

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

LEA Name

Sierra Academy of Expeditionary Learning

CDS Code:

29-66357-0124834

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

TITLE II, PART A

Supporting Effective Instruction

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

Sierra Academy of Expeditionary Learning's (SAEL's) strategy is to use federal funds to supplement and enhance local priorities by providing high quality professional development to staff and by supporting the work of a teacher leader / coach in the form of an Instructional Guide on staff. All the priorities and provisions are addressed through strategic use of resources and funds to address mandated priorities in the local, state, and federal sense with Title monies addressing the federal provisions. These three specific pieces are tied to Title IA, Title IIA, and Title IVA funding. These are pieces that will greatly enhance our program and the ability to serve all learners. The federal funds will support the professional learning and coaching of our teaching staff in order to increase student achievement. EL Education is a nationally recognized school learning model and our partnership with this revolutionary non profit supports growth in both staff and students. Using federal funds to enhance our partnership with EL Education, whose learning model implementation is directly linked to an increase in student achievement, will definitely support the broader LCAP strategy.

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.

SAEL will work to align federal fund use by diligently focusing on the goals for the program that are aligned across the Charter, LCAP, WASC, and annual EL Education Work Plan. The goals align to the mission of the school program and the implementation of the EL Education learning model and BTSA/NCTIP induction programs. The federal funds allow for the program to be enhanced and elements of the mission to be realized fully through this funding. The LCAP clearly outlines the 5 goals that were clearly focused on in our WASC and are represented in our Charter. The federal funds then allow for things like smaller class size, increased partnership with EL Education, and the increase in a teacher leader / coach role. All of these supplements to the program are provided through federal funds that directly align with enhancing an existing program and SAEL's realization of school goals.

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.

N/A

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:

SAEL does a clear teacher mis-assignment / out of field analysis annually as part of the LCAP. SAEL's authorizing district (the NJUHSD or Nevada Joint Union High School District) also monitors credentialing for staff. In addition the NCSOS (Nevada County Office of Education) works closely with SAEL to ensure all teachers are properly credentialed. All three of these are actions used to identify any teacher mis-assignments / out of field. Teachers who are found to be mis-assigned / out of field are not allowed to continue to teach at the school based on the at-will employee agreement and job descriptions as outlined at SAEL and defined in the SAEL Charter. The NJUHSD has a voting member on the SAEL Board of Directors who also votes to approve any teacher agreements and job descriptions hired by the LEA. This also acts as oversight in addressing teacher mis-assignments / out of field teachers.

In addition, all teachers are supported through a required induction program in the state of California. For SAEL teachers this is paid for for all teachers and is called BTSA or NCTIP. This means all new teachers are required to engage in monthly professional development sessions, engage in regular meetings with a mentor, get observed by mentors, document progress and goals, meet with administration, and reflect on progress. This process helps address ineffective or inexperienced teachers. All teaching staff participate in weekly PD, engage in a rigorous Teacher Support and Accountability program with biannual formal observations, interobservations, and Teacher Led Conferences where all teachers reflect on their goals, progress, strengths, and weaknesses. The formal evaluation is then based on this program and nonrenewal is influenced by teacher performance. This addresses teachers who may be ineffective or inexperienced for ALL students at SAEL, which is its own LEA.

This is all done for ALL students at SAEL, which is its own LEA. Transcripts, class enrollment, and teacher are analyzed for all students, with low income students and minority students examined more closely, to determine progress toward graduation, teacher preparedness, and teacher success in supporting student achievement. Any disparity is addressed with teacher class change, teacher professional development and coaching support, or teacher dismissal or non-renewal.

