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

School year

2026-27

Date of Board Approval:

June 26, 2026

LEA name:

Extera Public School No. 2

CDS code:

19 64733 0128132

Link to the LCAP: *(optional)*

greendot.org/extera/compliance

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.)*

Refer to plan section responses.

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; 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.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LEAs LCAP Federal Addendum does not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

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.

Extera Public School No. 2 was developed in collaboration with the community that had requested a Green Dot Public Schools (GDPS) elementary and middle school in their neighborhood. In preparation to open a new elementary and middle school, GDPS conducted a needs assessment and created a comprehensive plan that focused on: student academic performance, teacher quality and school safety.

Schoolwide reform strategies:
GDPS recognized a need to enter students into our program earlier in their educational careers. The school's reform strategy is based on three main components: GDPS's core values, GDPS's theory of change and GDPS's academic model. The reform strategy emphasizes the inclusion of all stakeholders in the education process, a culture of transparency/accountability, and the elimination of barriers to learning (such as safety and the need for social-emotional supports).

Instruction by highly effective teachers:
The school is committed to hiring a diverse faculty composed of the best staff possible. Teachers pass through GDPS's rigorous multi-step hiring and selection process that includes: an online application, a phone screen, lesson plan submission, interview day with GDPS Human Capital, interview day at school as well as reference and background checks.

High-quality and ongoing professional development:
Professional development for teachers and school site leaders is a critical component of the school and GDPS's school model and program. Reflective practice occurs in an environment

where there is collaboration, use of meaningful data, and thoughtful discussion regarding instruction.

Strategies to increase parental involvement:
As a public charter school, the school is not permitted to require parent volunteer hours. However, parents are encouraged to participate in their child's education by attending School Parent Meetings, participating in the School Advisory Council, and frequently communicating with the school.

Measures to include stakeholders in decision-making:
GDPS has had an organized teacher work-force since its inception. Asociación de Maestros Unidos (AMU) is its own bargaining unit, but is an affiliate of the California Teachers Association (CTA).

Academic support and intervention:
The school has a schedule of intervention and acceleration courses available to students based on their needs. Students participate in a recommended multi-week summer bridge program that allows the school to identify students for special needs, English Learner levels, non-proficiency standards and social-emotional supports.

The school currently provides the following basic instructional services to students identified as English Learners:

1) Designated ELD: Instruction in Designated ELD is based on ELD grade and proficiency level standards and is provided by teachers utilizing appropriate strategies to ensure comprehensibility of instruction.

2) Integrated ELD: Instruction in Integrated ELD is based on Common Core State Standards in conjunction with the ELD Standards and is provided by teachers utilizing appropriate strategies to ensure comprehensibility of instruction.

Coordination and integration of Federal, State and Local services/programs:
The school will benefit from Green Dot's robust finance team that ensures that the school is able to maximize funding from Federal, State and Local Services/Programs.

Additionally, our Title I funds support our school's goals of increasing the percentage of students Meeting/ Exceeding Standard on the ELA, Math and Science sections of State standardized tests by supporting ELA/Literacy Teacher Professional Development that will support teachers to implement a research-based literacy intervention program, by offering for extended learning time through literacy intervention programs, targeting services and programs lowest-performing student groups.

In order to establish our LCAP goals and priorities, we consult with our School Advisory Council (SAC) and District English Learner Advisory Council (DELAC), which meet on a regular basis. These groups review and provide input on our school's plan to ensure alignment with our LCAP strategies to reflect on progress and make adjustments to the plan as needed.

All Title funds are accepted for the intended purpose of each grant and used to supplement the basic academic program at the campus.

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.

Extera Public School No. 2 is leading the charge to transform public education in Los Angeles and beyond so that all children receive the education they need to be successful in high school, college, leadership and life. The school will achieve this mission by providing a small, college preparatory program where all stakeholders (administrators, teachers, parents, community) actively engage in the education process. We will create a student-centered environment that unifies the efforts of family, community and school to foster life-long learning, cross-cultural competency, social responsibility and academic excellence.

CORE VALUES

The school is dedicated to the core values of Green Dot Public Schools (GDPS):

1. An Unwavering Belief in all Students' Potential

2. Passion for Excellence

3. Personal Responsibility

4. Respect for Others and the Community

5. All Stakeholders are Critical in the Education Process

CORE BELIEFS

We believe that all students can and will succeed if given the appropriate resources and supports. Our aim is to provide all students access to high-quality instruction, social-emotional support, and community resources so they are prepared for high school, college, leadership and life. In order to ensure that funds from state and federal sources are used in a coherent manner and in alignment with our Mission and Core Values and Beliefs, the school principal meets regularly with their Area Operations and Finance Manager to build and review their budget.

The school's budget is approved by the Green Dot Public Schools Board of Directors. The Green Dot Public Schools Home Office ensures that the school is aware of all available funding and funding requirements in order to maximize funding from Federal, State and Local Services/Programs. The school is committed to using all services and programs available to the school. Student academic progress will be assessed at various points in the year to ensure that the academic model is supporting all students, with particular focus on students not yet performing at grade level. Means of evaluating progress toward academic goals include ELA, Math, and Science performance on State standardized tests, and English Learner improvement on the English Language Proficiency Assessment for California ("ELPAC").

In order to achieve our LCAP goals, the school will utilize the following

mechanisms:

1) The NWEA MAP for English Language Arts (ELA) will be administered 3 times per year to all students.

2) The iReady for Mathematics will be administered 3 times per year to all

students.

3) Monthly assessments in Math and Math Intervention courses will provide formative data on student mastery of standards.

4) Students requiring additional supports may participate in after school programming which includes academic support focused on reaching proficiency.

5) The ILT will review student achievement data and the Student Advisory Council (SAC) will examine the results (disaggregated by sub-groups) to identify areas of strength and need, and to revise strategic plans.

In order to establish our LCAP goals and priorities, we share our budgets and documents, including the LCAP, with our School Advisory Council (SAC) and District English Learner Advisory Council (DELAC) for their review and feedback. Our School Advisory Council (SAC) is instrumental as they review our LCAP process and data throughout the year before voting to approve the document to be sent to our governing board.

