

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

LEA name:

Sacramento Valley Charter School

CDS code:

57726940124875

Link to the LCAP:

(optional)

https://www.sacvalleycharter.org/uploads/8/0/9/9/8099840/2019-20_lcap_approved_06052019.pdf

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

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

TITLE II, PART A

Supporting Effective Instruction

TITLE 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, Part A
Title II, Part A
Title III, Part A
Title IV, Part A

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.

Sacramento Valley Charter School (SVCS) sets high expectations for diverse groups of students that include English Learners (EL), Foster Youth (FY), Homeless Youth (HY), Socioeconomically Disadvantaged Scholars (SED), and Students with Disabilities (SWD) and high achieving students (HAS) by increasing parents and students engagement for elevating academic achievement, increasing students and staff retention. SVCS trains teachers to personalize learning for each student with combinations of blended learning, data-driven instruction, Multi-Tier System of Supports (MTSS), and teacher specialists. The personalized model varies from virtual, hybrid and differentiated instruction for all scholars to increase their love for learning.

SVCS will primarily utilize federal funds to supplement and strengthen student literacy and social emotional needs through instructional planning and professional development of teachers. Federal funding will also make available supplemental materials and supplies to enhance aligned instructional support during or after the school day. The focus in the LCAP include:

1. Multidimensional Implementation of Units of Study for English Language Arts/ schoolwide reading and writing for English Language Development. Enhancing of conceptual understanding of mathematical facts and problems. Embedding technology/STEAM, agriculture education, and hands on activities for the development and implementation of Next Generation Science Standards.
2. Continuous Professional Development on planning, strategizing, standards-based grading, and parental engagement to build teacher expertise and increase student learning through formative assessments and collaborative inquiry. Teachers perform grade level-to-grade level transitioning for articulation and learning continuity.
3. Social Emotional Learning (SEL), Multi-Tiered System of Supports (MTSS), and Collaboration as well as aligning Technology for instructional proficiency.
4. Upgrading WIFI network, Chromebook to each student, enhancing technical and professional support for technology skills and integration.

5. Extended day Kindergarten for early literacy focus and timely intervention for prevention of low motivation K-3 and focusing on 4-6 for equity and raising their self-esteem.

6. Student and family engagement including behavioral and counseling services.

All students' learning needs are met through differentiated instructional (DI) strategies. By using DI, teachers modify learning to suit different learning styles of students. It is a process of teaching and learning for students of differing abilities in the same physical or virtual classroom.

To implement DI, a teacher gives students options of learning a concept in a variety of ways. Offering students, a variety and choice in their work motivates students to learning by making them partners in their own learning. SVCS also looks for weaknesses in a student's style of learning and helps a solitary student learn to work in a group, a verbal student to work individually, a child weak in writing to read more, and a student weak in drawing or technology to practice these skills.

Teachers also use a multi-sensory approach to address the different learning styles of all students. To address the different predominant intelligences or learning styles of students, teachers use a maximum variety of approaches to teach their subjects. Teachers use creative teaching and learning techniques that address different learning styles and make learning interesting. The variety of learning techniques used by teachers actively engage students in their learning. SVCS teachers collaborate and bring their strengths to the whole student population. From our current staff, there are teachers who are trained in art, theater, pixel art and tap dance, and two bring creative ideas in science to enhance the knowledge and creative ways to teach with their peers. SVCS teachers are constantly seeking new and creative ways to engage our students.

SVCS will continue to focus efforts on improving student's writing, reading, speaking, comprehension and listening skills for long lasting and deep implementation of transferable reading and writing skills. This is one way to close the learning gap. Additionally, assessment and teaching strategies are essential to meeting student learning needs. SVCS will make sure that the curriculum and technology is made available to all subgroups and they have equitable access to all resources. The Study Island, Reading Eggs, ESL Library, English in a Flash, Digital Library, Accelerated Grammar and Lucy Calkins Writing programs will serve as strategic tools to increase measurable student achievement to close the achievement gap between grade levels. The Lucy Calkins program has been showing positive results. English in a Flash by Renaissance is a second-year program designed for recent immigrants/EL that has markedly increased EL proficiency.

