

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

**LEA Name**

Academy for Academic Excellence

**CDS Code:**

36750773630837

**Link to the LCAP:**

*(optional)*

<http://aae.lewiscenter.org/documents/AAE/School%20Accountability/2019%20AAE%20LCAP.pdf>

**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.

The 2019-2020 Local Control and Accountability Plan (LCAP) prioritizes the goals the school will implement to enhance its instructional program to meet the needs of all learners attending the Academy for Academic Excellence (AAE). Title I, II, IV funds will be used to support these specific LCAP goals and actions financially. Funding for each action will be directed by the school's principal and finance director in alignment with the requirements set by each supplemental funding source and upon approval of stakeholders, including School Site Council, parents, leadership team, and student advisory panel.

AAE LCAP Goals are:

- Prepare all students for post-secondary success.
- Create an engaging, well-balanced experience for all students.
- Provide safe and well-maintained facilities with a positive school climate.

Title I, Part A

Title I funding is used in combination with state funding to help all students achieve academic success. As determined through multiple assessment sources, there is a need for early intervention in literacy. The majority of AAE's Title I funding supports this area of intervention through a highly-qualified, experienced Reading Specialist along with support staff. Intervention is done through a pull-out program and with in-class teacher coaching. After school tutoring takes place across grade levels 1st through 12th, in the areas of reading and mathematics, also receives Title I funds. Both programs are aligned to the school's mission and LCAP goals.

Title II, Part A

Title II funding is used in combination with state funding to provide intentional professional development (PD) for teachers, administrators, and classified staff, all supporting the LCAP goals. Curriculum embedded PD, new teacher support, Advanced Placement PD, and standard-specific PD all contribute to the academic improvement of students. SocialEmotional Learning and student safety PD for administrators and classified staff help to ensure the school's climate is conducive for learning.

Title IV, Part A

Title IV funding is allocated to promote college and career readiness, offsetting the cost of Advanced Placement exams.

## 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.

The alignment of federal funds with activities funded by state and local funds is evident in the Academy for Academic Excellence (AAE) Local Control and Accountability Plan (LCAP). The LCAP details the use of funds aligned to support student-centered goals. The school will expend categorical funding, ensuring distribution follows the criteria set by each fund, prior to use of state or local funds.

Before allocating funds, stakeholder meetings such as School Site Council and Academic Leadership Team take place to approve of funding activities making certain they align with the school's mission and LCAP 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.

The Academy for Academic Excellence (AAE) is a Charter school and is its own LEA. Therefore, the poverty criteria that will be used to select school attendance areas under Section 1113 is limited to one school site. As reported on the Fall 2019 CA School Dashboard, AAE has 33.8% of students who are socioeconomically disadvantaged.

Students will be identified primarily through the use of an approved Free and Reduced Meal Application and will include children that are eligible for free and reduced-priced lunches under the Richard B. Russell National School Lunch Act.

## 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:

The Academy for Academic Excellence (AAE) is a single LEA Charter School that provides equitable access for all students to receive instruction from a highly-qualified, credentialed teacher. Teachers are annually verified through the school's Human Resource Department to ensure there are no misassignments. In both the Middle School and High School, there is only one teacher per subject area. In the elementary school, students are equally distributed between four teachers at each grade level taking into consideration gender, ethnicity, and academic performance.

For new teachers, AAE has structures in place to support them in their teaching practice and ensure they are effective. All new teachers are required to complete the Induction coursework as designed through the Center of Teacher Innovation. Each candidate is provided an experienced, credentialed coach on site.

#### 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).

NA

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:



The Academy for Academic Excellence (AAE) annually informs parents about Title I funding as part of the development and agreement of AAE's Parent and Family Engagement Policy. Several forums, such as the School Site Council (SSC) and English Learner Advisory Committee (ELAC), work together to ensure Title I monies support the school's Local Control Accountability Plan (LCAP). Upon development and agreement of all stakeholders, the policy is made available through the school's website where translation services are available thereby supporting the Title I parent and family engagement requirements

Parents and family members are involved in the Title I process through the following these protocols:

- All parents and family members are invited annually for the presentation of the school's participation in Title I and the requirements in regards to parental participation.
- o Parents are presented information about Title I funding and its uses at Back to School Night.
- o Each September, the first Parents & Pastries—a monthly meeting with parents and principal—takes place to inform parents about Title I funding and to receive feedback about how those funds are used.
  - In February, the school provides a Town Hall forum in the evening to update parents regarding The California School Dashboard and the LCAP. Input from families provides the school with the information necessary to develop the school's LCAP for the following school year including how Title I monies will be spent. Translation services are available along with accessibility and child care.
  - The school offers a variety of monthly meetings to inform families about Title I funding both in the morning and afternoons. For families who are unable to attend during those times, the monthly morning meeting is live-streamed and recorded for access at a more convenient time for families. Translation services are also provided during these meetings.
  - Monthly School Board Meetings provide information regarding the LCAP development and the disbursement of Title I funds. School Board Meetings are open to the public, after school and are live-streamed for families to access if they cannot attend. Public comment is always an option for attendees.

