

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

LEA Name

San Diego Cooperative Charter School

CDS Code:

37683386119168

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 IV, PART A

Student Support and Academic
Enrichment Grants

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

San Diego Cooperative Charter School provides learning opportunities to develop the whole child. SDCCS engages students in integrated learning as they explore the world around them, create innovative solutions to problems, and communicate their results while learning Science, Technology, Engineering, Arts, Physical Education, Reading, Writing, History, Literature, and Math. It is the integration of core content with the arts that allows all students to think deeply, develop creative solutions, and aspire to a greater future. The school uses all of its funds to best serve all of its students, but most especially those in student target groups, such as English Learners, Foster Youth, Students from Low-Income Families, and Students with Disabilities.

Several LCAP goals in our LCAP are funded partially or wholly with federal funds in order to enhance the level of services provided for its target group populations. One example of this is how it funds a portion of the Orton Gillingham Reading Instruction. The primary goal of Orton Gillingham is to provide multi-sensory, evidence-based, explicit reading instruction to kids. This program supports many of the students in our unduplicated population that are most in need.

We are using our federal funds to provide personnel support to identify, instruct, and remediate students in grades K-8 in Reading and Mathematics. This approach is year-round this year we will be offering summer programs to support English Language Learners and identified Title 1 students. We have created two opportunities a day for extended learning with opportunities for learning and engagement both before and after school. Additionally, we will be conducting professional development where we will increase staff capacity to provide targeted intervention. In looking at our data, we have identified a significant need for improvement in our math program. We have brought in a new math curriculum to supplement what is existing as well as creating targeted math groups to increase subgroup performance on CAASPP testing.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The LCAP goals support the federally funded programs by ensuring that data analysis of student target groups remains at the core of every professional development, staff meeting, and teacher collaboration time in order to better inform instruction and interventions. At its core, San Diego Cooperative Charter School aims to advance all students forward with the skills, habits, and knowledge necessary to be successful in the 21st Century. Using evidence to make decisions to bring about equitable outcomes for target groups is a central theme of the San Diego Cooperative Charter School LCAP and LCAP Addendum. The school maintains its own separate bookkeeping procedures to ensure that the careful use of LCAP and federal funding is accurate and up-to-date.

We spend well above what we receive for Title 1 and Title 2 funds. A majority of the funds are used on certificated and non-certificated staff that support students with special needs and unduplicated student groups in high achievement and in becoming lifelong learners. These expenditures are in alignment with state, federal and local 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.

This section does not apply based on our status as a charter.

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:

San Diego Cooperative Charter School 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 by ensuring access to quality differentiated PD. The distributed leadership team will ensure best practices through observations and feedback as well as team planning. Data will be used to identify areas that need to be supplemented and any teachers in need of further support to best meet the needs of their student population.

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).

N/A

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent and family engagement is at the core of what we do. Our charter is a CoOp and invites and encourages all families to be involved. We do this in a variety of ways all that is encouraging involvement in ways that are achievable for the family. For example, a working family may not be able to volunteer in the class but could help over the weekend. Family engagement in schools sends the message to children that their hard work in school is important and valued. Communication is the key to keeping and encouraging families to be involved. Our teachers send out weekly communications letting families know what is going on and how they can be involved. Additionally, the Board of Directors, Principal, and PSA all send out monthly communications to support connectedness and knowledge. Parents receive email announcements about school-wide opportunities and events on an ongoing basis.

Title I literacy support teachers provide reading assessment results to classroom teachers throughout the year. Teachers then share these results with parents at parent/teacher conferences and throughout the year following assessments.

Additionally, parents participate in a number of parent groups, such as the English Language Advisory Committee (ELAC), the PSA, and the Board of Directors. The LCAP is updated annually and reflects numerous parent opportunities for engagement. In fact, this past year 100% of parents felt that they knew how to be engaged at school and felt invited to participate during the 2021-2022 school year.

Parents had opportunities to participate in monthly programs that support the school such as the School Board of Directors and the PSA. Parents provided valuable input through LCAP forums and anonymous online school climate surveys and gave feedback on instructional programs in meeting the needs of all students.

San Diego Cooperative Charter School pledges to review its Parent Involvement Policy at least once a year to ensure that our community feels connected, involved, and heard.

San Diego Cooperative Charter School involves parents in the SST process, 504 meetings, and IEP meetings to monitor and improve student outcomes. Parents are invited to attend family events with four project nights through the year, orientation, three annual classroom meetings, ELAC parent meetings, and two parent conferences a year.

