

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

LEA name:

Collegiate Charter High School of Los Angeles

CDS code:

Link to the LCAP:

(optional)

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.)

Collegiate Charter High School of Los Angeles 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.

Collegiate Charter High School (CCHS) of Los Angeles is a WASC-accredited direct-funded charter school serving 199 students in grades 9-12 with student demographics that include: 8.5% African American, 90.5% Hispanic, 19.6% Students with Disabilities (SWD), 20.6% English Learners (EL), 0.5% Foster Youth, 0.2% Homeless Youth, 81.4% who qualify for Free/Reduced Lunch, and 87.9% Socioeconomically Disadvantaged. Collegiate Charter High School of Los Angeles Unduplicated Pupil (low income, EL, Foster Youth) Percentage is approximately 94%.

The mission of Collegiate Charter High School of Los Angeles is to prepare all scholars in grades 9-45 for success in four-year colleges, professional careers, leadership in their communities and lives of opportunity.

CCHS strategy for using federal funds to supplement and enhance local priorities and/or school initiatives funded with state funds are based on an analysis of the school's Dashboard Indicators, state-mandated assessments (CAASPP, ELPAC, CAST), stakeholder surveys (staff, parents, students), interim assessments, LCAP Goals and 8 State Priorities data.

California Collegiate implements a systematic cycle of assessments to identify, address, and monitor student academic levels to inform instruction, assess for learning, and implement appropriate interventions. During this time, the learning community understands that the cycle of assessments is critical to mitigating learning loss and accelerating learning for students at risk of learning loss. Key data points are collected through initial screenings, formative assessments, and summative assessments to monitor students who are struggling with the learning models, and to then make individualized adjustments. This data will determine who needs interventions and who needs acceleration.

Assessment Tools and Frequency

- Formative assessments: Daily assessments to inform instruction based on student skills/levels of learning
- Illuminate Assessments: End of course assessments to assess level of learning based on key standards
- Northwest Educational Assessment (NWEA) Measures of Academic Performance (MAP): Quarterly assessments to determine reading, language use, and math skill levels at the beginning of the year and progress thorough the year
- Smarter Balanced Interim Assessment Block (IAB): Biannual assessments indicate student progress towards California State Standards in English and Math

Collegiate Charter High School of Los Angeles uses Title I funding to ensure students graduate on-time, and to support schoolwide positive culture/climate.

Collegiate Charter High School of Los Angeles uses Title II funding for STEM Coaching to strengthen Math and Science instruction and provide all students with a rigorous academic instruction; and experiential learning opportunities, essential skills in preparation for college.

The data on the Fall 2019 California School Dashboard revealed the school received a “blue’ for Suspension Rates, Green for ELA, and Yellow for the Math Academic Indicator. The School did not receive performance level (color) for Graduation Rate and College/Career Indicator because the first graduating class was the Class of 2019; and the Fall 2019 Dashboard included the Class of 2018 compared with the Class of 2019. In addition, both graduating classes must have at least 30 students for both years to receive a performance level. However the school is expected to receive performance levels for the Fall 2021 Dashboard.

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	None	Blue	None	None	Green	Yellow
English Learners	None	Blue	None	None	None	None
Foster Youth	None	None	None	None	None	None
Socioeconomically Disadvantaged	None	Blue	None	None	None	None
Students with Disabilities	None	None	None	None	None	None
African American	None	None	None	None	None	None
Hispanic	None	Blue	None	None	Green	Yellow
White	None	None	None	None	None	None

SUSPENSION RATES

Collegiate Charter High School of Los Angeles received an overall blue performance level for the Suspension Rate Indicator; including its student groups: Socioeconomically Disadvantaged, English Learners and Hispanic.

2017-18 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	173	21	17	9.8%	76.5%	23.5%
HISPANIC	105	6	6	5.7%	100%	0%
ELL	33	5	5	15.2%	100%	0%
SOC. ECON DISADV	151	21	17	11.3%	76.5%	23.5%
SWD	24	3	3	12.5%	100%	0%

2018-19 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	193	2	2	1.0%	100%	0%
HISPANIC	187	2	2	1.1%	100%	0%
ELL	31	0	0	0%	0%	0%
SOC. ECON DISADV	184	2	2	1.1%	100%	0%
SWD	29	1	1	3.4%	100%	0%

Collegiate Charter High School of Los Angeles has implemented the following which has resulted in a decline in suspension rates with a focus on identifying root causes.

