

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

## LEA name:

Samueli Academy

## CDS code:

30-10306-0126037

## Link to the LCAP:

(optional)

<https://www.samueliacademy.org>

## 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.)*

Samueli Academy will participate in:

- Title I, Part A
- Title II, Part A
- Title IV, Part A.

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

# Instructions

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

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

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

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

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

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

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into

their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

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

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

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

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

## Strategy

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

Samueli Academy is the model public school that the Orangewood Foundation envisioned to serve foster and underrepresented youth. Our school provides all students with a high quality, rigorous standards-aligned college-preparatory STEAM-focused, academic program that encompasses Project-based learning (“PBL”) and a culture of high expectations, through authentic and experiential work-based learning opportunities. With project-based learning students gain a deeper understanding of the concepts and standards at the heart of a project. Projects also build vital workplace skills and lifelong habits of learning. Projects can allow students to address community issues, explore careers, interact with adult mentors, use technology, and present their work to audiences beyond the classroom. Project-based learning reinforces 21st century job skills that include written communication, content literacy, oral communication, collaboration, work ethic, and critical thinking.

Every student is enrolled in a UC A-G approved course, has access to Advanced Placement (“AP”) Courses, is required to complete an internship and the choice to select an Engineering or Design CTE Pathway that prepares them for college and career, and is encouraged to participate in concurrent enrollment with a local Community College.

Samueli Academy provides a well-rounded 21st century learning experience in a small school environment, in a state-of-the-art facility with 1:1 student to laptop ratio, the integration of technology-based programs and digital curricular materials. The college-going culture and expectation is supported through the Charter School’s college-readiness standards, courses, college application and financial aid workshops, access to a plethora of college scholarship opportunities, including college and career field trips, and a partnership with Santa Ana Community College that provides our students with access to concurrent enrollment, earning college credit while in high school. Additionally, Samueli Academy provides an after-school academic and social enrichment program that includes academic tutoring, extra-curricular clubs and organizations and an athletic program.

Every student is enrolled in a grade-specific Advisory course, and we offer an X-Block, where teachers hold office hours, similar to a college environment. All students meet with their College Counselor throughout the school year, for a variety of services including but not limited to course planning, transcript/academic review, college application process and financial aid planning.

Samueli Academy serves approximately 800 students in grades 7-12; of which 86% Hispanic, 6% White, 3% Asian, 0.4% African American, 0.5% Filipino, and 3.5% 2+ Races, 55% Socioeconomically Disadvantaged, 16% English Language Learners, 10% Students with Disabilities, 2% Foster Youth, and 1% Homeless Youth.

The **mission** of Samueli Academy is to provide a transformational learning environment to community, underserved and foster teens that offer consistency, stability, support, and a community in which to belong, thrive, and grow into successful, independent adults

The **LCAP Goals** are shared with staff, students and parents/community through Board Meetings and Committees, Community Nights and the LCAP and Title 1 stakeholder involvement processes:

- Goal #1: Use student/schoolwide data from assessments to inform decisions regarding instructional practices and Implement research-based intervention programs and practices for all students to improve student achievement, increase student access to rigor, and provide relevant learning experiences.
- Goal #2: Provide all students with a rigorous college-preparatory curriculum, through high-quality instruction that includes CTE Design & Engineering Pathways to engage all students in real-world and experiential learning opportunities in preparation for College & Career.
- Goal #3: Improve student academic outcomes by effectively collaborating with parents, families and community partners to support student learning and achievement.

Samueli Academy has integrated the requirements of the School Plan for Student Achievement (SPSA) into the school's 2021-22 LCAP per CA EC 65001 (AB716), to ensure transparency, alignment of goals, actions/services, measurable outcomes in alignment with the 8 State Priorities, CA School Dashboard, CDE required metrics, school's mission, use of evidence-based strategies and interventions and in compliance with Every Student Succeeds Act (ESSA). In addition, the LCAP process, including stakeholder engagement, is the primary planning tool for Samueli Academy as it leverages resources, both state and federal, to meet their goals and improve student outcomes

The Head of School disaggregates, reviews, and analyzes multiple forms of student assessment data with the Assistant Head of Schools, and develops reports which are presented to teachers, and Support staff to inform instruction and measure program effectiveness. The Head of School presents student achievement reports to parents; and teachers present them to their students.

Samueli Academy will use federal funds to supplement and enhance local priorities and/or initiatives funded with LCFF (State) funds as reflected in the school's LCAP.