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.

SVCS has continuous, regular review of our goals and actions for effectiveness and achievement, fields that need improvement, additional or supplemental areas that can be sustained by federal funding, and support can be provided for administrative staff for planning, data analysis, and budget alignment. Our budget planning is dynamic in nature and is an ongoing process. Federal funds will be used to supplement state and local funding resources to address the remaining unfunded activities using the regulations and guidance for the use of supplemental federal funds.

Support for English learners will be to hire an ELD teacher to deliver designated ELD. We will continue to utilize full day Kindergarten to provide more time for children coming to school primarily speaking a language other than English to acquire English language skills, funded with LCFF.

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:

Not applicable. LEA is a charter school and a single-school district.

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:

SVCS makes sure that credentialed teachers are hired and trained through BTSA (Induction) program. All teachers are credentialed and are assigned to students for which they are certified.

SVCS gathered community feedback through a Survey sent to parents that addressed the 8 state priorities. SVCS sent a survey home and 89 were returned (covering all students per family). SVCS met with the Parent Teacher Organization (PTO), teachers and the Board of Directors. Administration has shared the alignment of Common Core State Standards (CCSS) with curriculum and assessment with stakeholders. Parents/families are invited to the multicultural festival, STEAM Family night, awards assemblies, parent-teacher conferences and start of the school year orientation (virtual via Zoom for 2020-21).

SVCS provides continued Professional Development through Yolo and Sacramento County Offices of Education as well as through outside consultants and classes to train teachers in CCSS. SVCS posted and distributed information on CCSS educational reform, LCAP, and LCFF to the community with links and letters in English and Punjabi, when available. SVCS Board Directors were given an overview of LCAP/LCFF during the May Board meeting about budgeting for 2020-21.

A. Governor's May Revise

B. FCMAT Fiscal Alert and CSC

C. Applying for federal funds via ConApp

LCAP postponed; alternative disclosure requirements were board-approved in June 2020.

A CPA who specializes in LEAs works with SVCS for compliance and to facilitate budget/LCFF and LCAP requirements. Impact on LCAP and Annual Update - how did these consultations impact the LCAP for the upcoming year? These consultations provide significant feedback for planning LCAP for the upcoming year. Teachers have more experience in using interim assessments and have become confident in using data for students' improvement. Parents want more art and music, but not at the cost of reducing the focus on core curriculum. As recognized by LEAs throughout the State, English learners continue to need help acquiring advanced English language skills to provide the greatest chances of success at the college level. Also, as recognized by schools throughout the country, many stakeholders have expressed a desire to increase site security.

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:

SVCS holds a 2020-2021 schoolwide plan that analyzes different aspects of the Charter such as: programs, curriculum, learning methods, sanitation and janitorial services, diversity and technology and sets goals for the charter's academic improvement. SVCS instruction and assessments are aligned to Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Assessments are administered at the beginning, in the middle and at the end of the year. These assessments give SVCS data to compare the academic progress of each student throughout the academic year. The curriculum continues to be adapted yearly to address the needs of the students. Frequent communication between the stakeholders and SVCS strengthen the vision and mission of the Charter. The schoolwide plan includes services and programs that target the Academically Low-Achieving Students, Academically High-Achieving Students, English Learners, and Students with Disabilities.

The plan for the Academically Low- Achieving Students is to provide additional interventions that focus on building and supporting basic reading, writing and math skills. A Student Success Team

(SST) gathers to discuss the strengths and weaknesses of the student and sets goals for the student to achieve in a period of time.

The plan for Academically High-Achieving Students is to motivate those students to become school leaders and develop their skills and talents outside of the school environment such as in fundraisers and interviews.

