

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

LEA Name

Uncharted Shores Academy

CDS Code:

08-61820-0137729

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

Del Norte County serves an economically depressed student population where nearly 80% of the community are from low-income families, a high proportion are with foster families or in kinship placement, drug use is one of the highest in the state, and homelessness a continual problem. USA seeks to serve as a stabilizing factor to the students of this community by offering a nurturing, non-threatening school environment. Furthermore, USA seeks to improve the students' home environment by partnering with parents and enlisting the help of local community resources. The philosophy of USA is that a student must first feel safe (including emotionally and socially) in order to become positive, contributing members to society and be able to apply and integrate their education into their lives.

Therefore, USA's primary focus is on providing an environment which will encourage and enable students to obtain the goal of becoming respectful, responsible, and resourceful. By promoting Character Education (including social/emotional wellness) first and foremost, USA is able to ensure students feel safe and included, providing an environment which encourages academic growth and engagement. Using the federal funds to enhance this priority will benefit all students, but particularly our high-risk low income, foster youth, and homeless students.

Additionally, Uncharted Shores Academy provides a program that encourages engagement with education. Engagement is vital for educational growth, and enhancing the programs and materials we already have put in place using federal funds will result in a stronger, more viable program. Throughout the year, both in the classroom and at home, students are provided with interactive, project-based lessons and activities, increasing student engagement with learning and understanding of the subject. Parent and student engagement is further encouraged through Theme Days, Student Presentations, school and family get-togethers, and community involvement. Additionally, Uncharted Shores Academy has a strong visual and performing arts program that concludes the year with student presentations to the community of theme-based musical and theatrical performances at all grade levels. The student presentations and theme days address academic standards and serve as a culmination of student academic performance as well as a means to engage students in their learning. The school plans to use much of the federal funds to promote and extend these programs to ensure inclusion of all students.

Alignment

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

Uncharted Shores Academy (USA) believes in serving ALL students ALL the time. Therefore, the federal funds, along with state and local funds, are all used for schoolwide programs which advance education through academic and social engagement using various methods, materials, and activities. The new federal funds will be used in conjunction with all other funds to increase the provision of the following:

1. Family-Style Education: Use of small group instruction in the classroom and individualized instruction at home.
2. Inquiry-Based Learning: Access to and implementation of a variety of curriculum to provide differentiation of curriculum and instructional strategies to include a variety of learning styles and address the needs of all students, including special needs students and English Language Learners.
3. Technological Proficiency: Use of technology for research, writing projects, keyboarding practice, and online resources. Staff technology adequate for instructional purposes.
4. Home Support: Support of students through provision of materials, instruction, and activities for families to do together to support academic, social, and emotional growth at home.
5. Focus on Character: A school-wide focus on key character development skills (respect, responsibility, reliability, and resourcefulness), with an emphasis on social/emotional health and student engagement.
6. Community Partnership: School-wide partnership with community agencies, businesses, and resources, such as TRIO, Champions for Change, 4-H, and the Family Resource Center.
7. Student Engagement: A myriad of electives, activities, events, programs, and presentations offered, such as clubs, fine arts classes/activities, field trips, theme days, student presentations, interactive learning activities, tutorial support, student council, and interscholastic athletics to provide additional educational enrichment and promote student engagement.
8. Provision of Pupil Services: Provide pupil services for student nutrition, supervision, special education, and emotional well-being.
9. Teacher Support: Provide teachers with the support they need to nurture the academic, social, emotional, and physical development of students.
10. High Risk Student Support: Specifically assist students at risk of disengagement, such as foster and homeless youth, through the services and programs provided by the community and Del Norte Office of Education, including trauma-informed classroom management, social and emotional support training, consultation, and case management.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

The school uses the Free and Reduced Lunch Form to identify low income students below the poverty level.

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:

All of our teachers are appropriately credentialed and teaching in approved subject areas. None of our teachers would be considered ineffective nor out of field. We do have teachers completing induction, and are given extra support through their mentoring peer teachers, frequent connection with administration, and assigning an educational director to observe, lead, and inspire the less experienced teachers. We are a small school and for the most part we have one classroom and one credentialed teacher per grade level, which means that all the classroom students at the same grade level are taught by the same teachers, eliminating any disparities.

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).