- Title I: Assistant Head of School

- Title II: Echo LMS
- Title II: Teacher Induction costs
- Title II: Administrative Credential Clearance – Assistant Head of Schools
- Title IV: Transfer funds to Title I

## 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.

Samueli Academy will align federal funds with State and local funds through its annual comprehensive needs assessment, review, and analysis of its LCAP, which includes a review of the CA School dashboard, program evaluation for effectiveness, stakeholder feedback, and an analysis of student assessment data.

Samueli Academy's LCAP includes and identifies multiple funding sources and as stated above an evaluation of the effectiveness of programs funded with federal funds. Annual review and revisions will be made based on the findings of the evaluation and federal funds will be allocated to newly identified needs. This process is developed and monitored by the school's leadership team, and presented to stakeholders (staff, teachers, parents, students, community) for their input, and feedback, and approved by the school's Governing Board annually.

Samueli Academy has developed its 2021-22 LCAP that will also serve as the school's SPSA, and has met the stakeholder engagement requirements outlined in CA EC 65001(j) and the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

# ESSA Provisions Addressed Within the LCAP

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

## TITLE I, PART A

### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

### Overuse in Discipline Practices that Remove Students from the Classroom

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

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

### Career Technical and Work-based Opportunities

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

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

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

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

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

## TITLE III, PART A

### Parent, Family, and Community Engagement

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

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

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

## TITLE I, PART A

### Poverty Criteria

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

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

# ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

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

## TITLE I, PART A

### Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

### Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Samueli Academy engaged its stakeholders: Head of School, Assistant Head of Schools, Teacher Supervisors; including school staff Counselors, Student Life Coordinator, Student Development Coordinator, Student Success Coordinator, Student Services Coordinator, Department Chairs, Governing Board, and parents/guardians including those representing Unduplicated Pupils (UP) and Students with Disabilities, in the development of the school's Title I Parent and Family Engagement Policy.

The policy is reviewed and evaluated annually by the Parent Advisory Committee (PAC) and ELAC/DELAC to measure effectiveness and address any areas of need based on input from stakeholders. The Title I Parent & Family Engagement Policy is then distributed and discussed in detail with all incoming/continuing families along with the Parent/Student Handbook led by the Head of School. Interpreter services are made available upon request for schoolwide and parent meetings. All materials sent to families are written in language that is understandable and accessible to parents. Accommodations as appropriate are made for family members with disabilities including providing information and school reports in a format (to the extent practicable) in a language that parents understand.

Samueli Academy staff participate in staff development that focuses on methods to engage, elicit, communicate and involve parents/families with our school and collaborate as partners in their child's education as outlined in our school's LCAP Goal #3: Continue to engage parents, families, and members of the community as partners through education and communication to support student academic achievement, the school's mission/vision, and provide a safe, supportive, inclusive, and positive learning environment for all.

Our school administers a parent/family survey annually to gather input/feedback on our school's program, LCAP Goals Actions/services, school connectedness, safety, and to assess how well our staff communicates and engages parents/families in their child's education. The Parent survey also provides us the opportunity to solicit additional parent input on topics for future parent workshops, methods to improve communication with parents/families. The Parent surveys are reviewed and analyzed by the school's Leadership team and then presented to the entire staff, governing board; and parents; which informs our Title I Parent & Family Engagement Policy as well as our school's LCAP.

Samueli Academy will provide parents all parents including those of unduplicated students, and Students with Disabilities with numerous opportunities to engage as partners in their child education.

The school's Leadership Team will communicate with families, facilitate parent workshops and outreach especially with families of unduplicated pupils and Students with Disabilities to increase parent engagement and provide translation services (Spanish/English). The leadership team will host Parent University series of workshops on how to support the academic needs of their child, including accessing the learning management system, college application/admission process, FAFSA application and financial planning, etc.

Parents will also be surveyed annually and results will be reported on the LCAP, and SARC.

All correspondence sent to families/guardians will be provided in English and translated to Spanish, as identified by our (primary) language survey and the "15% and above translation needs."

## **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:**

Samueli Academy operates a Title I Schoolwide Program, to improve academic achievement throughout the school so that all students, particularly the lowest-achieving students, can demonstrate proficiency on the State's academic standards (34 CFR 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

The Comprehensive Needs Assessment was developed with the input and involvement of all stakeholders (Head of School, Assistant Head of Schools, Teacher Supervisors; including school staff Counselors, Student Life Coordinator, Student Development Coordinator, Student Success Coordinator, Student Services Coordinator, Department Chairs, Governing Board, and parents/guardians including those representing Unduplicated Pupils (UP) and Students with Disabilities.