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:

Our school works hard to engage with parents in ways that work for them. All parents are supported to engage via open communication, electronically, over the phone, and in person. There is a Guidance Counselor and a Character Dean, as well as Crew Advisors who work with a 16:1 student to teacher ratio. Parents see Crew Advisors at Student Led Conferences every semester and All Family Meetings offer opportunities to connect with staff twice a year. Incoming students and families experience two in person orientations. The SAEL Survey and CHKS surveys are administered annually and results are taken seriously and analyzed to make better future decisions for our students. Two out of our seven board members are current parents and one is a past parent. Our Site Council has parent representatives that dive deeply into the LCAP regularly and engages members from multiple socioeconomic levels. We conduct a Parent Focus Group for graduating seniors to specifically ask them about character development so we can learn where we can grow. Parents also come in for career presentations, as experts, and support on fieldwork. The PTC (Parent Teacher Crew) is open to all parents/guardians and offers opportunities to connect with fellow families at monthly meetings and the biannual potluck picnics as well as biannual fundraising events. The Administrator offers monthly Coffees with the Principal open to families to drop in. The Family Newsletter is emailed home throughout the school year from the Principal and the Guidance Newsletter is sent out every other week in conjunction with grade updates. All grades and attendance data can be accessed 24 / 7 through an online system (JumpRope) and all families are given internet access at the main office if needed. The SAEL Board has regular public meetings every month and the LCAP is brought to the board and public several times a year for comment or input on financial decisions and school goals. The WASC accreditation process brings in a parent group to engage in the school review activities. We are committed to working with our families and appreciate their engagement and support. The annual SAEL Survey also goes out to all families and students. This survey was created as our school launched 5 years ago and continues to ask similar questions over time with additional questions added to focus on specific changes to the school (ie a new site, newly adopted math curriculum). We continue to use this survey as all stakeholders are able to easily engage for free and it can be taken via computer, tablet, or phone. The survey is sent home via email, posted about on our Facebook page, and computers are available at our Spring Student Led Conferences so parents can take the survey if they don't have internet or computer at home. In addition, the annual CHKS (California Healthy Kids) Survey is distributed to all students and families. Data is then analyzed in representative leadership groups that involve teachers, staff, students, and families.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

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 enrollment, attendance, and success of homeless youths at SAEL is addressed through Guidance Services, Crew or Advisory Class support, school-wide professional development, and specific training and support provided to our Homeless Youth Liaison / McKinney-Vento Coordinator (which is our Guidance Counselor at SAEL). In order to ensure there are no barriers to enrollment for homeless youths all office staff who engage with public drop ins, onboarding, enrollment, and inquiries from potential families or students are trained to identify potential homeless youths and immediately address any potential barriers by notifying the Guidance Counselor. Flyers are distributed and posted in our entry area and all office staff are made aware of updates or information regarding enrollment and access to school. The regular county-wide Administration meetings always include an update from the McKinney-Vento County-wide director who also orchestrates the regular McKinney-Vento Homeless Youth meetings that our Guidance Counselor attends for information and training. This ensures the school is aware of the latest information, laws, and rules about supporting all students to have access to education, especially those experiencing homelessness.

In order to support the attendance of homeless youth the Attendance Aide is both trained in all elements of the McKinney-Vento act related to attendance, but is also trained by the county-wide attendance support meetings in best practices in documentation, support, and assistance for homeless youth in accessing and attending school. The Attendance Aide analyzes attendance data at regular meetings and especially focuses on students who may have barriers to attendance and how to support them. The Attendance Meetings have the Attendance Aide, Character Dean, Guidance Counselor, and other relevant staff in them. Therefore the Homeless Youth Liaison for SAEL attends the regular attendance meetings at SAEL. Strategies and supports are discussed and implemented strategically to support homeless youth. Interventions are put into place, monitored, and followed up on through the regular meetings. Impact of interventions is analyzed and adjusted for continuous improvement to best support homeless youth. Warning signs for students who may be experiencing homelessness or in danger of experiencing homelessness can often coincide with attendance issues and therefore any chronic absenteeism is considered with this lens.

All data for student success is disaggregated clearly into statistically significant subgroups and for our homeless youth. Even though SAEL has not traditionally had statistically significant numbers of homeless youth for the purposes of analyzing and reporting out on student achievement, internally the academic performance, progress toward graduation, and plans for success after high school are all analyzed for all homeless youth. The Instructional Leadership Team (or Core Council at SAEL) analyze student performance data and consider homeless youth performance as a part of the analysis and next steps. The SBAC (or standardized testing team) consider how best to support the most vulnerable students, including homeless youth in test preparation, intervention, testing day logistics, and emotional support strategies. Departments and Grade Teams are also aware of identified homeless youth and consider how best to serve these students through interventions, proactive support strategies, thoughtful and restorative policies and supports. Teachers and Crew Advisors (and of course the Guidance Counselor) are trained in regulations around credit requirements for homeless youth in order to ensure pathways to graduation are clear, consistent, and supportive of homeless youth as required by law. 1:1 support by the Guidance Counselor is provided to all homeless youth in order to identify, address, and provide services for any barriers to graduation or having a solid transition plan for success after high school.

