELD courses are provided to students in all grade levels. In the elementary school, this is conducted through “power hour” courses that are 45 minutes in duration, four times weekly, with a specific curriculum to focus on reading, fluency, phonics, and comprehension. In the middle school, students are enrolled in an ELD course with a specific ELD curriculum to target language objectives, including listening and speaking. In the high school, students attend a zero period and curriculum augments and supports the core ELA curriculum to support student success in their core ELA class.

**Progress Monitoring:** Student data is tracked schoolwide using the program ELLevate, a progress monitoring tool that allows the LEA to create individualized learning plans for ELL students and input achievement data to track the effectiveness of interventions used to assist students. ELPAC data is also uploaded into the system to monitor student progress. To monitor the effectiveness of the ELD programs, administrative staff conduct class walkthroughs and observations on a weekly basis and teachers collaborate to compare and discuss data in weekly professional learning community meetings. In addition, state testing data is monitored closely by administrative staff and the superintendent. Programmatic decisions (such as purchasing curriculum, changing the master schedule, hiring additional ELD staff, etc.) are made after careful analysis of student progress.

The LEA takes care to consult with stakeholders on an ongoing basis to update them on program effectiveness and changes, and to gain feedback. DELAC meetings are held every other month during which stakeholders are updated on programs and student supports at The O’Farrell Charter School, and during which stakeholder input is taken by OCS staff and communicated to administration and teaching staff, which is then used to make programmatic decisions. PTO meetings are held monthly and SSC meetings are held every other month for the same purpose. Additionally, a survey is provided to staff, parents, and community members annually to collect stakeholder feedback and make changes to the LEA’s program based on stakeholder engagement.

Title III, Part A Immigrant funding will be used in conjunction with LCFF funds to increase student achievement and appropriately support students in this subgroup. Immigrant student progress is addressed within the LCAP in goal 3, action item 1: implement an ELD course; goal 3, action item 2: use a comprehensive tracking system; goal 3, action item 3: offer a language camp over the summer; goal 3, action item 4: maintain paraprofessionals to assist students in the classroom and after school; and goal 3, action item 6: provide professional development for all staff working with ELLs.

## **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 sub-grant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

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

The LEA uses several language instruction programs to address the needs of English language learners, which are outlined below:

**English 3D:** Curriculum is used in designated ELD courses for students in grades six, seven, and eight. ELD courses supplement, and do not replace, core English language arts courses for students. These courses are in addition to ELA courses to increase student success in core classes.

**Flex Literacy:** Supplementary curriculum is used in designated ELD settings (along with the ELD component Springboard, the core ELA curriculum).

**Imagine Learning:** Supplementary curriculum is used in integrated and designated ELD settings in grades k-8 and is intended to support student skill-building to increase success in core ELA classes.

**Benchmark:** The ELD component of the Benchmark curriculum is used in designated and integrated ELD courses in grades three through five to support ELL student success and access to core curriculum.

**Wonders:** The ELD component of the Benchmark curriculum is used in designated and integrated ELD courses in grades kindergarten through two to support ELL student success and access to core curriculum.

**ELLevate:** Program is used to track ELL data, for progress monitoring, and for tracking of reclassified student supports and success.

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

**Club Del Sol:** An after school support specifically designed to assist ELL students with homework and classwork assigned in core classes, and to intentionally and systematically build speaking, listening, reading, and writing skills through targeted age-appropriate language-based activities.

With regard to programs and curriculum, the LEA takes care to consult with stakeholders on an ongoing basis to update them on program effectiveness, changes and to gain feedback. DELAC meetings are held every other month during which stakeholders are updated on programs and student supports at The O'Farrell Charter School, and during which stakeholder input is taken by OCS staff and communicated to administration and teaching staff and is then used to make programmatic decisions. PTO meetings are held monthly and SSC meetings are held every other month for the same purpose. Additionally, a survey is provided to staff, parents, and community members annually to collect stakeholder feedback and make changes to the LEA's program based on stakeholder engagement.

Funding for these efforts is provided by Title III in conjunction with LCFF. Efforts are outlined in the LEA's LCAP and funding streams are noted in the LCAP to differentiate which activities are funded by each funding course. Program effectiveness is analyzed by administration on an ongoing basis and is reported to the superintendent throughout the school year. State testing and ELPAC data is analyzed yearly and is used as a factor as well in making programmatic decisions regarding ELL students. California State Accountability Dashboard data is used as a measure of success as well as internal data such as benchmark tests (quarterly) and course grades (six times annually).