Our school's 2021-22 LCAP and 2021-22 LCAP Federal Addendum, also serve as the Schoolwide Plan (SWP) which is comprehensive and was developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan (ESSA Section 1114[b][2]; 34 CFR 200.26[a][2]). The LCAP (SWP Plan) is monitored regularly by the Leadership Team in collaboration with school staff, Parent Advisory Committee (PAC), ELAC, and shared with parents and staff to seek input. Our school's LCAP provides descriptions of strategies our school will implement to address the academic needs of our students, including opportunities for our students to meet the challenging State academic standards (ESSA Section 1114[b][7][A][i]); strengthen our school's academic program, by providing additional academic intervention/support, including support courses and activities necessary to provide a well-rounded education; and address the needs of all students at our school but especially those at risk of not meeting the challenging State Academic Standards which is now integrated into our Multi-tiered System of Supports (MTSS) – as detailed in our school's LCAP.

The engagement of stakeholders is critical to the school's decisions regarding expenditures of LCFF and federal funds. The LCAP process includes stakeholders such as teachers (including Special Education and EL), paraprofessionals, students, parents, community and Board members in the data analysis, in developing growth targets, and in reflecting on what is working and where further support is needed. Resource (state and federal) allocation is aligned and maximized to meet the needs of students. The

LCAP stakeholder engagement process includes input from stakeholders at meetings, as well as survey results, to ensure all voices are heard. The process includes evaluating the impact of current programs through the Annual Update, which informs revisions to the Goals, Actions, and Services is effective and transparent.

To address the social-emotional needs of our students which impacts academic outcomes, Title I funds will be used to fund the Assistant Head of School, that administers a social-emotional universal screener, identifies and provides social-emotional and/or behavioral supports, including schoolwide restorative practices, Positive Behavioral Interventions & Supports (PBIS) to reduce suspension rates, implement alternatives to suspension, improve school climate and identify students for further supports/referrals if indicated.

Samueli Academy does not have any students living in local institutions for neglected or delinquent children or attending school in community day school programs.

TAS: Not applicable

Neglected or Delinquent: Not applicable

## **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:**

Samueli Academy ensures that students who are experiencing homelessness have equal access to the same free, appropriate public education that is provided to other students. Students are enrolled immediately and participate fully in the school program allowing them the opportunity to meet rigorous academic standards. The Student Success Coordinator serves as the homeless liaison and ensures that students experiencing homelessness are appropriately identified and served. The Homeless Liaison will also assist the students through the enrollment process, placement in appropriate classes, and provide additional support with their individual and specific needs, including strategies to optimize their attendance at school. This outreach ensures the students have access to resources, extended day and year interventions, and other supports offered at the school. Additional supports are made available to the families of the students experiencing homelessness.

The Student Success Coordinator serves as the school's Homeless and Foster youth liaison and adheres to McKinney-Vento Homeless Assistance Act requirements. The Social Worker will provide coordination of services, including housing, and resources for Foster Youth, targeted counseling

supports, bus passes, and on-campus housing (dorms) for foster youth (Orangewood). Title I funds may support these services, or be used for identified needs of the students and their families that will support keeping the students in school.

Students who are experiencing homelessness have access to all the same supports as all students at the school. This includes instructional materials and interventions, counseling, 1:1 student to laptop ratio, academic intervention/support, and support for behavior or social/emotional issues.

## **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:**

To promote effective transitions from high school to postsecondary education, Samueli Academy provides all students with a rigorous standards-aligned college preparatory science, technology, engineering, arts, and mathematics (“STEAM”)-focused, project-based learning environment.

The Student Life Coordinator will lead numerous efforts to ensure students meet UC A-G eligibility requirements, participate and complete a CTE Pathway, participate in an Internship (work-based learning). The Work-based Learning Coordinator leads the internship program and conducts outreach within the community for internship opportunities for our students.

As part of our college going culture and in order to prepare students for post-secondary: our students will visit colleges/universities, have access to dual enrollment (on/off site) in partnership with Santa Ana College, and participate in PSAT/SAT Prep workshops and testing. Our students also access Naviance, a comprehensive toolset to assess students’ interests, strengths, and needs in order to individualize support so they can reach their goals.