Student Transitions

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

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

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

- (A) coordination with institutions of higher education, employers, and other local partners; and

- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SAEL is high school program with a 100% college preparedness and acceptance goal. SAEL students engage in regular, off-site fieldwork which involve college visits and presentations. Representatives from postsecondary institutions present to students regularly. College-specific enrichment opportunities are offered to students as well. Sierra College, a local community college, works closely with SAEL to provide college preparedness nights and info sessions in class on SAEL's campus as well as hosted tours, info sessions, and free FAFSA completion support on their campus. Experts frequently come to speak on campus as part of SAEL's interdisciplinary, project-based approach to education and these experts share their career expertise as well as their career path and how they become their profession. Local community members act as panelists for bi-annual Student Led Conferences, or SLCs, and especially Passages in 10th grade. These community members represent potential employers who can then ask for student resumes and provide interviews as follow ups to the student presentations they hear. Internship opportunities through a more flexible schedule in 12th grade at SAEL are open to all students. Students have been successful interns at vet clinics, restaurants, non-profits, and science labs. In addition, CTE pathways were launched at SAEL in SY 18-19. The Guidance Newsletters and Guidance Website create consistent contact and availability of information on college and career development for all families and students.

All students engage in Senior Project as a requirement to graduation. This class requires students to apply to a college, present out about their plan for life after SAEL, identify interests and skills, and meet 1:1 with the Guidance Counselor. Throughout their high school career at SAEL, students engage in Crew, or an Advisory class, that has curriculum to support all students to determine student interests, college and career goals, academic and character goals, and resumes.

All students at SAEL are enrolled in a-g coursework in order to meet our graduation requirements, which mirror UC a-g requirements. This means every student is supported to engage in college preparatory coursework from core to elective subject matter. The Class of 2017 and Class of 2018 were our first graduating classes since our launch in school year 14-15 and every student has fulfilled the a-g requirements as well as engaged in an annual Crew (or Advisory) class, Senior Project, 3 years or 30 credits of Adventure / PE classes, electives such as Intro Tech, Visual Art, Climbing, Child Development, Yoga, Dance, Soccer, The Whole Athlete, Marine Biology and Film, Nature in Literature, and International Sports and Culture. All students considered in the unduplicated count have access to the full course of study in meet SAEL graduation requirements, fulfill a-g requirements, and therefore be eligible to apply to a 4 year college. Students with IEPs and 504s can be engaged in Study Support for Specialized Academic Instruction during some elective time, but it never disallows them from fulfilling the VAPA or foreign language requirements for UC a-g, the 3 year Adventure/PE, 4 year Crew, or one semester Senior Project requirements. The majority of students with IEPs and 504s also have access to at least one additional elective as well as the opportunity to engage in Enrichment Intensives. All students have the option to engage in Enrichment Intensives for two weeks at the end of the semester which allow further elective classes to occur for students who are already demonstrating mastery in all their coursework. Some students may need Academic Support Intensives instead, which means they will not engage in additional Enrichment during this time. It instead allows for a deep differentiation to occur for students who need more support while others need a new challenge. The Site Council looks at LCAP goals and graduation rates, college application rates, college readiness standards, data about enrollment in Academic Support vs Enrichment Intensives and directly relates this to the course of study, specific classes, and staffing offered. This is directly related to budget and LCAP decisions each year. The Special Education Department also looks at courses of study for students with exceptional needs during every IEP to ensure the student is on track to graduation as well as annually as a department as a whole to look for discrepancies, issues, or concerns. The Core Council reviews the schedule every year to ensure that it is meeting all student needs. The SAEL Survey asks directly about course of study access and feedback. All students in 11th and 12th grade have access to honors level and AP coursework as well. CTE courses were launched this year with 3 different options for all students which allows for students to begin the entry level coursework in CTE this school year.