AAE site administration has established a variety of forums to solicit parent feedback in developing, reviewing, and approving Title I expenditures, parent and family engagement policy, and the LCAP. On a monthly basis, AAE site administration holds School Site Council (SSC) and English Language Advisory Committee (ELAC) meetings. These committees are open to the school community and include both elected parent representatives, students, and school site staff. These forums also serve to deliver important information such as CAASPP scores, California Dashboard updates, and upcoming school events. These meetings are announced through the school's website, school email, and school announcement boards. Translation services are provided during these meetings.

AAE's Principal holds a monthly Parents & Pastries meeting where parents are provided the opportunity to interact with the Principal. The Principal offers school updates, shares parent resources and solicits parent feedback based on current school needs, policies, and events. This is open to all families during the school day and translation services are provided. This has been a popular assembly for parents to be involved in all decisions at the school site. Some specific topics covered during Parents & Pastries include:

- o CAASPP updates including calendar and results
- o The California School Dashboard
- o Title I and other funding resources including how monies were distributed
- o School event planning
- o Parent concerns
- o School curriculum and programs

The site administration works collaboratively with the AAE Parent Teacher Organization (PTO). These meetings are open to all parents, and they offer an opportunity for the site administration to interact with parents and get feedback on current school issues. In addition to the monthly parent meetings, AAE also offers parent training throughout the school year. The Parenting with Love & Logic 10-week course is being provided to parents twice a year. During this course, school site staff train parents on how to support the social-emotional needs of their children and maintain a healthy parent/child relationship.

Monthly Board reports indicate the efforts that AAE undertakes to ensure parents are participating in their child's education, are providing input, and are part of the decision-making process.

### **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.

SWP:

The school site is using its second year of Title I funding to strategically upgrade the entire education program by focusing on closing the achievement gap for all subgroups. Through local and state assessments, the school identified the achievement gaps and the students in most need of additional educational services. To meet the needs of early literacy, a Reading Specialist is on staff to provide teacher coaching and small-group Reading instruction. Through local and state assessments, the school determined that attention to early literacy would help close the achievement gap in the later grades.

Title I funding also allowed for after-school tutoring beginning in 1st grade through high school. Tutoring is provided twice a week by a credentialed teacher and managed by a lead teacher. Tutoring is open to all students.

TAS: N/A

Neglected or delinquent: N/A

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

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

The Academy for Academic Excellence does not qualify for targeted assistance at this time.

### **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:**

AAE's staff provides student support to the school's homeless and foster youth children by attending Counselor network meetings and McKinney-Vento Homeless Assistance Act Update meetings to ensure the organization is following laws that regulate the enrollment of homeless and foster youth children.

AAE's counseling department is the identified Homeless/Foster student liaison and works directly with the registrar to help support the transition of a homeless student to being enrolled into the school. Students identified during the registration process as being homeless, at risk for homelessness, or foster youth are immediately referred to the School Counselor. When it is learned that a child qualifies as homeless prior to enrollment, any enrollment barriers are eliminated by registering the student without question of additional paperwork. Once the student is registered, the registrar works with the family to secure any additional items that may be needed such as the immunization record, prior school information, or any additional records that will assist in providing any additional services to the student. If the student does not have any immunization records, the registrar will give information on where the family can get their child vaccinated. Assistance will be provided to ensure the student's immunizations are up to date.

AAE coordinates annually with the local County of Education offices and nonprofits to procure donations to support the needs of homeless children and youths. These resources, which may include school uniforms, backpacks, and school supplies, are directly distributed to families. Food baskets are also collected for families in need through student donations.

Additionally, the homeless liaison will help support the student's attendance by ensuring the student has a secure way of being transported to school to ensure regular student attendance. If the student needs support in getting school transportation the homeless liaison will work with the family to provide a public transportation pass for the student and an adult to accompany the child, as needed.

The site will use Title I reserved funds to provide any additional supplies deemed necessary to ensure student success; including but not limited to, general school supplies, uniforms, shoes, hygiene products, and transportation services.