At increasing levels newsletters, fliers, important school documents, and signs are in multiple languages. Any parent may request a translator. The school has recently hired translators for parents speaking Spanish, Tagalog, Japanese, Arabic, and American Sign Language (ASL). The school will make every effort to arrange translation if requested.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

SWP: The school-wide program has been developed after conducting a comprehensive needs assessment using CAASPP, MAP, LCAP survey Parent survey and other important data. This data was used to determine the LCAP goals and adjust the instructional program at SDCCS. The needs assessment helped to determine that more direct and explicit reading instruction would be beneficial for all kindergarten and primary students. The Orton Gillingham reading instruction was instituted in all classes to serve this purpose. In mathematics, the math coordinator has led the staff to use a constructivist's guide to teaching math and to integrate a focus on the Standards for Mathematical Principles. There has been a significant effort to maximize instructional time, student groupings, and create subject-emphasis leads amongst teachers.

Teacher teams have reviewed last year's CAASPP data school-wide and this year's NWEA Map data to identify areas of need school-wide, at the classroom and individual student level. As teams they formulate Tier 2 evidence-based interventions that are run both within and outside the school day to address the areas of need identified by our LCAP, stakeholders and data dive.

One of our data-informed interventions required an adjustment to our student schedule at the middle school level creating a rolling rotation of their core classes from morning to afternoon to ensure equal access to vitalized learners. Additionally, we have added academically challenging electives for students during their elective blocks allowing for more student time learning standards-based content. We have added foundational math groups who are working on their multiplication fluency in the mornings and implemented leveled reading groups twice a week in 3rd and 4th grade.

The teaching teams create small group interventions based on the specific needs of the students they are targeting. With every student, teachers identify the area of need and what is being done to support the learning, and how it is being monitored in their Plan for Student Improvement. This individualized document is shared to allow for cross-collaboration amongst teachers, counselors, administrators, and specialists in their Professional Learning Communities. Specific conversations, analysis and actions are detailed to address student groups that are not performing at standard. The teams will continue to progress monitor and present their findings in professional development until the continuous learning cycle begins again.

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:

N/A

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:

SDCCS is an Ashoka Changemaker school known for its empathy initiative and changemaking efforts. We make sure to take care of the needs of students starting with an enrollment process that is easy and supportive. Our supports go beyond the school day. Our community goes out of its way for kids in need and around the holidays, we collect gifts, food, and cash to distribute to families in need of additional support during these challenging times. During the Pandemic, we went out of our way to collect funds to support those in our community who were disproportionately impacted by COVID-19. These funds helped families put food on the table, pay rent and assist with other essentials.

The school also provides opportunities to meet with representatives from the medical clinic within walking distance that provides free medical, dental, vision, and mental health services to those in the community. Our weekly newsletter provides resources for families on a variety of issues.

We work closely with the County of San Diego as well as our SELPA to provide services to families in need.

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.

SDCCS offers Transitional Kindergarten (TK), TK gives students an advantage at kindergarten entry on a range of literacy and mathematics skills, including letter and word identification, phonological awareness, expressive vocabulary, problem-solving, and knowledge of mathematical symbols and concepts. We are available for any transitional meetings in our program. It has been our experience that few are needed and the ones that are requested are beneficial to families and our program.

On the other end of our educational experience would be transition meetings into high schools. We have conducted many of these through the years and they are typically conducted when a student has special needs and a transition meeting would support their move into high school. We would like to ensure that all of our students are getting what they need to make their transitions successful.

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:

We will provide and encourage any opportunity possible for transition meetings whether it be into our school from pre-school or out of our school to high school. Many of our transition meetings are with and about our students with special needs to ensure that appropriate services and supports are in place when school begins. However, with that said, we have had transition meetings with students who are LGBT, suffering from anxiety, new to the area, and who speak another language. We are happy to hold meetings if it is in service to the student and their positive transition to or away from our school.