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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.

NOTE: In this section LEAs must identify and address disparities. Tools on CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this. LEAs are required to specifically address the following at comparable sites:

1. What % of teachers at sites are inexperienced, misassigned or out-of-field in relation to:
    a. Number of low income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create plan which must include root cause analysis of the disparity
    b. Plan must be created with meaningful stakeholder engagement.

Example of Data Sheet

II. Table 1. Combined Reports. – Complete one report for comparable elementary, middle, and high schools.

School Site	Total Enrollment	Low-Income Enrollment	% Low-Income Students	Minority Enrollment	% of Minority Students	Total Teachers	Number of Ineffective/ Misassigned Teachers	% Ineffective/ Misassigned Teachers	Number of Inexperienced Teacher	% of Inexperienced Teacher
[School Site 1]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]
[School Site 2]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]
[School Site 3]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]
[School Site 4]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan. Extensive training and feedback with the field revealed the need for clarifications to the definitions to include specific permits and authorization that fall under each of the definitions.

Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** • **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**

Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** • **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

The former teacher equity definitions(DOCX) were utilized by local educational agencies for completing their 2019 Local Control and Accountability Plan Federal Addenda.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We offer schoolwide programs that meet the needs of all students. However, we do not receive funding specific to this provision as it is not applicable to charters.

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.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans

3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand (ESSA Section 1116(f)).

Also include how the LEA will align parent involvement required in Section 1116 with the LCAP stakeholder engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

At the school, we align the efforts of family, community, and school to foster our core values. Parent education supports parents and families to support student learning and the issues they and their children face outside of the classroom that can affect their learning and lives as whole.

Parent engagement includes, but is not limited to the following activities: Adult Education Classes, Road to College Workshops, Coffee with the Principal, parent conferences and other meaningful two-way conversations between the schools and guardians in their home language. The school also maintains a full time Parent Coordinator whose responsibilities include the following:

1) Set parent engagement goals and metrics in collaboration with school administrator and School Operations Manager and meet monthly or quarterly to assess progress

2) Plan and communicate at least three engaging programs/activities per semester

3) Attend community events to build relationships for the school and recruit community partners to become part of the school's family engagement program

Additional parent policies are located in the Student Policy Manual, which is distributed to all students and parents at the start of the school year (or whenever a student matriculates). The manual is also available on the school's website as well as in the front office. These policies are updated on an annual basis and include the following: Power School and Parent Communication, Academic Conferences, and Progress Reports and Report Cards.

Parents are included in school's decision making processes through two Advisory groups, the School Advisory Council (SAC) and District English Learner Advisory Council (DELAC). The SAC develops, maintains, reviews and approves the Charter Single Plan for Student Achievement Plan (SPSA) . The school uses the flexibility afforded by AB716 and uses their Local Control Accountability Plan (LCAP) as their SPSA. Therefore, the school reviews the school's strategic plan including the LCAP, monitors its implementation throughout the year, provides numerous opportunities for students and parents to contribute to the school's operations and growth, and reviews the school budget to assure spending is in accordance with the goals of the SPSA. The SAC may recommend modifications to the strategic plan to reflect changing needs and/or priorities. The SAC may provide input on: curricula and instructional strategies, staff professional development, the school budget, parent involvement, and the school calendar.

The school's DELAC is a committee comprised of parents (at least 51%), staff and community members specifically designated to advise school officials on English learner program services. The DELAC meets four times per year and members take on various roles and responsibilities. The DELAC advises the school's governing board on all of the following tasks: development of a master plan for educational programs and services for ELs, conduct a school-wide needs assessment, establishment of the program, goals, and objectives for programs and services for ELs, development of a plan to ensure compliance with any applicable teacher and instructional aide requirements, review and comment on reclassification procedures, review and comment on the written notifications required to be sent to parents and guardians, review school site data and advise School Advisory Council on budget items related to ELs.

This LEA is a direct-funded charter school, whose stakeholders include school administration, parents, paraprofessionals, students, teachers & support teams for English Learners & Students with Disabilities. LEA engaged parents & family stakeholders to jointly develop & agree on its engagement policy not only through SAC & DELAC, but also through student orientation, Coffee with Principal, parent conferences and/or meaningful two-way conversations between schools & parent in parents' home language. This engagement included parents with limited English proficiencies, & parents of migrant students, English Learners & students with disabilities.

Additional parent policies are located in the Student Policy Manual, which is distributed to all students & parents at the start of school year (or whenever a student matriculates). The Student Policy Manual is also available on the school's website as well as in the front office. These policies are updated on an annual basis & include following: Power School & Parent Communication, Academic Conferences, Progress Reports & Report Cards, Parent/Guardian Volunteer Hours, Student Privacy & Parent Volunteer Confidentiality Parents are included in school's decision making processes through School Advisory Council (SAC) & District English Learner Advisory Council (DELAC).

We align efforts of family, community, & school to foster our core values. Parent education supports parents & families so that they can support student learning & issues their children face inside & outside of the classroom. LEA provides assistance to parents of children in understanding topics like State academic standards, State & local academic assessments, & monitoring child's progress & work with educators in following ways: Road to College Workshops that occur on a quarterly basis, parent conferences that occur at least on a quarterly basis, Coffee with Principal that occur on a monthly basis, SAC & DELAC meetings that occur on a monthly basis.

LEA will utilize aforementioned trainings as well as materials distributed through Powerschool reporting on student academic achievement, announcements on opportunities to engage, & teacher websites to help parents to work with their children to improve their children's achievement through trainings at the start of year.

LEA will train school staff on the importance of parents & familial engagement throughout the school year. Classified staff participate quarterly in Green Dot-wide professional development sessions that include content collaboration & parent engagement & communication.