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:

Gifted and talented students are identified and supported through onboarding processes involving placement tests, parent meetings, student file analysis, and student advocacy. Students are given the opportunity to take Honors and AP coursework in their junior and seniors years. Starting in 10th grade, local Sierra College classes are also available to students for free and this is advertised and promoted throughout the school through Guidance Newsletters, on the Guidance Website, school-wide announcements, and in meetings with the Guidance Counselor. The school library at SAEL continues to grow in our current, long term site and both access to online and hard copy texts is promoted.

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:

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

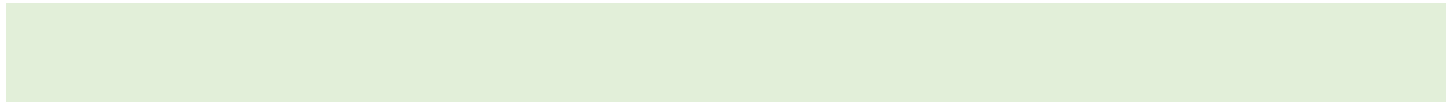


Social, Health, and Other Services

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:

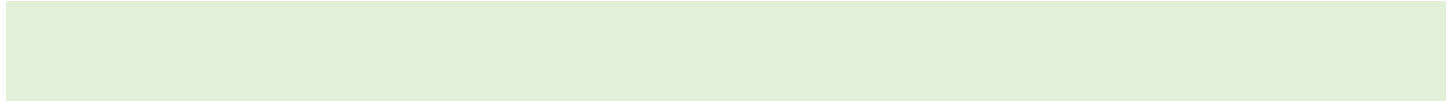


Postsecondary and Workforce Partnerships

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:



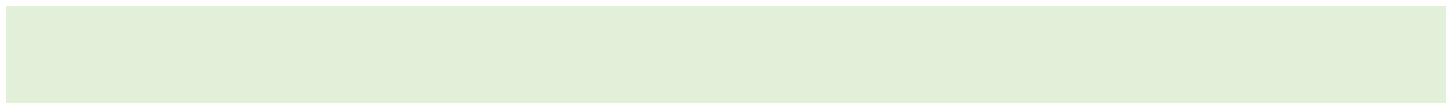
Parent and Family Involvement

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:

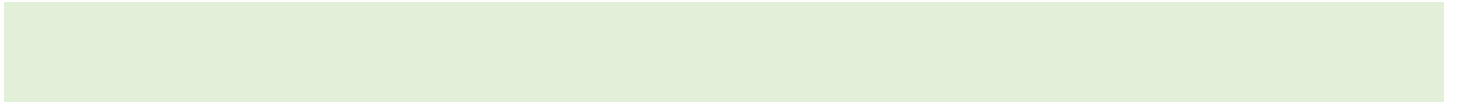


Probation Officer Coordination

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:

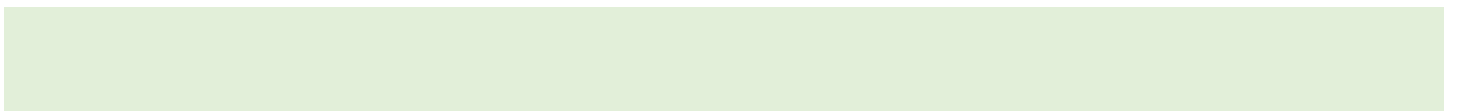


Individualized Education Program Awareness

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:

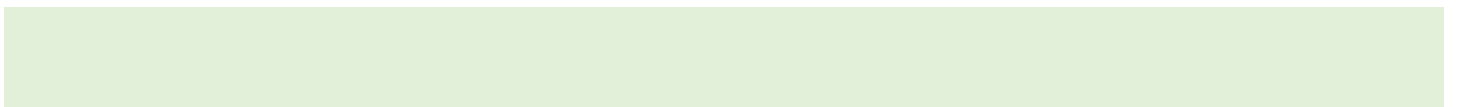


Alternative Placements

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:

Teachers are supported through an extensive Support and Accountability Program that involves biannual formal observations, peer intervisitations, Teacher Led Conferences or TLCs where teachers present on their goals and progress with data. All of these, as well as general professionalism and engagement in professional development inform the final evaluation and decisions to retain educators at SAEL. All new teachers engage in induction through BTSA/NCTIP in the state of California. This involves regular meetings, mentor check ins, mentor observations, check ins with administration, lesson observations, and documentation of plans and progress. The SAEL principal / admin / school leader / superintendent of SAEL as an LEA is coached by the EL Education (our school program partner) School Designer as well as evaluated and supported by the SAEL Board Chair. The principal is also provided with annual professional development at Western Leadership Institute and the EL National Conference to both learn from and connect with colleagues and professionals in the EL Education network. This is a small charter high school so the teacher is the sole administrator. The SAEL Board of Directors receives onboarding for new members, engages in school board and CCSA (California Charter School Association) trainings. Teacher leadership opportunities are provided to teachers as they plan their own standards-based curriculum and run their grade level and department team meetings. Teacher leadership is represented on the Instructional Leadership Team (or Core Council at SAEL) and on the Site Council. The Instructional Guide acts as a lead teacher, coach, and professional development coordinator in supporting the learning of all staff, especially those new to the SAEL program.

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:

From the beginning of their career at SAEL, teachers are onboarded, supported with induction, supported with new teacher coaching, and provided weekly on site professional development as well as opportunities for off site professional development. Throughout their careers, teachers are provided with on site and off site professional development. There is weekly PD as well as 10 full PD days offered annually. EL Education provides opportunities for deep and meaningful off site professional development. The teachers also have the opportunity to present at EL Education National Conference and other off site conferences in order to further advance their careers and practice.

The Principal / School Leader is provided with onboarding from the Board Chair as well as EL Education with both on site and off site professional development and coaching. Throughout their career, the leader engages in EL Education professional development, leadership coaching and support, and formal evaluations from the Board Chair with input from staff and the EL Education School Designer. Advancement opportunities are offered to admin in the form of engaging in even deeper processes and procedures required of administrators in public education, orchestrating further shared leadership practices, and presenting at conferences like EL Education's National Conference.

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 systems of support and accountability for teacher and leader professional development are evaluated as part of the Charter renewal process, WASC accreditation process, and through the Instructional Leadership Team (Core Council at SAEL). Data is collected about teacher and leader attendance, engagement with, and presentations at PD opportunities. On site PD is co-planned with the Core Council and teachers facilitate PD which is then reviewed annually by the Core Council and the EL Education School Designer. EL's Mid Year Review and Implementation Review annually measure teacher and principal growth on reliable measurements that are research-based. Teachers also bi-annually present out their Teacher Led Conferences which include a reflection on growth, goal setting, data analysis, and a plan for continuous improvement in the next semester. This allows an analysis of trends in strengths, weaknesses, and supports needed to ensure teacher growth and development is happening. The Principal Led Conference does the same for the Principal of the school. Teacher growth is qualitatively measured in TLCs, final evaluations are analyzed for continuous improvement, and school-wide data is annually examined as a whole school during a MAGs protocol (Moves, Assets, Gaps) to make school-wide goals and monitoring systems for the next year's priorities in line with LCAP, Charter, WASC, federal priorities, EL Education national work plans, and any other improvement plans mandated. The Assets and Gaps are identified after data from the Looking at Student Work Protocol, SAEL Survey, Standardized Testing results, character development measures, student progress toward graduation, and the LCAP are analyzed and disaggregated. This allows the teacher supports and interventions as well as leader supports and interventions to be identified based on school-wide data as well as individual evaluations and reflections.

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:

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:

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:

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:

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:

SAEL's partnership with EL Education, a whole school curriculum model and school partnership non-profit organization, supports student achievement and teacher professional development. The contract with EL Education Teacher coaching, leadership coaching, on site professional development, off site professional development, materials, samples of quality student work, resources, and curriculum are all provided through SAEL's membership with EL Education. The program objectives are outlined annually in an EL Education Work Plan. Goals are set based on supporting student achievement and are monitored throughout the year. Formally, the Mid Year Review and final Implementation Review are research-based evaluations of the program based on focus groups, surveys, walk throughs, evidence gathering, and consultation with Admin and staff leadership teams. The effectiveness of the implementation of the EL Education model and its impacts on student achievement are biannually conducted, documented, and archived for reference using reliable measurements.