## **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.

The Academy for Academic Excellence's School Counselor is the identified Homeless/Foster student liaison. Students identified during the registration process as being homeless, at risk for homelessness, or foster youth are referred to the School Counselor. Enrolled students who are identified by staff as being homeless or at risk for becoming homeless will also be referred to the School Counselor. The School Counselor provides a variety of services including individual counseling, ensuring free/reduced lunch applications are completed, and ensuring students have access to necessary supplies to be successful at school through school supply donations and uniform assistance.

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:**

The Academy for Academic Excellence has implemented a broad collection of strategies and programs to support successful transitions from middle school to high school and from high school to post-secondary education.

Middle school students participate in a weekly Social-Emotional Learning curriculum to help them learn new skills to handle the emotional impact of transitioning from middle to high school. Families of eighth grade students participate in a family information night in the spring where information is presented on successful transitions into middle school including changing academic expectations and preparing early on for postsecondary success.

High school students participate in a comprehensive 4-year program to help them make a successful transition to postsecondary education. Freshman participate in one semester of Freshman Studies which is a weekly class in which students learn about high school academic expectations, academic planning, financial aid for college, and options for post-secondary success. Sophomores begin career exploration using the ASVAB and various career interest surveys. Juniors participate in a variety of activities including college campus visits, SAT test preparation programs, and individual planning with the school counselor. Seniors at AAE participate in a Thursday lecture series which focuses on topics such as: completing the Cal State & University of California applications, financing their college education, college representative visits, and family application workshops. In addition, all seniors are encouraged to utilize the Victor Valley College Bridge program which helps students complete the transition from high school to community college.

### **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:**

To meet the school's identified areas of need, funds are used to provide the following:  
Early literacy decode-able reading books to support phonics instruction.  
Social Emotional Learning curriculum in both elementary and middle school levels.  
Grades 4-12 one-to-one devices for curriculum delivery and digital literacy skills practice.  
After school tutoring that includes a targeted intervention coordinator and certificated tutors.  
Full-time certificated Reading Specialist to target early literacy intervention.

## 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:**

NA

### **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:**

NA

### **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:**

NA

### **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:**

NA

### **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:**

NA

**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:**

NA

**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:**

NA

**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:**

NA

**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:**

NA

**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:**

NA

**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:**

NA

**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:**

NA

## **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:**

Systems are in place at AAE to promote continual growth and improvement for teachers, principals, and other school leaders. Evidence derived from assessment data, both local and state, student and parent climate surveys, and the PLC help drive the school's administrative team in determining what professional development will be added to the school's long-term PD plan. Individual staff wishing to participate in PD must fill out a formal request with a description of the training, how it will be used to promote student learning and how it supports the school's mission.

The school ensures improvement through the alignment of PD to the school's mission, both LCAP and WASC goals, and the current needs of its students. Improvement is measured through the following sources:

- Parent climate surveys
- Student climate surveys
- California School Dashboard
- On-site benchmark assessments
- CAASPP results
- Student Advisory Panel
- Parent and family meetings
- PLC

The school's leadership teams reflect on these measures monthly to determine whether PD is being beneficial to its intended audience and whether adjustments need to be made.

Systems of support for principals, teachers, and other school leaders are an integral part of facilitating growth within the teaching staff and administration. For principals and school leaders, Induction is provided through a University of their choice funded by the school. NSLA's CEO supports leaders through on-site coaching. The school also encourages job-shadowing for teachers who desire to move into an administrative roll.

All new teachers participate in the Induction program for the first two years of their career, provided by the Center for Teacher Innovation. New teachers are paired with a teaching coach during the two-year program. New teachers will work with their coach to focus on the California Standards for the Teaching Profession, such as classroom management, instructional strategies, and parent communication.

AAE evaluates its systems of professional growth annually and adjusts as necessary. Each winter, the school's leadership teams review data including the California School Dashboard, CAASPP data, on-site benchmark data to measure whether professional development has made a positive effect on learning in supporting the school's mission and goals. Teams also have the opportunity to give feedback from personnel who attended trainings and their observations from implementation. Information gleaned from these conversations facilitates adjustments to the school's PD long-term plan and allows the school to plan PD for the following school year and appropriate Title II funds accordingly.

### **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:**



NA ~ The LEA consists of a single school and is not categorized as CSI or TSI

**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 Academy for Academic Excellence coordinates its Title II activities with the school's LCAP goals, WASC goals, and Mission. Activities are continually reviewed through the use of data in various stakeholder meetings such as monthly school site council meetings, PLC, and community Board meetings. Data before professional development and after are analyzed to determine if there has been some improvement. If there's improvement, PD will be continued. If data shows little or no growth, PD will be reviewed and updated then analyzed again for effectiveness.