The school also maintains a full time Parent Coordinator that host parent education workshops regarding accessing PowerSchool, A-G requirements, college access, & student wellness, sets parent engagement goals & metrics in collaboration with school administrator & School Operations Manager & meet monthly or quarterly to assess progress, plans & communicate at least three engaging programs/activities per semester, attend community events to build relationships for school & recruit community partners to become part of school's family engagement program.LEA coordinates & integrates parent involvement programs & activities with or Federal, State, & local programs to conduct activities such as various partnerships with PIQE to develop parental advocacy & education. Additionally, the school has both a SAC & DELAC.

SAC develops, maintains, reviews & approves Charter School's Single School Plan, reviews school's strategic plan including Local Control Accountability Plan (LCAP), monitors its implementation throughout year, provides numerous opportunities for students & parents to contribute to school's operations & growth, & reviews school budget to assure spending is in accordance with goals of Single School Plan. SAC may recommend modifications to strategic plans to reflect changing needs and/or priorities. SAC may provide input on: curricula & instructional strategies, staff professional development, school budget, parent involvement, staff stipends, & school calendar. The school's DELAC is a committee composed of parents (at least 51%), staff & community members specifically designated to advise school officials on English learner program services. DELAC's feedback is collected and then shared with GDPS's governing board.

LEA uses home language surveys distributed at the start of year to identify primary language spoken in home. With assistance of translation services, LEA ensures that all information related to school & parent programs, meetings, and/or activities is sent to parents in a language they can understand, & that all parents & family members have opportunity to participate.

LEA provides accommodations to parents with disabilities by ensuring LEA is ADA accessible, training staff in ADA accessibility, and providing printed materials accessible to all.This LEA is a direct-funded charter school, whose stakeholders include schools administration, parents, paraprofessionals, students, teachers & support teams for English Learners & Students with Disabilities. LEA engaged parents & family stakeholders to jointly develop & agree on its engagement policy not only through SAC & DELAC , but also through student orientation, Coffee with Principal, parent conferences and/or meaningful two-way conversations between schools & parent in parents' home language. This engagement included parents with limited English proficiencies, & parents of migrant students, English Learners & students with disabilities. Additional parent policies are located in the Student Policy Manual, which is distributed to all students & parents at the start of school year (or whenever a student matriculates). The Student Policy Manual is also available on the school's website as well as in the front office. These policies are updated on an annual basis & include following: Power School & Parent Communication, Academic Conferences, Progress Reports & Report Cards, Parent/Guardian Volunteer Hours, Student Privacy & Parent Volunteer Confidentiality Parents are included in school's decision making processes through School Advisory Council (SAC) & District English Learner Advisory Council (DELAC).

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:

SWP: In preparation to transform the school, GDPS conducted a needs assessment and created a comprehensive plan that focused on: student academic performance, teacher quality and school safety. The needs assessment informed a comprehensive plan that will ensure the school is successful in ensuring all students in the schoolwide program are prepared for college, leadership and life. This includes economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, English Learners and immigrant students.

Schoolwide reform strategies:
GDPS is a non-profit charter management organization operating 18 successful charter schools

and serving nearly 10,000 students in Los Angeles. Through our work at the middle school, high school level, and now elementary school levels as part of a K-12 continuum, GDPS recognized a need to enter students into our program earlier in their educational careers. The reform strategy is based on three main components: GDPS's core values, GDPS's theory of change and GDPS's academic model. Emphasized in these three components are: the inclusion of all stakeholders in the education process, a culture of transparency/accountability, and the elimination of barriers to learning (such as safety and the need for social-emotional support).

Instruction by highly effective teachers:
The school is committed to hiring a diverse faculty composed of the best staff possible. Teachers pass through GDPS's rigorous multi-step hiring and selection process that includes: an online application, a phone screen, lesson plan submission, interview day with GDPS Human Capital, interview day at school as well as reference and background checks.

High-quality and ongoing professional development:
Professional development for teachers and school site leaders is a critical component of the school and GDPS's school model and program. Reflective practice occurs in an environment where there is collaboration, use of meaningful data, and thoughtful discussion regarding instruction. Examples include: Annual Pre -Service and Beginning of the YearRetreat, Mid-Year Retreat, Weekly Staff Development, Weekly Staff collaboration, Peer Observation Protocols and GDPS-wide Staff Development.

Strategies to attract highly effective teachers:
The school will benefit from GDPS's rigorous national recruitment process that specifically looks for candidates who demonstrate an unwavering belief in the potential of all students. GDPS partners with local universities and colleges, including University of California, Los Angeles, Loyola Marymount University and University of Southern California.

Strategies to increase parental involvement:
As a public charter school, the school is not permitted to require parent volunteer hours. However, parents are encouraged to participate in their child's education by attending School Parent Meetings, participating in the School Advisory Council, and frequently communicating with the school.

Measures to include teachers in decision-making:
GDPS has had an organized teacher work-force since its inception. Asociación de Maestros Unidos (AMU) is its own bargaining unit, but is an affiliate of the California Teachers Association (CTA). GDPS has developed a uniquely collaborative relationship with its certified employee union and values their voice in the decision-making at the organization and school-site level.

Academic support and intervention:
The School has a schedule of intervention and accelerations courses available to students based on their needs. Students participate in Summer Bridge, a recommended multi-week summer program that acclimates students to the school culture and allows the school to identify students for special needs, English Learner levels, non-proficiency standards and social-emotional supports. Based on these assessments, students will have access to a variety of programs including Literacy Intervention/Enrichment, Math Foundations, English Language Development, Special Needs/Academic Success, etc.

Coordination and integration of Federal, State and Local services/programs:

The school will benefit from GDPS's robust finance team. The Finance Team will ensure that the LEA is able to maximize funding from Federal, State and Local Services/Programs. The school is committed to using all services and programs available" TAS: "N/A" Neglected or delinquent: "N/A"

We offer schoolwide programs that meet the needs of all students. However, we do not receive funding specific to this provision as it is not applicable to charters.

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:

Green Dot Public Schools aims to support our students experiencing homelessness to ensure equitable access to education, remove barriers to school enrollment and attendance, support school stability, and promote academic success. Our McKinney-Vento & Foster Youth Services team under the leadership of our McKinney-Vento Liaison provides guidance and support to schools and tiered levels of support to students and families experiencing homelessness.