SVCS has an English Learner Master Plan to reclassify all English learners within two years. In communication with English learners support staff and the English Learner Advisory Committee (ELAC), SVCS develops procedural guidelines to identify, assess and place students based on their language acquisition scores in the Initial and Summative ELPAC.

SVCS is now an independent LEA and has assembled its special education program that services the IEP students of its Charter. The partnership between El Dorado SELPA and SVCS will not only fulfill the state and federal laws of IEP services and minutes but it will also give students access to professional counseling and mentoring.

The after-school program will continue to serve and support academically needy students. This program encompasses a broad range of focus areas including academic support, mentoring, and development.

A schoolwide comprehensive needs assessment is completed in the beginning month of the school year so that necessary support and intervention could be provided on time. In the middle of September, parents of low performing students are contacted to hold parent-teacher meetings. English Learners Advisory Committee is constituted to educate parents for the available resources to become proficient in English speaking, reading and writing. Parents of low-achieving students attend second time parent teacher conferences in the last week of October to check if their child made some progress or not. All goals and actions are aligned to the research-based practices in the LCAP, but based on site-level planning, data analysis, and student needs.

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 needy students faced with poverty get support services that will mitigate the negative impact of poverty. They include providing for transportation to school as well as other support services for reduction of absenteeism. In addition, funds provide Chromebooks to all kids, K-8, school supplies, as well as clothing/ uniforms and other necessary school items to allow students to participate in school activities academically, socially, emotionally and personally. All students are provided a free, nutritious lunch daily when school is on-site and families may request in advance for meals to be delivered when school is operating on a distance-learning or a hybrid model.

Student Transitions

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

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

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:

Currently, we have full day Kindergarten. When there is more than one section of Kindergarten, kids 2-3 months less than 5 years may be admitted if space is available to support their early education. In first grade, again there are multiple programs to develop their understanding of mathematical concepts and reading comprehension.

Middle school students at SVCS join different high schools in their residential areas. Students are given support such as recommendation letters for their IB programs. Former students who made themselves proud in high schools are invited to deliver their speech to graduating 8th graders at the end of the school year. Many former SVCS scholars now attend and are succeeding in colleges and universities, such as UC Davis and UC Berkeley.

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:

Funding provides virtual resources for standard-based online programs, eBooks, professional development for the office staff, Chromebook management, Art program, and implementation of literature-based interactive activities.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements

ESSA SECTION 1423(2)

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

(A) LEA; and

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

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:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SVCS's systems of professional growth and improvement for teachers, principals, and other school leaders are composed of the Principal's administrative credentials and induction through the Sacramento County Office of Education. This includes attending various professional developments, and participation in district level presentations and discussions to address challenges to school's safety and learning environment.

Administrative professional growth and improvement is measured with the collaboration of teachers, staff, students and parents through the communication and discussions with the English Learner Advisory Committee (ELAC), PTO, and Student council. These discussions are a collaboration between stakeholders and administration to ensure the school's safety. Monthly Board meetings are held to present budget updates, expense and revenue reports, and a principal's report overview of the school. School Policies are developed for Board Meetings to address problems and establish the interaction between staff members and the Board. Board members annually review the revised Parent and Employee handbooks and make the necessary changes and adjustments on the recommendation of the principal.

Teacher onsite professional growth consists of addressing subgroups such as, EL students, special education students, and challenging low and high achievers for college readiness. Communication between teachers and parents is encouraged. Teachers are inscribed for the induction program with Washington Unified School District, which provides them with extensive support and mentoring in their first and second year of teaching. Collaboration across grades is encouraged so that student progress bridges the achievement gap with the support from administration. Curriculum conferences support teachers in developing their pacing guide, syllabus, and units development. Teachers are evaluated annually and mid-year. We partner with Washington Unified School District to provide BTSA (Induction), a two-year program for our newly-hired, inexperienced teachers. In addition to the mentor provided by the district, a senior teacher is assigned to support the new teachers. Also, all teachers get ongoing professional development using the standard-based curriculum and related software. Professional development targets many areas of teachers' growth. The most important of all is the Universal Learning Design that focuses on the fact that all students feel integrated, supported and cared for. Scaffolding for English learners, Social Emotional Learning for special education, and interactive and independent learning design for high achievers. Many professional development programs focus on virtual learning in view of COVID-19 and how to build a vibrant community of learners virtually.