## **English Proficiency and Academic Achievement**

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

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

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

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

The O'Farrell Charter School is held accountable for successful student outcomes through data reported out publicly via the California Accountability Dashboard, through charter renewal criteria reported to the LEA's charter authorizer, and through the LEA's LCAP goals. Dashboard data consists of reclassification data and ELL student progress as indicated on the ELA CAASPP test and ELPAC. Charter renewal data is indicated in the school's report on school specific outcomes, which include state testing progress and successful completion of a complete course of study as outlined in the charter document. The school is held accountable for achieving these indicators through the charter reauthorization process conducted by San Diego Unified School District, the LEA's authorizer. Accountability for ELL achievement and progress is outlined and addressed in the LEA's LCAP in goal 3 and all associated action items. Accountability for meeting this goal is reported out annually in the LEA's LCAP.

The LEA also creates several internal success indicators to which it holds itself accountable. These indicators include course grades/pass rates and student interim assessment data. These data points are examined in conjunction with the above-mentioned accountability structures. Course grades and pass/fail rates are examined every six weeks via “at-risk” reports that are analyzed by administration and teaching staff involved in the education of students under title III. Interventions are then put into place according to student need. Interim assessment data is analyzed at least three times yearly (more often in some grade levels) and is analyzed in weekly PLC meetings. Data is used to make decisions about student placement, student supports, curriculum modification, and reteaching opportunities.

Stakeholders are informed of the LEA’s progress toward its LCAP goals monthly at PTO/SSC meetings and every other month at DELAC meetings. Stakeholder input is taken from representatives at these meetings and presented to the administrative and teaching teams, is used to make program decisions, and information on changes is reported back to these entities throughout the year. Often modifications to the LEA’s LCAP are made at these representative meetings with members of the administration present. The LEA specifically looks at the progress of students who are considered “newcomers” and to students who are identified as long-term ELLs. These students are monitored as they are given supports such as push-in services, pull-out small group interventions, and after/before school supplemental courses.

To assist in increasing parental awareness of and involvement in decisions made regarding school programs and structures, the LEA holds several family events throughout the year in which it reports out information about student supports and program changes and asks for feedback. Title III expenditures are shared out as well as overall student/program data to analyze the effectiveness of the LEA’s program. This occurs each fall and spring at the school’s open houses and at various parent education and participation nights throughout the school year. Additionally, information is shared and input taken annually at individualized PALS meetings with every family with a child who attends the school. A survey is posted online in both English and Spanish to gain additional stakeholder input from community members, staff, and students. Survey data is shared with staff and leadership annually. Input from the DELAC, PTO, and SSC is taken annually in regard to question types and data collected from these online surveys.

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

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

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The LEA intends to partner with San Diego City College to offer courses for OCS students on site with the intent of them earning concurrent high school and college credit for coursework. The LEA will also commit to a partnership with SAY San Diego to provide health and support services to any students who need such services. Such services may include, but are not limited to drug/tobacco counseling or referral to a counseling agency, individual support or counseling, family support or counseling, assistance with obtaining health care, assistance with seeking out additional agencies as needed. To evaluate the effectiveness of these programs, the LEA will meet with SAY San Diego and San Diego City College staff twice yearly to examine student achievement data and other data points in relation to the implementation of programs.

To support a well-rounded education, the LEA will reserve 20% of title IV funds to support its high school internship program; school-wide community service and character education program; and after-school programs supporting science, art, English, physical health, and technology that are not already supported by other grants/funds. To evaluate the effectiveness of these efforts, LEA administrators will conduct class walkthroughs and observations and will conduct surveys with participants and stakeholders.

To support safety and health for students, the LEA will reserve funds to implement a robust physical and mental health education. To accomplish this, the LEA will purchase updated curricular materials to teach drug/violence prevention and healthy lifestyle choices, including nutritional education. Additionally, the LEA plans to increase its efforts to implement a schoolwide restorative justice program, including appropriate and ongoing training for all designated staff and release time to conduct restorative practices throughout the school year as needed. The LEA will collect student data including but not limited to attendance data, suspension data, and referral data.

To support the effective use of technology in classrooms to enhance the LEA's 21st century learning environment, the LEA plans to facilitate professional learning for teaching staff on best practices regarding the implementation of technology in the classroom. Additionally, the LEA plans to facilitate digital literacy instruction for students in the elementary and middle school, to be provided during the regular instructional day for students.