USA consulted as an administrative team in the development of the LCAP and this addendum, then presented it to staff for input, brought it to the School Site Council, and had a public hearing at a regularly scheduled Governing Board meeting. All concerns, recommendations, and questions were addressed and incorporated as applicable into the documents.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent support is crucial to student success: USA will provide the means for parents to participate in the education of their children.

Actions include:

1. Communication with Parents: Continual communication with parents through newsletters, informational fliers, e-mails, social media, video chat, phone calls, text messages, a weekly Parent Chat, our website, and face-to-face personal contact.

2. Partnering with Parents: Provision of parent workshops and resources for home education. Recruitment of parents to volunteer in classrooms, to attend Parent Club and other trainings, and to serve on the Governing Board, LCAP Committee, and Site Councils. Several family activities and assemblies are conducted at school each year where families are invited.

3. Home Educational Activities: Provide for increased opportunities for parents to engage in educational activities with their child at home.

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.

All programs are incorporated for the entire school, which addresses section 1114, Schoolwide programs. Section 1115, Targeted programs, does not apply. The schoolwide programs benefit high needs students as described in the following:

Small Group Instruction: Uncharted Shores Academy enrollment includes about 60% low-income students. Low-income students often begin school without academically enriching educational opportunities due to a lack of funds for books, educational materials, travel, attendance at community events, and out-of-home experiences. This often means extra support and remediation (as can be given in a small group) is necessary to ensure that materials and experiences at school can be integrated into their lives in a sensible and coherent fashion.

Obviously, traumatized students, such as foster youth, and English learners also need this support to be able to navigate classroom and academic expectations, although there is not a numerically significant group of students in these categories at our school.

Variety of Curriculum Resources: Uncharted Shores Academy enrollment includes about 60% low-income students. Low-income students often begin school without academically enriching educational opportunities due to a lack of funds for books, educational materials, travel, attendance at community events, and out-of-home experiences. This often means extra support (as curriculum resources can provide) is necessary to ensure that materials and experiences at school can be integrated into their lives in a sensible and coherent fashion. Obviously, traumatized students, such as foster youth, and English learners also need this support to be able to navigate classroom and academic expectations, although there is not a numerically significant group of students in these categories at our school.

Technology: Uncharted Shores Academy enrollment includes about 60% low-income students. Low-income students often begin school without academically enriching educational opportunities due to a lack of funds for books, educational materials, travel, attendance at community events, and out-of-home experiences. This often means extra support (as provision of instruction in technology) is necessary to ensure that materials and experiences at school can be integrated into their lives in a sensible and coherent fashion. Obviously, traumatized students, such as foster youth, and English learners also need this support to be able to navigate classroom and academic expectations, although there is not a numerically significant group of students in these categories at our school.

Home Support: Uncharted Shores Academy enrollment includes about 60% low-income students. Low-income students often begin school without academically enriching educational opportunities due to a lack of funds for books, educational materials, travel, attendance at community events, and out-of-home experiences. This often means extra support (such as by providing sufficient materials to parents, parental instruction, and educational activities for parents to do with their children) is necessary to ensure that materials and experiences at school can be integrated into their lives in a sensible and coherent fashion. Obviously, traumatized students, such as foster youth, and English learners also need this support to be able to navigate classroom and academic expectations, although there is not a numerically significant group of students in these categories at our school.

Focus on Character Education: Uncharted Shores Academy enrollment includes about 60% low-income students. Low-income students often begin school without academically enriching educational opportunities due to a lack of funds for books, educational materials, travel, attendance at community events, and out-of-home experiences. This often means extra support (such as social/emotional support and instruction in appropriate behavior) is necessary to ensure that materials and experiences at school can be integrated into their lives in a sensible and coherent fashion. Obviously, traumatized students, such as foster youth, and English learners also need this support to be able to navigate classroom and academic expectations, although there is not a numerically significant group of students in these categories at our school.

Community Partnerships: Uncharted Shores Academy enrollment includes about 60% low-income students. Low-income students often begin school without academically enriching educational opportunities due to a lack of funds for books, educational materials, travel, attendance at community events, and out-of-home experiences. This often means extra support (such as community partnerships with social services and local family agencies) is necessary to ensure that materials and experiences at school can be integrated into their lives in a sensible and coherent fashion. Obviously, traumatized students, such as foster youth, and English learners also need this support to be able to navigate classroom and academic expectations, although there is not a numerically significant group of students in these categories at our school.