Each of these elements are components of the College/Career Indicator (CCI) on the CA Schools Dashboard.

### **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:**

No additional information.

# TITLE I, PART D

## Description of Program

ESSA SECTION 1423(1)

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

### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

## 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:

Not applicable to charter schools.

## 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:

Not applicable to charter schools.

## 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:

Not applicable to charter schools.

## 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:

Not applicable to charter schools.

## 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:

Not applicable to charter schools.

## **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:**

Not applicable to charter schools.

## **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:**

Not applicable to charter schools.

## **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:**

Not applicable to charter schools.

## **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:**

Not applicable to charter schools.

## **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:**

Not applicable to charter schools.

## **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:**

Not applicable to charter schools.

# 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:

Samueli Academy shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment. Professional development will be provided for all staff to make certain that staff is fully equipped to meet the needs of their students.

Professional Development for the 2021-2022 school year will focus on research-based and evidence-based best practices as outlined in the LCAP and Professional Development calendar which includes: access to the Echo Learning Management System (LMS); strategies to support English Learners (designated/integrated ELD), strategies to support Students with Disabilities, Math Equity workshops and Humanities Training (Facing History).

Samueli Academy provides and promotes the following professional growth for staff from the beginning of their careers, throughout their career and through advancement opportunities.

- New Head of School/New Assistant Head of School/New School Leaders will participate in an orientation to the school and benefit from ongoing collaboration and leadership professional learning from organizations such as the New Tech Network, Orange County Department of Education (OCDE) Leadership Institute, School Leadership Transition, Administrative Coaching; and/or Administrative Credential clearing program.
- New teachers to the profession and/or newly hired teachers at Samueli Academy benefit from ongoing collaboration with experienced teachers and coaching from the Assistant Head of School - Instructional Coaches, and/or Equity & Access Coach, in addition to participation in a teacher induction program (Title II funded) in combination with weekly professional development on evidence-based pedagogical strategies and ECHO Learning Management System (LMS).
- Head of School/School Leaders will have opportunities to participate in conferences and/or workshops as part of their professional learning. Conferences attended must support the goals and program focus of the school.
- All teachers will participate in 5 days of intensive Summer Professional Development to prepare for the 2021-22 academic school year and 2 non-instructional during the academic school year and weekly professional/staff development during the year. All teachers will receive ongoing coaching, professional development, observation cycles, with a focus on data analysis and equitable practices led by the Equity and Access Coach (Instructional coach). The Assistant Head of School, will provide Math & Science Instructional coaching; and another Assistant Head of Schools will provide ELA and math coaching for the Middle School educators.

- Instructional aides/paraprofessionals also participate in professional development during the summer and academic school year, in addition to coaching by the Assistant Head of Schools. In addition, Instructional Aides/paraprofessionals will also have opportunities to participate in conferences and/or workshops as part of their professional learning. Conferences attended must support the goals and program focus of the school.

As part of the school's Comprehensive Needs Assessment and WASC Accreditation Continuous Improvement Cycle, LCAP Goals, educational program, CA Schools Dashboard, and findings from multiple forms of data including classroom observations, student achievement data and input/feedback from our staff, students, and teachers impact the school's development of the annual professional development plan.

Samueli Academy provides all teachers and paraprofessionals (including Instructional Aides and Interventionists) with evidence-based professional development aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students. Key areas for Professional Development at Samueli Academy were established through the WASC ongoing schoolwide improvement cycle, supported by the leadership team and other stakeholders.

Through Samueli Academy's annual ongoing schoolwide improvement cycle, it will evaluate its systems of professional growth and improvement and make all necessary adjustments to ensure continuous improvement within these systems. All adjustments will be documented annually in the school's LCAP, shared with stakeholders, and reported in the LCAP Federal Addendum annual updates.

Title II Funds will be used to support new teachers with teacher induction program expenses to clear their credentials and build capacity among our educators; and new Administrators with clearing their Administrative credential; and evidence based professional development using the ECHO Learning Management System (LMS).

## **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:**

Samueli Academy is a single school charter and not identified for CSI/TSI so this provision does not apply.

In the future, if Samueli Academy were to be identified for comprehensive support and improvement or targeted support and improvement we would prioritize our Title II funds to provide professional development in support of strategies, identified through data and root cause analysis, which are focused

on addressing the needs that triggered the identification. All stakeholders (teachers, administrators, classified staff, students and families) would be involved in this improvement process through Parent Advisory Committee (PAC) and ELAC/DELAC, staff meetings and surveys. The implementation would be monitored and evaluated quarterly, as part of the continuous improvement process to determine the effectiveness or needed revisions. The focused activities and results would be included in the LCAP and communicated through the LCAP process to all stakeholders, including PAC and/or ELAC/DELAC.