Professional growth is determined from the improvement in student academic achievement and involvement in the schoolwide plan for all stakeholders. Bridging the achievement gap is the guiding principle for various subgroups, such as EL and homeless students.

The Board and Principal design policies that promote academic growth and achievement for students and increase efficiency of teachers and staff.

SVCS's mission guides all stakeholders to maintain a conflict-free and ethical environment.

When students are engaged and work according to their learning potential, this becomes an indicator that the current system is working for an all rounded improvement of the school's climate. Adjusting to the needs of students and teachers is a continuous process that is discussed on various platforms such as Board meetings, PTO and student council. Adjustments are made to reflect decisions derived from discussions to improve the learning environment. Federal funds will supplement professional development of teachers, administrative and classified staff so that all student subgroups' learning needs are appropriately served.

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:

Sacramento Valley Charter School is a charter school.

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:

SVCS coordinates with the Washington Unified School District through an MOU for the participation of the induction program for all our new teachers with their preliminary credentials. SVCS also holds an MOU with the National University to provide teaching credential programs while working for SVCS. SVCS develops professional development for teachers in partnership with the Yolo County Office of Education, Sacramento Office of Education, and the Bureau of Education and Research for distance learning strategies and planning. CPR training is required and given to all SVCS staff. Office staff members have been sent to a professional training for secretaries and office staff with Pryor Learning Solutions to better equip them for handling confidential information and managing stakeholders. SVCS's English learners support staff has been trained for the administration of ELPAC Initial and Summative through the Sacramento Office of Education. Administration has attended SELPA webinars for the new partner induction and services, and compliance with state and federal laws for all IEP students. Yolo County Office of Education offered a webinar for Principals and LEA administrators to discuss the state budget for education in view of the COVID-19 Pandemic. The

Principal completed his administrative induction program through Sacramento County Office of Education.

The data that is collected is to examine the effectiveness of teachers, instructional plans and strategies used to address the needs of all groups of students. This data brings attention to where teachers need training, mentoring and professional learning within the school resources, such as collaboration with other teachers. It is also determined whether outside professional development is required to focus on the teacher's area of pressing need to be effective in the classroom. This is a continuous process that lets us see what teachers need support with and what is beneficial for the academic growth of our students. The overall student data improves when learning modifications are placed and this shows that the plan works.

Clear communication with our stakeholders is crucial in consulting decisions and plans. SVCS holds meetings with parents through the PTO and English Learner Advisory Committee. Staff meetings are held weekly to consult with teachers what resources are working for them and what needs to be addressed. The student council brings up student issues to administration and works together to create an agreement on student requests. SVCS often sends parent surveys on educational preferences, such as the 2020-2021 reopening parent survey to gather information on the situation and needs of the parents for online learning. Student surveys are sent to obtain data on the expectations and wants of students such as lunch preferences surveys. Teacher surveys give SVCS the data it needs in regards to making decisions on renewal of online resources subscriptions and the needs of the current curriculum in all subjects.

The purpose is to coordinate the efforts of all stakeholders to improve the achievement levels of all students. Our sources of data are parents, teachers, students, general assessments, teacher assessments, and standardized test assessments. Activities are created to address the needs and PD is designed to target specific skills.