- Alternatives to Suspension
- Positive Behavioral Interventions and Supports
- Training of staff by the Behavioral Specialist
- Social-emotional and behavioral counseling
- Restorative practices and conversations
- Mediation
- Ongoing communication with parents & parent meetings

Built into the daily instructional scholar schedule is a 45-minute College Readiness course. This sequential SEL course starts in grade 9/10 focusing on executive functioning skills, mindfulness, sending professional emails, etc. This course includes weekly case conferencing with students and teachers. The platform is highly interactive for students to complete their coursework. For students in grade 12, the focus is on the college admission process led by the college counselor.

Collegiate’s primary professional development lens this year is focused on trauma informed teaching (ex. How are we intentionally building space in our classrooms for trauma-informed teaching?), with an emphasis on how to provide an impactful learning experience virtually. Teachers have received training on strategies to foster remote social engagement in order to create opportunities to integrate SEL during daily instruction. Our staff has participated in 17 days of summer professional development that took place in July/August 2020. Over the past 2 years, our staff has participated in over 100 hours of mindfulness training led by the Principal.

Our Advisory (credentialed teachers) are conducting check-ins with their students weekly; monitoring daily attendance; and responding to calls and messages promptly, and implementing SEL lessons daily. The Special Education Interventionist provides Social-emotional support for Students with Disabilities and General Education students. Our school will administer the CA Healthy Kids Survey twice per year.

Collegiate is contracting a counselor this year to provide social-emotional counseling for our students.

Collegiate Charter High School of Los Angeles communicates with families via ParentSquare, phone calls, email, and text messaging. All formal school communication is distributed via ParentSquare, including emails from teachers, school forms and applications. In order to effectively streamline communication platforms, it was essential that our school select a single platform where all information was disseminated to ensure consistency and tracking. Our staff communicates with families on a regular basis throughout the academic school year. For example: formal written communication and family chats during the beginning of year scholar.

ACADEMIC INDICATORS

The following chart outlines schoolwide and student group performance on the 2018 and 2019 ELA & Math CAASPP, as measured by Distance from Standard (DFS) Scale Scores, used on the CA Dashboard.

CAASPP	ELA CAASPP		MATH CAASPP	
	2018 DFS	2019 DFS	2018 DFS	2019 DFS
ALL STUDENTS	+71.6	+36.5	-6.6	-52.8
SED	+74.7	+38.5	-0.8	-53.7
HISPANIC	+71.6	+36.5	-6.6	-52.8

There were declines in ELA CAASPP performance, with significant declines in mathematics. Incoming students are performing on average 3-4 years below grade level in math. Collegiate Charter High School of Los Angeles has hired a math instructional coach to coach and plan with our Math teachers; and observe math instruction and provide feedback and evidence-based strategies to maximize student learning, engagement and academic outcomes. This year, our school has added additional math intervention blocks into the daily instructional day (as part of distance learning); and teachers continue to implement evidence-based strategies to improve student outcomes. Currently our leadership team are assessing whether to continue with our current math curriculum or adopting another standards-aligned math curriculum.

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes.

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 define the priority areas for Collegiate Charter High School of Los Angeles. All actions and services implemented at the school are in support of at least one of the goals.

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes.

The participating stakeholder groups (parents, staff, students) are aware of how federal funds should be used to supplement and enhance programs and services funded with state funds.

The 2020-21 SPSA provides goals, actions/services, annual measurable outcomes, and federal funding (Title funding) amounts which has been shared with stakeholder for input. The SPSA will be approved by the governing board on December 8, 2020; along with the 2020-21 LCAP Federal Addendum (revision).

Both the 2020-21 SPSA and 2020-21 LCAP Federal Addendum will be uploaded to the school's website.