Enrollment: Our school operations team and school counselors work in conjunction to meet the enrollment needs of youth experiencing homelessness. Students who identify as experiencing homelessness upon enrollment are immediately enrolled. Students are offered and provided uniform clothing and if transportation support is needed, it is offered, usually in the form of a Metro TAP card to ride the public transportation system. As a matter of policy, if transportation is identified as a barrier to school attendance, transportation support is offered to all homeless youth, no matter if our school is their school of origin or not. Our school operations team also supports students and their families to locate missing immunization records, often by accessing the state's California Immunization Registry (CAIR). Our team shares a list of nearby local health clinics if a student is missing immunizations and needs guidance on where to get services. If students experiencing homelessness transfer in or out of our school anytime after the first day of school, a Best Interest Determination is completed in compliance with McKinney-Vento law.

Attendance: To support school attendance counselors or relevant members of the Coordination of Services Team, including centralized McKinney-Vento & Foster Youth Case Managers work with the student and family to identify barriers to school attendance. Depending on the barriers identified, the school provides direct support (e.g., uniforms) or provides navigation or referrals to local resources(e.g., housing agencies, social services, food banks, etc.). If mental health needs arise, the student is referred to the Coordination of Services Team to determine if an intervention is needed and what level of service is most appropriate.

Success: School staff or McKinney-Vento & Foster Youth Case Managers meet with students and/or families to determine barriers to learning and brainstorm resources to mitigate those issues. School staff seeks to understand the individual circumstances of each student and collaborate with students, families, and school stakeholders to brainstorm and coordinate individualized

interventions.

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:

The mission of the LEA is to prepare students for college, leadership, and life through innovative instruction, a rigorous curriculum, and the use of innovative technology tools. The school is committed to the education, development, and socioeconomic success of all students. So that our students successfully transition to their lives after high school, we have adopted a comprehensive Literacy Intervention program at each grade level, offering additional Literacy Enrichment courses to ensure students reach college readiness.

Auxiliary services for students and parents (including transition from preschool, elementary, or middle school):

1) The school will offer a summer bridge program for all incoming 6th grade and transfer students

2) The school will offer IEP transitional services

3) The school will offer after school programs focused on literacy enrichment

4) The school will offer Advisory focused on study skills, academic consultancy, and college knowledge skills for students and parents to aid in the transition

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:

N/A

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:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Professional development (PD) for teachers and school site leaders is a critical component of

Green Dot's school model and program. Reflective practice occurs in an environment where there is collaboration, use of meaningful data, and thoughtful discussion regarding instruction. Incorporated into the daily routine at the LEA, professional development opportunities will provide teachers time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide goals. PD is also standards based and incorporates CCSS in core subject areas.

Throughout the school year, teacher professional development activities at the LEA will be based on the recommended practices of Green Dot, which may include:

1) Annual/Mid-year Retreat: A full day retreat for school staff to evaluate progress, reflect, and adjust the school's plan for the final semester.
2) Weekly Staff Development: A late start or early dismissal is provided each week so that a 75-minute professional development period is established. Staff development topics are based on the assessment of student needs and identifying areas of improvement as outlined in the school's annual strategic plan.

3) Weekly Staff Collaboration: A late start or early dismissal is provided each week so that a 75- minute collaboration period is established. Collaboration time includes grade level collaboration, department professional development, and collaboration on school-wide systems such as Advisory and school culture.

4) Department Collaboration Days: Department meetings to norm teaching practices. Professional Development topics will vary depending on the school's focus, data from assessments and teacher needs. PD may be differentiated for new or experienced teachers, by content area and/or grade level. Teachers that are new to a select course may receive additional A common thread in all PD is how to apply best practices and strategies to meet the needs of subgroups including English Learner and Special Education students. Topics may include any of the following: effective lesson planning, analyzing data to improve instruction, multiple forms of assessment, developing engaging curriculum and creating culturally relevant pedagogy.

Green Dot has an induction practice for new teachers through Summer Professional Development and New Teacher Professional Development. Summer Professional Development focuses on the following five areas:

1) Reviewing Data from the Previous Year: Reviewing school, department and individual data

2) Curriculum and Professional Development: Reviewing school's strategic plan, alignment to school wide focus, and setting lesson plans

3) School Business: Reviewing student policy manual and other compliance related topics

4) Teacher-Administrator Meetings: One-on-one meetings between administrators and teachers

5) Planning: Lesson planning, preparing syllabi and setting department goals

New Teacher Professional Development consists of the specialized trainings outlined below:

1) Summer Training: New teachers are required to attend a mandatory 5-day training prior to the start of summer professional development.

2) Ongoing Workshops: New teachers are required to participate in workshops that are aligned with the California Standards for the Teaching Profession, Green Dot's College Ready Teaching

Framework, and Common Core State Standards.

3) Monthly Support and Development Meetings: First and second year teachers participate in monthly support and development groups at their school site.

Administrator Professional Development

For administrators, a comprehensive professional development program is in place, which includes:

1) Coaching: Area Superintendents provide individualized coaching sessions for each school site administrative team twice a month. These coaching sessions are focused on the supervision of instruction, data analysis and problem solving. Principals receive additional one-on-one coaching twice a month

2) Principal Team Meeting: Area Superintendents facilitate a Key Results session at a selected school each month. The host principal provides a focus question for the session centered on instruction or school culture. Principals walk through classrooms with this focus question in mind and provide the host principal with feedback about this focus question. These sessions help principals share ideas with regards to the supervision of instruction and the development of school culture and
Principals to generate next steps to be taken at their school sites as a result of what they see at the host school.

3) Instructional Leader PD Sessions: ILPD is a full-day professional development session for principals and assistant principals once a month. These sessions are focused on the strategic plan developed by the Area Superintendents as they determine the most relevant focus areas based on their coaching sessions.

4) School LeaderRetreat: Two-day retreat at the start of the school year for goal setting with r all Principals and Assistant Principals.