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:

San Diego Cooperative Charter School does not have a Gate program however our program provides support for gifted and talented students by design. Our constructivist program offers opportunities for learning without ceilings and support to carry them through that learning. Our school believes greatly that all students should be surrounded by books. We made the decision years ago to build vast classroom libraries that they can access regularly instead of once a week. All of our classrooms have technology available to every student and we have increased our technology during the pandemic. We offered laptops or Ipads to any student who did not have a device at home or to anyone who requested one.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements ESSA SECTION 1423(2)

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

N/A

Comparable Education Program ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs ESSA SECTION 1423(5)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

SDCCS maintained 100% fully credentialed and appropriately assigned teachers, we will ensure and certify our teachers through CALSASS. Classes are created by a team of administrators and teachers to ensure that student balance is achieved. New teachers are supported in many ways to ensure that the high quality of teaching and learning is consistent across every classroom. New teachers participate in the BTSA induction program. In addition, the Math Coordinator is available for co-teaching and data analysis. Teachers work in grade-level teams and administrators do walkthroughs frequently to ensure that instruction is high-quality and consistent from classroom to classroom. In addition, teachers at SDCCS are expected to design, plan, and implement units of study and assessments together. All students within a grade level have the same learning materials and access to content: 100% of SDCCS students have access to standards-aligned instructional materials.

New teachers at SDCCS are supported by Administrators, Counselors, a Mentor Teacher, and the Lead Teacher. Teachers are supported throughout their careers at SDCCS and have the opportunity to become Lead Teachers, teach professional development sessions, attend conferences, and other opportunities for growth. We are in a constant feedback cycle with our teachers to try to improve practice. Teachers meet with the administration yearly to establish goals for the year and revisit previous goals to assess progress. Admin works hard to provide weekly communication as well as a nearly weekly opportunity for PD to support teacher growth related to schoolwide goals and identified areas of growth. The administration collects staff feedback from PD sessions to determine the effectiveness of professional development. School leaders attend steering committee meetings, legal updates, and an annual symposium hosted by the SELPA. School leaders attend charter school conferences to stay updated and expand capacity. Site principals meet with the Executive Director annually to establish goals and review progress on previous goals.

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:

Funds are allocated from the unduplicated percentage calculation, the funds follow the students to the school in which each student attends and programs are developed to serve our high needs students.

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:

San Diego Cooperative Charter Administrative Team conducts a full annual analysis of student achievement data including CAASPP, ELPAC, and NWEA Map assessments. Administration works with lead teachers to identify specific areas of growth related to trends in the data. The school analyzes the achievement of student groups by disaggregating the data. The analysis then drives and informs the upcoming yearly calendar for professional development. Teachers have access to their grade level data and work with administration, their grade level teams, special education providers, and support staff to identify and implement strategies to address lower-performing students. Leadership and special education staff attend training by the SELPA and consult with the SELPA professionals to continually improve practices for students with higher needs. The administration, with feedback from the staff, identifies outside resources to further develop teacher capacity such as curriculum, professional consultation/training, and reading materials to support teacher learning.

Again, San Diego Cooperative Charter School disaggregates student data by target groups. Teachers track their students who are identified as English Learners, Students with Disabilities, Low-Income Students, and Students from Military Families.

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

SDCCS works closely with both staff and families. The needs of the students are a top priority and those are expressed by teachers. Teachers have indicated the need for updated technology for programs, differentiation, universal design learning, and simply allow for the students to feel comfortable with computer based testing. We work with Lead Teachers to seek feedback and illicit the needs of staff and students. Parents are invited to give feedback to teachers and the administration. We have parent meetings throughout the year, PSA meetings monthly, LCAP surveys, and monthly coffee with the principal. These are only some of the ways we meet and talk to parents about their needs and seek feedback.

Our LCAP focuses on increasing student achievement for all students. Technology is a wonderful way to reduce the achievement gap and design learning that can reach all students creating favorable outcomes. Additionally, the technology will be used for teacher and staff learning by supporting high-quality professional development and giving them the tools to continually grow in their craft, another priority in our LCAP. One of the best ways we have found to engage families is to keep them well informed. Our LCAP lists parents as a priority, making sure that they have meaningful opportunities for engagement not only in their student's learning but also in the community. We have many opportunities for communication with on-campus meetings, coffees, and student meetings. Additionally, the parents are engaged through email communication and website communication supported entirely through technology, these are essential to our parent engagement.

The intended outcomes from this investment would be to increase student outcomes and decrease the achievement gap. We anticipate seeing the growth in students' project-based work, NWEA Map scores as well as CAASPP scores. Beyond these assessments, we anticipate the growth of students' 21st-century skills such as creativity, collaboration, communication, and critical thinking. Technology changes quickly, and we will continue to evaluate the needs of both teachers and students moving forward.