## **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:**

Samueli Academy utilizes multiple forms of data including but not limited to: Fall 2019 Dashboard, internal assessment data (Aimsweb – Math, Reading & Writing Assessments, formative/summative assessments) and state mandated assessments, and LCAP Annual Measurable Outcomes, in addition to input/feedback from stakeholders including climate surveys.

The Head of Schools presents data reports regularly to the Board of Directors at public meetings that include an assessment of the impact of the professional development on actions/services and on the progress toward meeting LCAP goals and student outcomes.

Samueli Academy believes in a shared decision-making approach when it comes to important, school-wide decisions. At a high level, the Governing Board, and Administrative Leadership Team are tasked with ensuring resources are aligned with the school's mission, vision, schoolwide learner outcomes, WASC Critical Learner Needs, Comprehensive Needs Assessment, our LCAP, College & Career Preparation, and our school's rigorous graduation requirements.

The analysis of the current Dashboard and other data showed the greatest area of academic need is to improve the success of all students with Graduation rate (Blue); College/Career Indicator (Blue), Suspension Rate (Green), ELA (Green), and Math (Yellow). To address the needs our school has invested in Instructional Coaches and building teacher capacity to improve the delivery of instruction, build teacher capacity, and improve student academic outcomes.

The success of Professional Learning is ultimately evaluated by the success of the students, as reflected on the CA Schools Dashboard and our school's LCAP Annual Measurable Outcomes (AMO) so improvement in student outcomes will be one of the measures of the effectiveness of the Professional Learning activities. However, other qualitative measures, such as teacher feedback on both the PD sessions and the ability to implement the strategies taught in the classroom will also be considered. The qualitative measures will also include observations of the Professional Development itself, and of the implementation in the classroom, by the Head of School. Anecdotal data, such as feedback from

classroom visits by school administrators is also included in determining the impact of Professional Learning.

For the 2021-22 school year, Samueli Academy's Leadership Team will collect, disaggregate, analyze and present student achievement data to Leadership team and teachers to inform instruction. Multiple forms of data will be reviewed and analyzed by the Leadership Team and presented to stakeholders (staff, teachers, paraprofessionals, parents, students, governing board) for input and feedback through surveys ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A, which is also reported annually in the school's LCAP, and Local Indicators Report on the CA Schools Dashboard.

Informal observations are conducted by the Head of School and Assistant Head of Schools on a bi-weekly basis or as deemed necessary and teachers are provided with feedback from those observations during monthly teacher/Head of Schools check-ins. The monthly check-in sessions consist of the following: evaluation of mastery-competency based lesson plans, confirming accessibility to video recordings of lesson plans and electronic instructional materials on online platforms, ensuring that accommodations have been documented and delivered for students receiving SPED services and EL targeted supports.

Title II Funds will be used to support new teachers with teacher induction program expenses to clear their credentials and build capacity among our educators; and new Administrators with clearing their Administrative credential; and evidence based professional development using the ECHO Learning Management System (LMS). Echo, Learning Management System is used by all teachers for professional development content, project development tools, modeling a course, evidence-based strategies on how to organize student learning, and teachers are also enrolled in course(s).

## **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:**

Samueli Academy does not receive Title III Funds.

### **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:**

Samueli Academy does not receive Title III Funds.

### **Title III Programs and Activities**

ESSA SECTION 3116(b)(1)

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

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

Samueli Academy does not receive Title III Funds.

## English Proficiency and Academic Achievement

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

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

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

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

Samueli Academy does not receive Title III Funds.

# 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:

(A) Samuelli Academy has partnered with Orangewood Foundation, a non-profit organization serving foster and community youth in Orange County in four critical areas: health & wellness, housing, life skills and employment and education. Orangewood Foundation continually supports Samuelli Academy in its efforts to impact these needy students. Samuelli has also partnered with Santa Ana Community College that provides our students with access to concurrent enrollment, earning college credit while in high school.

(B) Samuelli Academy plans to transfer Title IV funds into Title I. In the case that Title IV funds are not transferred, Samuelli will use funds in alignment with Title IV regulation and in conjunction with input from stakeholders as part of the school's LCAP ongoing schoolwide improvement cycle.