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:

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c) . 3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

We offer schoolwide programs that meet the needs of all students. However, we do not receive funding specific to this provision as it is not applicable to charters.

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:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following stakeholders to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these stakeholders.

Professional development activities are based on scientifically based research that has been effective in driving forward student achievement. Green Dot's professional development is research and evidence-based to promote data-driven instruction. To ensure the ongoing development of best practices and a robust professional learning community, staff learning includes the following components:

1) Professional development sessions are designed to differentiate for developing and highly effective Teachers; offer a theoretical framework, opportunities for application, and clear next steps for teachers

2) Teachers participate in peer observation, lesson analysis and lesson for study aligned to professional development focus areas; quarterly in Green Dot-wide professional development sessions that encourage content collaboration

3) Green Dot Education Team members observe weekly professional development sessions (1-2 times per year) to ensure that professional development meets expectations

Multiple data sources are used to determine a school's professional development focus: student achievement data, teacher evaluation data, stakeholder feedback data, and professional development exit slip feedback. The LEA analyzes its sources of data to evaluate Title II, Part A activities on a quarterly basis (at minimum). The analysis of student achievement data will include a review of specific subgroup populations (ELD, SES, race/ethnicity and SPED).

School-wide strategic plans and professional development plans will consider differences in the achievement of specific populations of students. Programs, professional development, and coaching will be provided in the strategic plans to close the achievement gap. In addition to analyzing multiple sources of data to determine the professional development focus, the school will reflect on teacher evaluation data to evaluate the success of professional development opportunities.The school will ensure that professional development activities are coordinated to address staff needs in assisting all students to meet or exceed state academic achievement standards. Activities will be designed to help teachers integrate standards-based curriculum, instructional practice, assessment and understanding of the strengths and needs of the student populations in their classes.

Teacher professional development activities will be based on the recommended practices of Green Dot:

1) Teachers will participate in 10 full days of professional development annually. Three full days will offer an opportunity for content teachers to collaborate with peers on other campuses. The remaining seven days of professional development will be provided at the campus level.

2) Teachers will participate in a minimum of 75-minutes of campus staff development each week.

3) Teachers will participate in bi-weekly department meetings to review data, plan curriculum and reflect on best practices.

Principals will participate in the following professional development programs:

1) Principals and Assistant Principals will attend a 2-day summer retreat and monthly professional development focused on the development of skills in the following areas: instructional leadership, people management, resource management, problem-solving and community leadership.

2) Each month Principals will attend a 3-hour Principal Team Meeting training during which they will observe Green Dot classrooms and calibrate observational evidence collection and scoring

3) Principals and Assistant Principals will participate in bi-weekly coaching sessions with the Green Dot area superintendent to receive coaching

The LEA meaningfully consults various stakeholders to solicit input from relevant stakeholders during the design and development of plans for Title II, Part A funds at least on a quarterly basis. This engagement is through periodic surveys of school leaders and parents,

conferences and informal focus groups. Additionally, semi-annually, the school's SAC, made up of staff, student and parent representatives, will review the Title II, Part A Plan to reflect on progress and make adjustments to the plan as needed. The school's Instructional Leadership Team, made up of Department Chairs, will review student data and make recommendations to the SAC. The LEA partners with the Human Capital team to recruit, hire, and retain highly effective teachers. Funds are used to provide stipends to teacher mentors, PD leads and instruction leaders to provide teacher advancement initiatives that emphasize multiple career paths and pay differentiation.

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.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; 4. of sufficient intensity and duration (which shall not include activities such as one-day or short term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Green Dot ELD Department provides English Learner leads and instructional leadership teams the training and presentation materials required to deliver a professional development series focused on supporting English Learners. This ensures that all Green Dot teachers understand how to identify and support English Learners, teach in an Integrated ELD setting, and learn about the most current resources and requirements for supporting English Learners. The first professional development of the year is focused on helping teachers determine the language proficiency levels of their English Learner students and internalize and plan accommodations for ELs based on proficiency levels.

The remaining professional developments are aligned to the district wide goals and focus on supporting all students as constructors of knowledge and to explain their thinking through speaking and writing.

This PD series meets the following goals:

- Differentiation (UDL): how to differentiate and/or scaffold discourse opportunities for students with IEPs and English Learners.
- Explicit Language Instruction: how to explicitly name, teach and assess the language students will need to be successful for the content objective, the discourse opportunity, and/or the selected writing task.
- Integrated ELD Features: How the Integrated ELD Instructional Principles (crosswalk with Features of Ac Discourse and UDL) support all language learners to be successful with grade level content.

The school's ELD leadership teams are responsible for monitoring implementation of these PDs as well as administering the Beginning of Year (BOY) and Middle of Year (MOY) integrated teacher survey. Additionally, it is required to collect evidence of PD implementation such as walkthroughs, coaching feedback, evidence of planning, slide decks, BELLS and exit slips,

In addition, all schools are provided with the following supports:

- ELPAC training and certification of examiners
- Curriculum and program implementation guidelines
- Instructional coaching support
- School site trainings or PDs as requested
- DELAC meeting PPT and progress monitoring data tools and resources
- Support for Categorical Program Compliance
- ELD Integrated Handbook with orgwide EL strategies and instructional planning resources
- Resources available on the Green Dot EL CONNECT page, our org-wide intranet and file-sharing services
- Reclassification training and review of all reclassification paperwork submitted Oversight on Title III budgets
- Translations, both written and oral, as requested by sites, other departments and district office personnel

Each school is encouraged to hire an English Learner Lead, a teacher who receives a stipend, and focuses on the following areas:

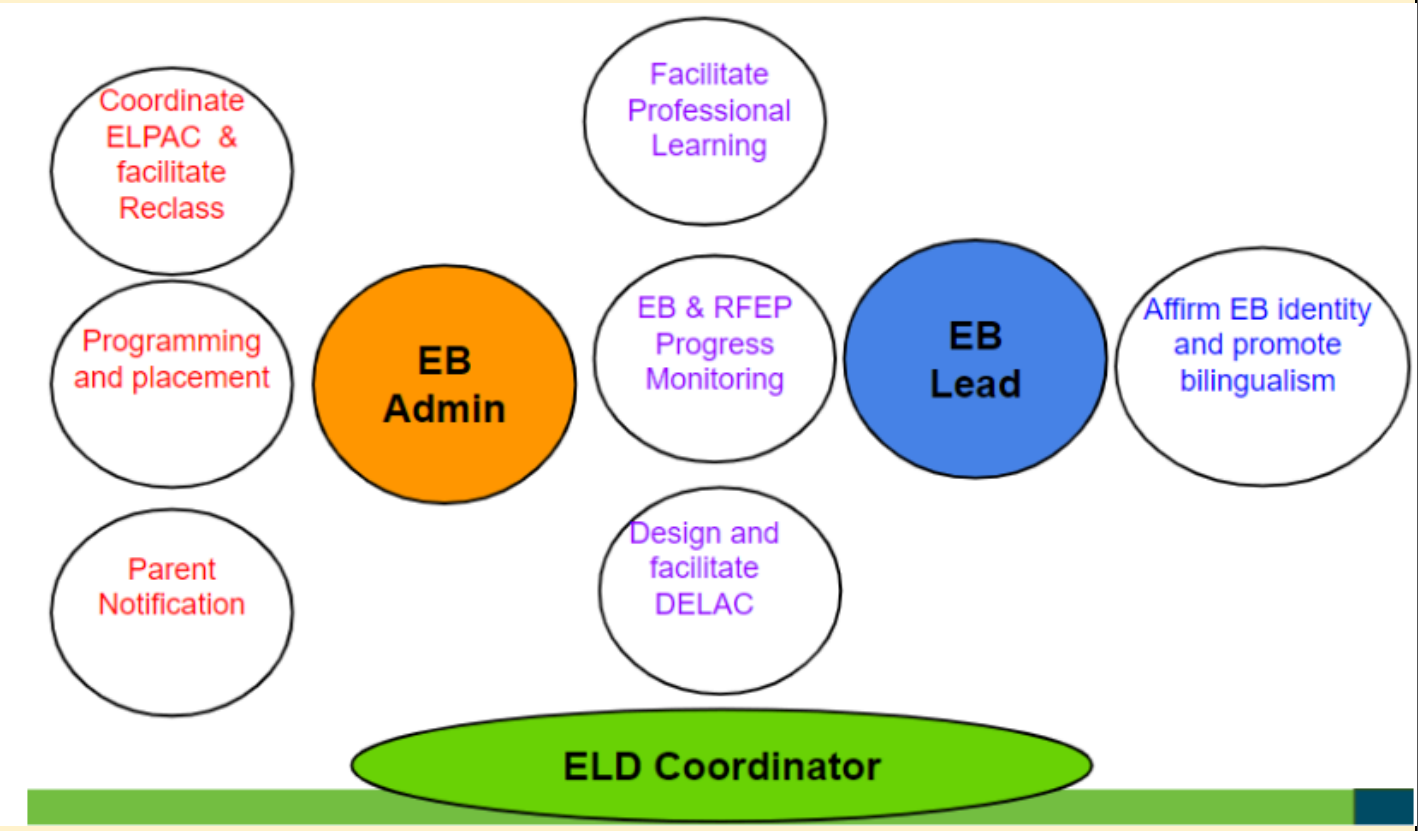
1) School Site Professional Development

2) Progress Monitoring of English Learners and RFEPs

3) DELAC and EL Parent Engagement

EL Leads receive professional development in the form of a summer PD pullout days for professional development during the school year, and regular individual meetings with the district ELD Program Coordinator.

The division and shared responsibilities of the Administrator for ELs and EL Lead are shown below:



All Designated ELD teachers receive professional development in the following ways:

1) How to plan daily lessons with the CA ELD standards, write language objectives and teach language explicitly

2) Strategies to teach academic vocabulary, academic discourse, grammar, language functions, and corrective feedback.

3) Individual coaching with the ELA Curriculum Specialist or ELD Program Coordinator Planning Days –Supplementary Designated ELD planning days for DesignatedELD teachers are implemented so that Designated ELD teachers can create units that embed opportunities for integration of the ELD standards and language objectives.

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.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We offer schoolwide programs that meet the needs of all students. However, we do not receive funding specific to this provision.

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.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
    - are focused on English learners and consistent with the purposes of Title III;
    - enhance the core program; and
    - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The school currently provides the following basic instructional services to students identified as English Learners:

Designated Program Options

The Green Dot Designated Program includes both specific Designated course sections as well as Protected Designated Time within Core or Elective courses. English learners at the elementary, middle, and high school levels have diverse needs, and our EL populations vary in size and type at each school, so we offer several models of designated instruction to ensure the instructional program meets individual students' needs. All ELs are assigned a Designated Program (course and/or targeted supports) based on their language proficiency and other academic performance data. With the exception of the Newcomer Program, ELD courses do not replace core English classes. Designated instructional time varies based on student proficiency and will be included as part of students' individual progress monitoring and tracked on the ELLevation platform.

1) Designated ELD: Instruction in Designated ELD is driven by CA ELD Standards, grade and is provided by teachers utilizing appropriate strategies to ensure comprehensibility of instruction.

2) All ELs will receive a designated support class based on their level of proficiency, grade level and school offering. Options include: ELD Read180, ELD Academic English Essentials, ELD College Ready Language and Writing, or ELD Advisory.

3) Designated ELD teachers receive professional development and planning sessions that focus on effective use of the ELD Standards, ELA/ELD Framework, Green Dot's Designated ELD Instructional Principles and strategies that support students to develop proficiency in reading, writing, listening and speaking skills.

4) Supplemental instructional coaching will be provided to ensure teachers are receiving differentiated support.

5) Designated ELD content courses are taught by teachers with the appropriate state authorizations.

6) Integrated ELD: Instruction in Integrated ELD is based on Common Core State Standards in conjunction with the ELD Standards and is provided by teachers utilizing appropriate strategies to ensure comprehensibility of instruction.