SVCS meaningfully consults with the following stakeholders to update and improve by weekly staff meetings with teachers, weekly staff bulletins, one-on-one meetings to review formative assessments in reading, writing, math, and science concepts. A review of pacing guide, unit planning and the alignment with the Common Core and NGSS standards. The Principal develops a comprehensive report of all the data's effectiveness of teachers and all other paraprofessional staff and presents it to the SVCS Board. The interaction of the Principal is to enhance and improve the school climate of high expectations, self-esteem and mutual respect. Paraprofessionals are mentored by teachers and administration so that they can provide extended services to students. Special Education related staff and personnel meet during SSTs and IEPs to review services and their effectiveness. Parents are welcomed to bring their concerns to the office anytime. The Principal has an open door policy to meet with parents and address their concerns. Parents join orientations, monthly awards assemblies and school-wide events such as Multicultural and STEAM events. SVCS partners with the West Sacramento Rotary Club, Redwood Alliance for field trips, Crocker Art Museum, pumpkin patches, UC Davis and Sac State campus visits. The River Cats stadium discounts and invites our students to their sports games. These partnerships motivate and inspire scholars through outdoor education, and gives them experience about different ways of learning.

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 focus of the professional development will be on the English Language and grammar for teachers, paraprofessionals, and administrators. Specialized programs for developing reading and oral comprehension such as Renaissance's English in a Flash and STAR Reading programs, will be made available to all students and staff. The world language Punjabi curriculum is designed to align with common core standards that specifically focuses on comparative grammar on both English and Punjabi, vocabulary development translation from Punjabi to English, and role playing in both languages.

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:

Our plan is to hire an English Language Development (ELD) Teacher who will target the newly immigrated students in developing their English proficiency skills. We have an English Language support paraprofessional who has almost completed the Teaching English to Speakers of Other Languages (TESOL) program. She has been working with English learners of all backgrounds exhibiting effective results in reclassification. Additional professional development will be available and provided through the ESL resources for the benefit of our students.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

SVCS has developed and implemented various effective programs and activities to help English learners, such as the pullout program, in-class program, world language Punjabi program, SDAIE strategies, small class sizes, and availability of effective online programs. Our English language support paraprofessional pulls out struggling EL students out of the regular mainstream classroom for special instruction in English as a second language. All students participate in the 305 Language Instruction Program (LIP), which is the structured English Immersion Program. The small class sizes support EL students providing them individual attention, increased participation opportunities, and creates better communication between the teacher and the student. The world language Punjabi curriculum enriches common core subjects such as English, Math, science, and social studies. Online

resources such as English in a Flash, Accelerated Reader, and STAR Reading support EL students and encourage the development of reading, writing, speaking and comprehension skills.

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:

We have a two-year plan for EL students so that they get reclassified within those first two years to RFEP. Currently less than 1% remain as EL long term. The goal is to re-designate all EL students to RFEP. Besides ELPAC assessments, EL students who may display other disabilities will be taken into account and evaluated to better serve their needs. An active collaboration between experts, teachers, and administration will produce a strong program for those EL students who remain as long term English learners. Once EL students get reclassified as RFEP this indicates that State academic standards have been met.

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:

SVCS partners with parents through PTO to make important decisions about the safety and growth of school. Due to COVID-19, this process of collaboration has experienced difficulties, but resumed through virtual platforms. SVCS scholars are involved through student council elections, participation in talent shows, multicultural festivals, STEAM Family night. Teachers give their feedback during monthly staff meetings, through surveys, and through open-door policy.

The annual needs assessment is determined with the involvement of the stakeholders including teachers, parents, scholars, staff and administrators for the development of the annual LCAP and a review of the previous year LCAP. SVCS resolves to create an engaging and productive learning environment that supports academic growth and targets causes of low achievements of groups faced with poverty, homelessness, and domestic violence. To target chronic absenteeism and suspension rate, SVCS implements Positive Behavior Intervention and Supports (PBIS). The social emotional learning helps in preventing suicide, violence and racial conflicts. In addition, SVCS will hire a counselor, mental health experts to discourage scholars from joining gangs and drug addiction. SVCS incorporates technology and virtual learning to provide the core curriculum and instructional planning. The use of software from Edmentum, Renaissance, BrainPop Flocabulary and Nearpod is to break the cycle of low achievement. These programs range from providing diagnostic analysis to recommending instructional strategies to bridge the achievement gap.