Samuelli Academy is a charter school and is not subject to equitable services for private school requirements.

Samuelli Academy receives less than \$30,000 in Title IV Allocations. Therefore, per CDE guidance - regarding the requirement of Section 4106(d) for a needs assessment - LEAs receiving a Student Support and Academic Achievement (SSAE) program allocation of less than \$30,000 are exempt from this requirement.

Per AB 716 (CA EC 65001), Samueli Academy is utilizing the LCAP to serve as the SPSA, and the LCAP planning process to meet both the state and federal requirements. Our charter has consulted with parents, community members/partners, students, teachers, administrators, and other school personnel as part of our stakeholder engagement process. Special Education and English learner representatives were also included in the planning process.

Samueli Academy is committed to providing all students including unduplicated pupils, and Students with Disabilities with a **Well-Rounded Education** through its rigorous standards-aligned college preparatory curriculum through a project-based learning environment. Samueli Academy high school graduation requirements far exceed UC's A-G eligibility Requirements. All students have access to and are enrolled in UC A-G courses, participate and complete a CTE Pathway, and internships to explore career interest through learning excursions, internships, and projects. These experiences allow students to discover career opportunities while connecting what they learn in the classroom to real world experiences. Students at Samueli Academy participate in college visits throughout the school year and meet with their counselor regularly to ensure they are on track to graduate and pursue post-secondary education.

The college-going culture and expectation is supported through Samueli's college-readiness standards, UC A-G courses, college application and financial aid workshops, access to a plethora of college scholarship opportunities, including college and career field trips, and a partnership with Santa Ana Community College that provides our students with access to concurrent enrollment, earning college credit while in high school. Additionally, Samueli Academy provides an after-school academic and social enrichment program that includes academic tutoring, extra-curricular clubs and organizations and an athletic program.

Every student is enrolled in a grade-specific Advisory course and offer an X-Block (for ELA & Math), where teachers hold office hours, similar to a college environment to provide additional academic support. All students meet with their College Counselor throughout the school year, for a variety of services including but not limited to course planning, transcript/academic review, college application process and financial aid planning. .

Our school provides all students with a rigorous college preparatory educational program that includes UC A-G course, opportunities to participate in internships, CTE Pathways, and concurrent enrollment.

Well-Rounded Education through their college and career guidance program. The first priority would be to fund exams such as Advanced Placement and SAT/ACT for low-income students (64% of the school population) and to expand or improve activities related to Dual Enrollment programs with local colleges. This could also include funding technology support for those programs and/or safe and healthy practices to ensure students are feeling positive and motivated to succeed in the rigorous academic program.

(C) **For Safe and Healthy Students:** Samueli Academy is committed to providing social-emotional supports to address the mental health needs of our students. The Student Development Coordinator will provide wraparound services, including referrals to community mental health services, facilitate SST, and address student behavioral issues.

Samueli Academy will implement Heads Up, Checkup, an SEL universal screener; and students identified for support will be referred to Western Youth Services (as needed). In partnership with Tilly's Life Center, Samueli will offer TLC Course aimed at empowering all teens with a positive mindset and enable them to effectively cope with crisis, adversity and difficult decisions. A wellness course will be provided for students in grade 10. The Advisory course will be revised to include Advisory curriculum adoption.

Through a Memorandum of Understanding (MOU) with the UC Irvine School of Education and School of Engineering and a partnership with Santa Ana College, students are provided with authentic college/career experience while in high school. The UC Irvine School of Engineering supports our Engineering pathway in terms of instruction and instructional materials. All students are surveyed annually by the University of California, Irvine (UCI) School of Education, to gather input and feedback on the school's program, student connectedness, safety, and school climate. Results from these surveys are used to measure SEL, school connectedness, student engagement and school safety. Survey results are presented to stakeholders and reported annually in the school's Local Indicator Report on the CA Schools Dashboard and the school's LCAP.

(D) Samueli Academy has implemented a 1:1 **student-to-device ratio** schoolwide. Laptops/devices are utilized by students across all grade levels. However, Title Funds are not used to fund technology devices and/or hardware.

(E) Samueli Academy evaluates on an annual basis the effectiveness of the activities carried out under this section based on objectives and outcomes outlined in the school's LCAP, Comprehensive Needs Assessment, and the annual review and revision of the school's LCAP Federal Addendum in consultation with stakeholders (Administrative Leadership Team, Teachers, Paraprofessionals, parents, students and community).