

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

## LEA Name

Iftin Charter School

## CDS Code:

37 68338 0108548

## Link to the LCAP:

*(optional)*

## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by  
State and Local Educational Agencies

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners  
and Immigrant Students

### TITLE IV, PART A

Student Support and Academic  
Enrichment Grants

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

Title I, Part A Title II, Part A Title III, Part A Title IV, Part A

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

## Instructions

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

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

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

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

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

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

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

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

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

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

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

## **Strategy**

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

Iftin Charter School's strategy to use federal funds is displayed in our LCAP: the following strategies are supplementing our primary initiatives.

#### Title I

1. ICS utilizes federal funds to supplement and enhance student literacy and social emotional needs through instructional support and professional development (MET)
2. All core teachers are appropriately assigned based on a valid CA Teaching Credential with appropriate English learner authorization as per qualifications required by the CA Commission on Teaching Credentialing. (MET)
3. Continuation of PLCs concentrating on data analysis of grade level common assessments provided NWEA maps for the purpose of identifying instructional areas where students score well and other areas of need in order to share successful teaching practices and creating lesson plans to be followed by each grade level team. (MET)
4. All students have access to standards-aligned materials as well as any additional instructional materials that support our charter petition educational program. (MET)
5. Parent Liaison and student services personnel connect families with resources. Protecting the rights of homeless students, and coordination of services as needed to ensure student success. (MET)
6. School Site Council and ELAC Committees continued planning to support students academically and behaviorally

#### Title II

1. Staff participated in professional development on the implementation of Common Core State Standards for all core subjects. (MET)
- 2) Implementation of Best Teaching Practices
  - Gradual Release of Responsibility & Zone of Proximal Development (MET)
  - RTI Process (Intervention Plans) and Special Education (MET)
  - Professional Learning Communities (PLC's) (MET)
  - EL students-Academic Content Knowledge Strategies (MET)
  - ELD Curriculum & Learning Support/Strategies for EL students (MET)
  - Backwards Planning – Pacing Guides & Unit Overview (MET)
  - Formative & Summative Assessment to drive instruction (MET)
  - Classroom Management (Partially MET)
- 3) Effective site-based PEER COACHING MODEL to support all teachers in implementing best teaching practices reviewed in professional development. (MET)

#### Title III

1. ELD teacher to improve English Language Learner outcomes; including implementation of GLAD strategies, academic vocabulary, and supporting ELD instruction.
2. English Learner services are provided through push-in model in classroom instructional support and coaching ELD framework, early literacy, and support for integrated and designed ELD.
3. Monitoring EL students progress toward achievement in English proficiency in local and state assessment; ELPAC assessments report. 61.9% moderately and well developed in ELPAC results for English Learners.

#### Title IV

Multi-Tiered System of Supports (MTSS), and Social and Emotional Learning (SEL), Peer Coaching, Technology integration and state testing support.

## 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.

ICS periodically monitors LCAP goals and actions to ensure coordination, measuring the need for school improvement plan and support budget alignment. Federal funds are then used to layer the remaining unfunded activities for the use of supplemental federal funds.

## ESSA Provisions Addressed Within the LCAP

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

### TITLE I, PART A

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

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

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

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

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

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

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

#### Career Technical and Work-based Opportunities

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

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

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

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

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

## TITLE III, PART A

### Parent, Family, and Community Engagement

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

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

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

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

### TITLE I, PART A

#### Poverty Criteria

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

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

N/A



## ESSA Provisions Not Addressed in the LCAP

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

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

### TITLE I, PART A

#### **Educator Equity**

ESSA SECTION 1112(b)(2)

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

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

Not Applicable for Charter School

#### **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:**

ICS has developed parent involvement policy with input from parents in programs, activities and procedures for the involvement of parents. School Site Councils quarterly meetings and monthly parent group meetings methods are used to involve parents in the process of school review and improvement under section 1116 ESEA. The SSC elected members receive extensive training and support from administration to ensure site councils and advisory groups understand their leadership roles, elected members on their roles and responsibilities. Including LCAP planning and input, school budgeting and decision-making. Monthly meeting is held for parents to explain the parent involvement policy, the goals and purpose of title programs and review of complaint procedures.