Elective Activities: Uncharted Shores Academy enrollment includes about 60% low-income students. Low-income students often begin school without academically enriching educational opportunities due to a lack of funds for books, educational materials, travel, attendance at community events, and out-of-home experiences. This often means extra

support (such as exposure to a wide variety of enrichment activities) is necessary to ensure student engagement and that materials and experiences at school can be integrated into their lives in a sensible and coherent fashion. Obviously, traumatized students, such as foster youth, and English learners also need this support to be able to navigate classroom and academic expectations, although there is not a numerically significant group of students in these categories at our school.

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:

Not applicable - we are not operating a targeted program.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The services and programs provided are addressed in the Schoolwide Program section, including homeless students. In addition, USA will assist students at educational risk, including homeless and foster youth, by employing the services and programs provided by the Del Norte County Office of Education, including trauma-informed classroom management, social and emotional support training, consultation, and case management.

Student Transitions

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

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

Our LEA does not operate any early childhood education programs. However, USA does provide transitions for students in such programs to the TK and K program at USA by providing an orientation and screening at the campus for the following year's incoming students at the end of the previous school year, as well as a social family orientation of all students at the beginning of the new school year. The Educational Director stays in contact with several local preschool directors and the Early Childhood Education psychologist in order to assist with smooth transitions of students from preschool to kindergarten.

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students are transitioned to high school by coordinating with high school counselors to personally introduce 8th graders to the programs, classes, and environment at the local high school. The students are also invited to a high school orientation with their parents, and a tour of the campus is planned as a field trip during the 8th grade year. All high school options are introduced to the graduating 8th graders so they can enroll in the best option for them.

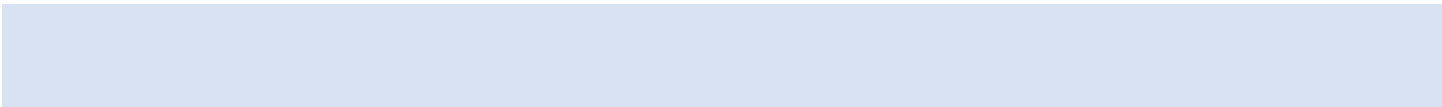
Additional Information Regarding Use of Funds Under this Part

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:



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:

Not applicable

Formal Agreements ESSA SECTION 1423(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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:

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:

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.

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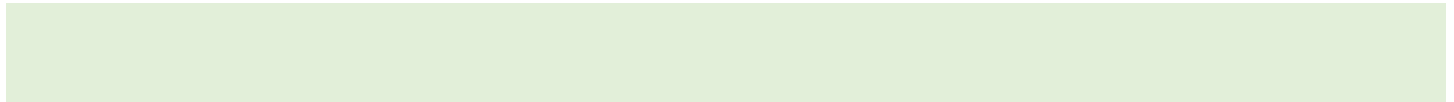


Social, Health, and Other Services

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:

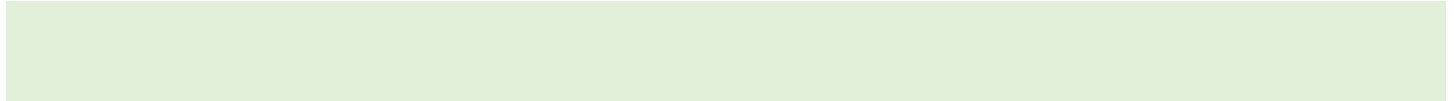


Postsecondary and Workforce Partnerships

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:



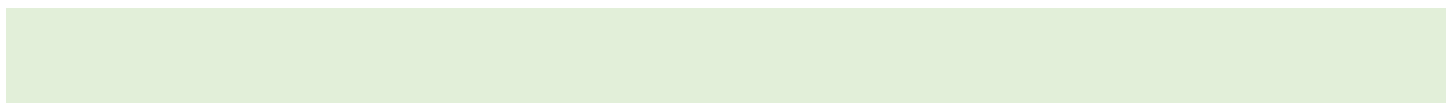
Parent and Family Involvement

ESSA SECTION 1423(8)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:



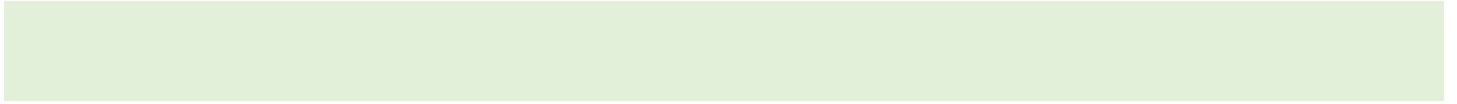
Program Coordination

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:

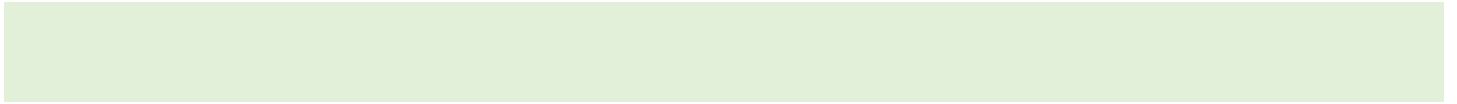


Probation Officer Coordination

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:

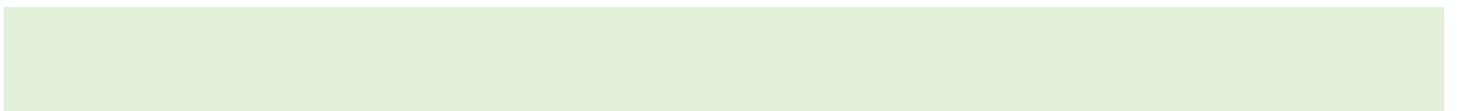


Individualized Education Program Awareness

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:

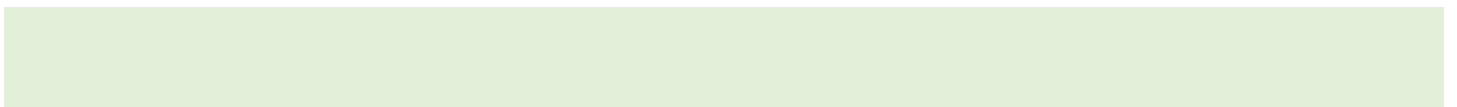


Alternative Placements

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:



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:

An educational director has been hired whose primary duty is to provide professional growth and improvement to instructional staff, especially those new to teaching, involved in induction, and in programs such as CalState Teach. Support and professional development opportunities are offered every year for a full two weeks prior to the beginning of school. Lead teachers are given the responsibility of mentoring a cohort which meets weekly for support and development. Administrative staff attend a charter school leadership conference annually and online workshops throughout the year. Additional trainings are offered to those beginning new positions or duties, including the lunch program, testing coordination, and financial business training.

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:

We are a one-school LEA and all students are counted and served, so funds do not need to be prioritized to serve in additional schools. Priority for service using the federal grant funds within the school is according to age, with younger students receiving benefits first if there are not sufficient funds to serve all the students with the federal funds.

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:

USA administration meaningfully consults with teachers, paraprofessionals, specialized support personnel, parents, community partners, and students concerning activities and programs provided at USA. Surveys, individual contact, and group meetings are conducted to gain information about ways to update and improve. Data from the surveys, from assessments and student outcomes, and from teacher developed sources all help inform the USA administration when analyzing the effectiveness of each of the programs and activities provided to the students. Administrators have an open door policy, allowing staff, parents, and community members to voice their concerns and suggestions.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional Development is ongoing throughout the year. An educational director has been hired whose primary duty is to provide professional growth and improvement to instructional staff, especially those participating in induction. Support and professional development opportunities are offered every year for a full two weeks prior to the beginning of school. Lead teachers are given the responsibility of mentoring a cohort which meets weekly for support and development. Administrative staff attend a charter school leadership conference annually and online workshops throughout the year. Additional trainings are offered to those beginning new positions or duties, including the lunch program, testing coordination, and financial business training.

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:

The small group instructional model we use with hands-on learning lends itself well in addressing the needs of all students, giving them extra support as needed and many opportunities for interaction.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

We have four English Learners enrolled in our school, and provide individual support for these students. We use the full-immersion approach to language with students learning from peers and staff. Students are paired with buddies during class and special attention by the teacher to ensure understanding, and translators are found for parent conferences and communication with students as needed. We follow state protocols for identifying, testing, and tracking our ESL students.

English Proficiency and Academic Achievement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The small group instructional model we use with all students ensures engagement from all students. Hands-on learning lends itself well in addressing the needs of English learners by providing concrete learning experiences. We give our ESL students extra support as needed and concentrate on providing many opportunities for listening, reading, writing and social interaction activities. We follow state protocols for identifying, testing, and tracking our ESL students.

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:

We do not receive Title IV funding.