The alignment and coherence of the actions and services planned to address the SPSA is illustrated by this example in the area of professional development that is designed to identify and implement a sequence of interventions that address the needs of each student.

California Collegiate's Professional Learning System is agile and shifted to ensure teachers and staff gain the capability and capacity to support an effective Distance Learning program. In preparation for the 2020-2021 school year, teachers participated in 3 weeks of professional development over the summer.

The engagement of stakeholders is critical to the charter's decisions regarding expenditures of LCFF and federal funds. This process includes t Principal, Assistant Principals (3), College/Academic Counselors (2), SPED Teacher (RSP), EL Coordinator, Dean of Culture & Curriculum, Counselor, 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 allocation is aligned and maximized to meet the needs of students. The SPSA stakeholder engagement process is combined with input from ELAC, as well as survey results to ensure all voices are heard.

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:

Collegiate Charter High School of Los Angeles engaged its stakeholders (Principal, Assistant Principals (3), College/Academic Counselors (2), SPED Teacher (RSP), EL Coordinator, Dean of Culture & Curriculum, and Counselor and Grade Level Teacher leaders), Teachers, Paraprofessionals, Governing Board, Parent Leadership Council, and parents/guardians including those representing unduplicated

pupils and Students with Disabilities, in the development of the school's Title I Parent and Family Engagement Policy.

Normally, this policy is reviewed and evaluated annually by the School Site Council (SSC) and ELAC to measure effectiveness and address any areas of need based on input from stakeholders. However, Per Section 70 of SB820 Charter Schools are not required to have a School Site Council for the 2020-21 school year.

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes. The stakeholder engagement requirements for the SPSA are the same as for the Learning Continuity & Attendance Plan per SB820.

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 Director. Interpreter services are provided and also made available upon request.

As a result of the COVID-19 pandemic, instruction has shifted to virtual (distance learning and hybrid instruction); and all meetings take place virtually via Zoom.

Access for all Families: At Collegiate Charter High School of Los Angeles, we believe that all families are our partners. To that end, we commit significant time and resources to ensuring that all documents are translated into a language that parents can understand, workshops are provided in two languages and at times that are convenient for families, school reports are easy to read and contain both visual and written indicators for success.

The School ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. We publish all parent-facing materials in English and Spanish, which are the primary languages of our parent population. Interpreter services are available for all schoolwide events, parent meetings, parent workshops, and upon request. Many of our staff are also bilingual. Materials sent home are translated to Spanish (the language identified by parents in the Home Language Survey; and in the parent survey), which serve to inform family members who have limited English Proficiency; and family of migratory children. Accommodations as appropriate will also be 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.

Our school administers a Parent survey at least annually to gather input/feedback on our school's program, LCAP Goals Actions/services, school connectedness, safety, and to assess how well our staff communicate and engage parents in their child's education. The Parent surveys are reviewed and analyzed by the school's Leadership Team; then presented to the entire staff, governing board; and parents; which also informs our Title I Parent & Family Engagement Policy as well as our school's LCAP.

For the 2020-21 school year, Collegiate Charter High School of Los Angeles has developed a SPSA to meet federal requirements.

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:

CCHS's Leadership team used the 2019-20 academic year to assess whether to apply for Title Funding; and, if so, operate as a TAS or Title I SWP to meet the needs of our students.

Our charter school developed a Comprehensive Needs Assessment as part of the WASC Accreditation Ongoing Schoolwide Improvement Cycle, in addition to the CDE requirements for a charter school to operate as a Title I Schoolwide Program (SWP).

Collegiate Charter High School of Los Angeles purpose of choosing to operate as a Title I SWP is to improve academic achievement schoolwide so that all students, particularly the lowest-achieving students, can/will demonstrate proficiency on the State's academic standards (34 CFR 200.25[a][1]). In order to improve academic achievement, we knew our focus was to implement a data-driven culture, assessing and monitoring our school's educational program, implement academic and social/emotional universal screeners, and use multiple types of data to monitor the academic progress of our students, as part of our school's implementation of a Multi-Tiered System of Supports, but also in alignment with the CDE requirements of Title I SWP, and WASC Ongoing Schoolwide Improvement Cycle .