ICS parent training and workshops includes the understanding Common Core State Standards, State and local assessments, how to monitor their child's progress and work with educators for the achievement of their children. Monthly parent meetings were made aware of assessment literacy, technology appropriate use policy, and school operations. Parents had the opportunity to work through practice statewide assessment questions. Parent training focuses on Literacy, Math, GradeBook system and Homework strategies to support learning at home. ICS parents received access to RosettaStone program, educational technology software to develop language and literacy to support parents with limited English proficiency. Parents received PowerSchool parent portal training, a web-based tool to strengthen the communication between parents, teachers and students. Parents can track student progress and work with their children's academic achievement.

ICS employs Parent Liaison, to support parents in understanding school dynamics, building communication and providing resources. Parent liaison works closely with the administration to ensure parent involvement strategies, activities and evaluation of parent programs. Parent Liaison conducts needs assessment of parents; surveys to gather information to identify barriers to greater parent participation. The findings are shared through SSC committee to discuss ideas to improve parent involvement. Parent Liaison maintains school resource room and refers families to community resources. Outreach efforts are organized by our parent liaison bi-lingual English-Somali. Additionally, outreach coordinator provides translations in Spanish. Parent Liaison ensures parents feel welcome and become involved in their child's education.

ICS provides full opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children, including providing information and reports in an understandable and uniform format and including alternative formats upon request, in a language parents can understand. Parents are actively involved and engaged in school meetings. The administration is available daily to answer questions or clarify information.

Information is disseminated to parent in these methods;

- Monthly Parent meeting
- SchoolMessenger App: English/Somali/Spanish
- Flyers-information is sent home
- Phone Dialers
- Meeting Agendas
- Face to face conversations

### **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:**

Iftin Charter School 99% of students are qualifying for free and reduced lunch. In addition to core subjects, ICS offers after school program for 3rd through 8th grade students to ensure all students, particularly those who are low achieving, demonstrate proficiency or above levels of achievement.

## **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:**

ICS follows the identification, enrollment, and continued support procedures as outlined by the McKinney-Vento Act and detailed in its Homeless and Foster Youth Policy. Funds are utilized to support services; transportation, school uniforms, books and supplies.

## **Student Transitions**

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

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

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

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

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

ICS serves students in TK-8, so no transition coordination is needed.

## **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

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

Funding provides expansion of classroom library books and eBooks, professional development and Chromebook management.

## **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 (District does not participate in Title I, Part D)

### **Formal Agreements** ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

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

Not Applicable (District does not participate in Title I, Part D)

### **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 (District does not participate in Title I, Part D)

### **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 (District does not participate in Title I, Part D)

### **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 (District does not participate in Title I, Part D)

**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 (District does not participate in Title I, Part D)

**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 (District does not participate in Title I, Part D)

**Parent and Family Involvement**

ESSA SECTION 1423(8)

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable (District does not participate in Title I, Part D)

**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 (District does not participate in Title I, Part D)

**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 (District does not participate in Title I, Part D)

**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 (District does not participate in Title I, Part D)

**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 (District does not participate in Title I, Part D)

## **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:**

Iftin Charter school staff development system ensures the support and growth of teachers, principals and school leaders. ICS partnered with San Diego State University, National Center for Urban School Transformation (NCUST) to coach staff and provide training to expand skill levels in the ability to reflect on student progress and instructional strategies. The academic staff participated in Professional Development on teaching and learning strategies, including CCSS ELA & ELD curriculum frameworks. All actions and services indicated a positive trend toward increasing teaching and learning practices, which can be enhanced by:

- 1) Monitoring of Gradual Release of Responsibility (GRR) and Zone of Proximal Development (ZPD) will be implemented by all teachers.
- 2) The RTI Process (Intervention Plans) has not utilized the Student Study Team (SST) process, failing to identify several students in need of Intervention Plans prior to Special Education assessments.
- 3) Site-based PEER COACHING MODEL was established to support all teachers in implementing best teaching practices reviewed in professional development. Teacher feedback requested continuation of 3 Peer Coaches to continue the work.
- 4) Continuation of PLCs concentrating on data analysis of grade level common assessments for the purpose of identifying instructional areas where students score well and other areas of need in order to share successful teaching practices and creating lesson plans to be followed by each grade level team.
- 5) Backwards planning by refining Pacing Guides & Unit Overviews for each grade level for clarity of focus of standards-based lessons.
- 6) A more intense focus is required in order to provide teachers with training on: 1) the Integrated ELD Process; 2) Academic Content Knowledge Strategies for EL students; 3) SDAIE Strategies for EL students; and 4) an ELD framework to improve English language proficiency.
- 7) Formative and Summative Assessment to DRIVE instruction.