7) All English learners will receive Integrated ELD in all content classes throughout their school day

8) Integrated ELD teachers will receive professional development that focuses on the ELD Standards, Green Dot's Integrated ELD Instructional Principles, the ELA/ELD Framework and strategies that support students to develop proficiency in reading, writing, listening and speaking within the content area.

9) Integrated ELD content courses are taught by teachers with the appropriate state authorizations.

Supplemental Activities for Program and Activities funded by Title III include:

Duolingo Software: Duolingo is a differentiated online program which is adaptive and designed to support newcomer EBs with a focus on vocabulary and basic English skills. The software is intended to be used at a minimum of 40 minutes per week and can be incorporated in several ways:

ELD R180: Newcomers can use Duolingo to replace the Independent Reading rotation.

ELD Advisory: EBs can also use the software in 20-minute sessions (40 min/week).

Summit K12 Software: Summit K12 is a ELPAC prep software used across different designated classes to support EB students to make progress on the English Language Progress Indicator (ELPI) and reach a level 4 on the ELPAC. Designated teachers are encouraged to do Summit K12 whole group lessons and follow this ELPAC Prep Scope and Sequence.

Bilingual Aide- Bilingual aides are utilized at some Green Dot schools as an additional support to newcomer ELs in both Designated and Integrated ELD classes with specific scaffolds in addition to the scaffolds already provided in Designated and Integrated ELD curriculum. Bilingual aides also work with newcomer ELs in small groups to supplement instruction. Bilingual aide salaries are funded through Title III funds.

Ellevation Platform - All schools use TIII funds to purchase the ELLevation platform which is used to ensure that all teachers have current language and academic performance data, to engage in ongoing progress monitoring for EBs. They have also purchased the ELlevation strategies component of the platform which provides ELD lessons and strategies across content areas to support Integrated ELD Instruction.

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.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

EL students at the LEA are served through a variety of programs designed to meet their needs. The LEA's EL students are enrolled in both designated ELD and integrated ELD courses. Designated ELD courses are classes in which ELs are placed to receive strategic language development support driven by the CA ELD Standards. ELs also receive integrated ELD support in all other content areas, in which instruction includes both a focus on content and CA ELD Standards to support ELs with English language proficiency across content areas. These programs are built into the individual school's master schedule and take place within the school day. The school works with the Human Resources (HR) Department to ensure appropriate staffing and authorizations for teachers in these courses.

At Green Dot Public Schools, student progress is monitored and based on a set of CMO-adopted and State-mandated assessments. These assessments are used to determine English language proficiency and evaluate students' academic performance.

Assessment results are maintained in electronic form in ELLevation. ELLevation allows for rapid access to results in a variety of formats. This information is issued for a variety of purposes, including (but not limited to) information that relates to transition from one program to another and reclassification.

The following assessments are utilized as part of a comprehensive testing plan to determine the progress of Emergent Bilinguals.

- ELPAC IA Assessment: Assessment given to any student who is new to the country, state or coming from private schools and answers yes to any question on the home language survey. ELA status is verified in CALPADs to ensure a student has not been previously classified as EL. It determines the ELA Status to be either EL or IFEP
- ELPAC Summative Assessment: Assesses Listening, Speaking, Reading and Writing in English. The results are used to measure adequate yearly progress aligned to the ELPI.
- NWEA MAP RIT Score
- SBAC Data
- Quantile Data
- Attendance
- A-G Completion Rates
- Graduation Rates
- Newcomer ELD Program exit rates
- Reclassification rates
- Rigor Walkthrough Data, which includes a focus on ELD Standards and Explicit Language Instruction

Teachers use the above assessments to analyze student progress for planning differentiated

instruction and to provide classroom interventions as appropriate. ELPAC data and NWEA RIT data are used for instructional grouping and student placement in appropriate ELD courses in the elementary, middle, and high schools.

Teachers use formative assessments in Designated ELD to identify areas of progress and of continuing need for individual students and for groups of students, and for modification of instruction to meet the needs that are revealed by the analysis of this data. SBAC test results are used in conjunction with diagnostic tests in the language arts and mathematics curricula to identify students in need of benchmark, strategic and intensive interventions, and assign them to appropriate instructional schedules. Students who meet or exceed grade level benchmarks for growth on these assessments will be encouraged to accelerate or move to more advanced groups/classes. Ongoing monitoring of student progress takes place at two levels:

1. School, grade level and/or department teams regularly meet to examine student data, determine short-term needs, and plan instruction accordingly. These meetings may include work analyses of Emergent Bilinguals assignments to identify appropriate interventions.
2. Green Dot EL Leads meet to examine school site data including but not limited to SBAC, ELPAC, RI, reclassification rates, graduation rates, and academic performance. EL Leads are tasked with developing a progress monitoring plan with their Admin and other instructional leaders in order to ensure that all ELs have the supports they need to be successful academically and socio-emotionally.

Any significant performance gaps between ELs and non-ELs across designated and integrated courses are used to inform programmatic and instructional decisions. As a result, the ELD Team designs EL-specific professional development for all schools to support integrated teachers in teaching ELD standards and incorporating explicit language instruction. These professional development series are new each year and are responsive to the needs of our ELs and the results of instructional walkthroughs the ELD team and curriculum specialists conduct to monitor and evaluate the implementation of PD and ELD instructional principles. Each school also develops a School Improvement Plan at the start of each school year with goals centered on the following focus areas:

- ELD Standards and Language Criteria for Success
- ELPAC Testing and Reclassification
- Progress Monitoring of ELs and RFEPs
- Programming and Placement
- DELAC and Parent Engagement
- Affirming EL Identity & Promoting Bilingualism
- Coordination of ELD Leadership and Compliance Folders

The School EL Improvement Plan is revisited on a monthly basis between EL Administrators and EL Coordinators to collaborate on goals and action steps as well as to make adjustments to the plan based on key benchmarks for progress.