AAE uses the following sources of data to evaluate the effectiveness of activities funded by Title II:

- CAASPP data monitored annually
- On-site benchmark assessments reviewed quarterly and each trimester
- Failure rates reviewed quarterly
- Parent Climate survey reviewed annually
- Student Climate survey reviewed annually
- California School Dashboard reviewed annually
- Attendance rates reviewed monthly
- PLC data reviewed monthly
- Student Advisory groups reviewed monthly

The school consults the following stakeholders to update and improve Title II activities in the following methods:

- Monthly Professional Learning Community Meetings – teacher teams, support staff, and administrators review several sources of data to determine how best to use Title II funds

for professional development activities. Grades TK-12 meet on a monthly basis.

- Monthly Academic Leadership Team Meetings – team compiled of teachers and administrators to review various sources of data and determine PD opportunities that would

support the school's mission.

- Weekly Academic Team Meetings – team compiled of administrators and department heads review data in the areas of counseling, facilities, special education, athletics, and

academics to determine the areas of need and PD available to support those needs.

- Monthly School Site Council Meetings – council comprised of teacher, parents, students, and principal. Updates on data results and possible PD Title II funding are explored and

approved on.

- Annual parent and family engagement updates on all funding including Title II. Information on disbursement of funds based on evidence is gathered at this time.
- Monthly Parent & Pastries—a monthly meeting with parents and principal—takes place to inform parents about Title II funding and to receive feedback about how those funds are

used.

- Student and parent climate annual survey data is taken into consideration when deciding on the distribution of Title II funds.
- Monthly School Board Meetings provide information regarding the LCAP development and the disbursement of Title II funds. School Board Meetings are open to the public, after

school and are live-streamed for families to access if they cannot attend. Public comment is always an option for attendees.

- Consultants – Experts in a particular professional development opportunity are consulted before making a final determination of whether to implement the training. The intended

outcomes and available funding are explored when making a final decision. Consultants are engaged on an annual basis.



## **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:**

NA

### **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:**

NA

### **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:**

NA

### **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:**

NA

## **TITLE IV, PART A**

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

ESSA SECTION 4106(e)(1)

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

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The school implemented the following processes to determine the best use of its Title IV funding:

- All parents and family members are invited annually for the presentation of the school's participation in Title IV.
- o Parents are presented information about Title IV funding and its uses at Back to School Night.
- o Each September, the first Parents & Pastries—a monthly meeting with parents and principal—takes place to inform parents about Title IV funding and to receive feedback

about how those funds are used.

- In February, the school provides a Town Hall forum in the evening to update parents regarding The California School Dashboard and the LCAP. Input from families provides the school with the information necessary to develop the school's LCAP for the following school year including how Title IV monies will be spent. Translation services are available along with accessibility and child care.
- The school offers a variety of monthly meetings to inform families about Title IV funding both in the morning and afternoons. For families who are unable to attend during those times, the monthly morning meeting is live-streamed and recorded for access at a more convenient time for families. Translation services are also provided during these meetings.
- Monthly School Board Meetings provide information regarding the LCAP development and the disbursement of Title IV funds. School Board Meetings are open to the public, after school and are live-streamed for families to access if they cannot attend. Public comment is always an option for attendees.
- The school's Academic Team (ATM) meets weekly to review data (on-site benchmark data, California Dashboard data, attendance data, facilities report) to inform how Title IV funding would best support the needs of students.
- ATM reports their Title IV funding ideas to the school's Executive Team members, Academic Leadership Team, and Professional Learning Community to gain input from all stakeholders as to how the money should be spent.
- Student and parent climate annual survey data is taken into consideration when deciding on the distribution of Title IV funds.
- The Vice Principal's Cabinet (student advisory group) participates in the decision making with ideas of how funding should be spent.

After reviewing data and meeting with all stakeholders, it was determined that Title IV funds go to support college and career readiness and adhere to the school's mission of preparing students for post-secondary success. The school will continue to subsidize the Advanced Placement college-level exams. Students reported that in recent years that the cost of the exam deterred them from both taking the exam and enrolling in more AP classes. After offsetting some of the exam cost in 2018-19, the participation of students taking AP exams increased by 58%. Enrollment in AP classes for the 2019-20 school year increased by 26%. Subsidizing part of the cost for these exams and recruiting efforts by the school helped to build the AP program. All Title IV funds were disbursed to support this goal.

The use of Title IV funds will be measured through AP exam participation, enrollment, and the passing AP scores, annually. This data will demonstrate the effectiveness of how Title IV funds were used and whether to continue for the following school year.