In addition, ICS offers new teacher orientation and induction program:

- Two-year commission approved program to teachers seeking to clear their preliminary credential.
- Teacher preparation to reflect on student progress and instructional strategies.
- Ongoing support by an experienced, highly trained Mentor.
- Teachers are given the opportunity to be a train-the-trainer

Annual retreat for Principal and Instructional leader focuses on ways to become better leaders. New Principal received mentorship from SDSU, NCUST team. In 2018-19 school year, the leadership team studied Teaching practices from America's Best Urban Schools by Dr. Joseph Johnson. The book study continues throughout the year at monthly meetings.

The administration team is part of the professional learning communities (PLC) to support the collaborative planning and data analysis to improve student outcomes. The grade-level teams discuss topics of curriculum and research based best practices. Additionally, ICS Summer Academy prepares individuals for future leadership roles.

### **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:**

LEA is a charter school.

**Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

ICS leadership team meets regularly to review test data that includes the summative data collected from CAASPP, local benchmark assessments and other diagnostics. Additional data on behavior, suspension/expulsion, and absenteeism rates are closely monitored. The Instructional leader meets with administrators and teachers to share data in PLC meetings to improve teaching and learning. NWEA MAPS, STAR are examples of tools used to collect data. The curriculum committee reviews data on a continual basis and plans staff development as needed. Data is used to make instructional decisions and changes toward improvement steps.



## **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:**

- 1) Agendas and attendance lists will demonstrate that all teachers will participate in professional development on the implementation of Common Core State Standards for all core subjects.
- 2) As evidenced by Agendas & Sign-In sheets, Professional Development will focus on best teaching practices such as:
  - Gradual Release of Responsibility & Zone of Proximal Development
  - An SST Binder will reflect a more effective RTI process which includes clear expectations for the Student Study Team (SST) process before Special Education assessments are recommended.
  - Teacher Reflective Surveys will reflect effectiveness of Peer Coaching provided
  - Pre/Post End-of-Unit Assessment data will be reviewed in Professional Learning Communities (PLC's) to drive instruction
  - A comprehensive ELD Strategies Rubric will assess teachers on: 1) the Integrated ELD Process; 2) Academic Content Knowledge Strategies for EL students; and 3) SDAIE Strategies for EL students.
3. Continuation of PLCs concentrating on data analysis of grade level common assessments provided by a Data Analyst for the purpose of identifying instructional areas where students score well and other areas of need in order to share successful teaching practices and creating lesson plans to be followed by each grade level team.
4. Administrators attended conferences/ seminars to update on best teaching practices.

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

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

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

ESSA SECTIONS 3116(b)(1)

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

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

English language proficiency is assessed yearly using the Initial and Summative ELPAC (English Language Proficiency Assessment for California). In addition to this measure, local benchmarks in reading and language are used to continually monitor student progress.

### **English Proficiency and Academic Achievement**

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

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

ICS has implemented new curricular resource (National Geographic Reach for Reading) for ELA and ELD to provide formative assessment results to better inform ELD instruction in the classroom. Instructional materials TK-8 with professional development support from publisher and language services staff with materials in both print and digital formats. All materials adopted are appropriate to the CSS aligned Units of Study as well as the language acquisition needs of students. All English Learner (EL) students receive instruction in the strands of Reading, Writing, Speaking and Listening, and Language as integrated ELD. The effectiveness of the ELD program is reviewed based on student results in ELPAC, local benchmark and CAASPP assessments.

## 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:**

ICS programming priorities includes the consultation of parents, students, teachers, and administrators. School Site Councils quarterly meetings and monthly parent group meetings contributed to the design of programs and activities. LEA use of funds supports the effective use of technology.

The leadership team and technology committee identified the need to train teachers how to effectively use technology equipment, such as smart boards and Google Apps. Professional Developments focused on improving the use of educational technology. Information received from surveys and meetings with parents, students and staff facilitated the development of our plan. 2nd and 3rd grade classes received equipment upgrades, such as Chromebook laptops to enhance and engage the instructional process. ICS maintains a 1:1 student laptop ratio. Supplemental educational resources include; Edgenuity, an online curriculum and blended learning, allowing teachers to assess and create a personalized learning opportunities for all students. Typing club, typing courses and RosettaStone, interactive ESL software. The actions are described in LCAP Goal 1 action 4.

ICS Leadership Team and Technology Committee, will periodically assess the effectiveness of the program and recommend improvements to be incorporated into the annual plan. ICS will continue to use technology assessment tools and surveys to identify where gaps exist and offer strategies and resources. ICS will continue to support quality, relevant professional development for educators, school leaders, and administrators.