In addition to the School Site EL Improvement Plan, multiple stakeholders have opportunities to evaluate and give feedback on the efficacy of EL Programs. During DELAC meetings, parents review and evaluate EL achievement data and give feedback on EL Program options and supports. All Integrated teachers complete an Integrated ELD support survey at least two times a year to give feedback on the professional development and guidance they receive to support ELs. Teachers also engage in progress monitoring of ELs as a way to track both programs and class specific interventions provided and to collaborate with additional stakeholders when classroom interventions are not sufficient. Admin and EL leads also provide feedback on district level

supports for EL programs at least twice a year.

At Green Dot Public Schools, we understand that our ELD programs must continue to be responsive to the needs of our ELs and recent reclassified students as they continue to progress in their language development. With organization-wide strategic plans aimed at evaluating the progress of our EBs, we aim to refine and improve the outcomes of our designated and integrated instructional programs to reduce the achievement gaps that exist between Non-ELs and ELs.

Supplemental Activities for English Proficiency and Academic Achievement funded by Title III include:

- Independent Reading Texts for ELs

- Supplementary independent reading libraries for Designated ELD classrooms provide ELs with the opportunity to read high interest texts at appropriate Lexile levels. EL independent reading libraries are in addition to core texts used in Designated ELD classes and EL independent reading libraries are purchased for Designated ELD classes with Title III funds.

Duolingo Software: Duolingo is a differentiated online program which is adaptive and designed to support newcomer EBs with a focus on vocabulary and basic English skills. The software is intended to be used at a minimum of 40 minutes per week and can be incorporated in several ways:

ELD R180: Newcomers can use Duolingo to replace the Independent Reading rotation.

ELD Advisory: EBs can also use the software in 20-minute sessions (40 min/week).

Summit K12 Software: Summit K12 is a ELPAC prep software used across different designated classes to support EB students to make progress on the English Language Progress Indicator (ELPI) and reach a level 4 on the ELPAC. Designated teachers are encouraged to do Summit K12 whole group lessons and follow this ELPAC Prep Scope and Sequence.

Bilingual Aide- Bilingual aides are utilized at some Green Dot schools as an additional support to newcomer ELs in both Designated and Integrated ELD classes with specific scaffolds in addition to the scaffolds already provided in Designated and Integrated ELD curriculum. Bilingual aides also work with newcomer ELs in small groups to supplement instruction. Bilingual aide salaries are funded through Title III funds.

Ellevation Platform - All schools use TIII funds to purchase the ELLevation platform which is used to ensure that all teachers have current language and academic performance data, to engage in ongoing progress monitoring for EBs. They have also purchased the ELlevation strategies component of the platform which provides ELD lessons and strategies across content areas to support Integrated ELD Instruction.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C)if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D)if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We offer schoolwide programs that meet the needs of all students. Due to the amount of Title IV funds received by the school and to make best use of those funds to improve the overall education of our students, the school exercises its Transferability option to transfer funds to Title I, Part A. The transfer of funds allows the school to utilize the funds for the same intent and purpose as Title I.

The LEA developed its application for these funds in conjunction with its School Advisory Council and District DELAC. The LEA conducted an assessment, which informed a comprehensive plan that will ensure LEA is successful in ensuring all students in the schoolwide program are prepared for college, leadership and life. This includes economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, limited English proficient students and immigrant students. Based on the needs assessment and a review of the previous year's LCAP, the LEA identified adopting a comprehensive Literacy Intervention program and comprehensive Math Intervention program as priorities. As a result, the school has a scheduled of intervention and accelerations courses available to students based on their needs. Students participate in Summer Bridge, a recommended multi-week summer program that acclimates students to the school culture and allows the school to identify students for special needs, English Learner levels, non-proficiency standards and social-emotional supports. Based on this assessments, students will have access to a variety of programs including Literacy Intervention/Enrichment, Math Foundations, English Language Development (ELD), Special Needs/Academic Success, etc.

The LEA partnered with several organizations to meet the needs of students including their after school program partner for afterschool programming and tutoring; Illustrative Math and Read180 for intervention planning, PIQE for parental education and involvement. To support a well-rounded education and safe and healthy students, the LEA will use the funds to provide auxiliary service to students and parents including offering a summer bridge program for all incoming 6th grade and transfer students, IEP transitional services, school programs focused on math remediation and enrichment and Advisory focused on study skills, academic consultancy, and college knowledge skills. Also, the LEA will use these funds to promote access to expanded learning opportunities including Advanced Placement (AP), and visual and performing arts activities.

The LEA fosters parental involvement through monthly parent meetings, parent education

programs, parent service hours, access to PowerSchool (student grading system), and School Advisory Council.

To support the effective use of technology, the LEA will provide intervention courses through individual computer learning modules through a computer-adaptive instructional program, literacy enrichment courses (Composition) that offer individual computer learning modules, and chromebook carts that allow instructor-led instructional opportunities at all grade levels.

To achieve the intended outcomes of to ensuring students college readiness and academic growth by at least 1 year, the LEA set the following overarching program goals:

Adopt a comprehensive Literacy Intervention program that includes additional Literacy Intervention courses at each grade level - with explicit entrance and exit criteria - to ensure students reach college readiness and to offer additional Literacy Enrichment courses - with explicit entrance and exit criteria.

Offering targeting services and programs to lowest-performing student groups including students in 11th grade with a lexile score of 950 or below participate in an intensive reading intervention program (System 44 or Read 180)

Adopt a comprehensive Intervention program that includes additional Math Intervention courses - with explicit entrance and exit criteria - to ensure students reach college readiness at each grade level

Offering extended learning time in addition to grade level Math and literacy course

The LEA will periodically evaluate effectiveness of the activities carried out under this section based on such objectives and outcomes utilizing diagnostic and interim data to determine student placement and academic progress. Instructional materials and strategies will be adopted to meet specific student academic needs. The school will adhere to an instructional materials adoption process that ensures that materials align with appropriate standards, ensures that materials are vertically aligned across grade levels, ensures that materials offer multiple opportunities for students to master standards and ensures that students are given college-ready writing and critical reading skills.