Throughout this process, we engaged with our stakeholders (Principal, Education Specialist, EL Coordinator, Teachers, Paraprofessionals, Academic Counselors, Dean of Culture & Curriculum, parents, and community). Our school's Comprehensive Needs Assessment included the review and analysis of multiple forms of data, CAASPP ELA & Math, ELPAC results, Reclassification Rates, Graduation rates, demographics, our anticipated LCAP Annual Measurable Outcomes, Internal/benchmark Assessments (NWEA MAP Reading & Math) and all data was further disaggregated by student group and the 2019 CA Schools Dashboard.

The Comprehensive Needs Assessment was conducted to identify subject areas and skills that needed to be improved and also to identify the specific academic needs of all students and student groups which are not yet achieving the CA State Academic standards (34CFR 200.26(a)(1)(i)(B)). The Comprehensive Needs Assessment was based on academic achievement data for all students and further disaggregated by student groups, including migratory children, particularly the needs of those students who are failing or are at risk of failing, to meet the challenging State academic standards. During this process, our staff identified factors and developed support systems to address the needs of our lowest-performing students, that were not demonstrating proficiency on the State's academic standards. The Comprehensive Needs Assessment served to identify the students (and student groups) that were not demonstrating proficiency, and the subject area (ELA & Math), which as a result we developed an Action Plan to address these academic needs of struggling students and provide evidence-based targeted academic intervention in order to close the achievement gap.

The Comprehensive Needs Assessment was developed with the input and involvement of all stakeholders Principal, Assistant Principals (3), College/Academic Counselors (2), SPED Teacher (RSP), EL Coordinator, and Counselor, grade level leads, and parents/guardians (including those representing unduplicated pupils and Students with Disabilities).

For the 2020-21 school year, as a charter school, our school's SPSA served as the Schoolwide Plan (SWP) Development, a comprehensive plan that: 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 SPSA (SWP Plan) is monitored regularly by the Director in collaboration with Leadership team, ELAC, and shared with parents and staff to seek input. Our school's SPSA 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.

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes. Per Section 70 of SB820 Charter Schools are not required to have a School Site Council for the 2020-21 school year.

Collegiate Charter High School of Los Angeles staff followed all required steps to operate as a Title I SWP, as outlined on the CDE website: <https://www2.cde.ca.gov/lcapfas/program/view/7309>

Our student demographics reflect that approximately 81.4% of students are low-income (qualify for Free/Reduced Lunch).

Our school's SWP Plan (2020-21 SPSA) and was presented to the Collegiate Charter High School of Los Angeles's Governing Board, which they voted on and approved it unanimously for our school to operate as a Title I SWP effective 2020-21 school year.

To address the academic needs the school will use ***Title I Funds to fund the following actions*** as outlined in the school's 2020-21 SPSA:

- Provide ***Summer School program*** (June 2021) for students who are credit deficient. Instruction will be led by our credentialed teachers.
- ***Dean of Culture and Curriculum*** – coaches' new teachers on evidence-based pedagogical strategies that promote student engagement, positive behavior/climate and classroom management skills. In addition, The Dean of Culture engages and communicates with parents on truancy/chronic absenteeism, restorative practices for use with addressing student behavioral issues including but not limited to cyberbullying, sexually explicit, and the use of GoGuardian. The Dean of Culture also meets with students identified with behavioral issues to identify root cause, develop an action plan and further promote a safe school environment conducive to learning. Our goal is to continue to decrease suspension rates, improve school climate, student attendance and promote a safe learning environment for all students. In addition, our "new" teachers need additional coaching especially with the shift to distance learning to improve student attendance, engagement, classroom management, and academic performance

Collegiate Charter High School of Los Angeles 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:

Collegiate Charter High School of Los Angeles 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 Foster youth/Homeless Liaison ensures that students experiencing homelessness are appropriately identified and served. The 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.

Services for students who are experiencing homelessness include helping the students with uniforms transportation options and mental health/counseling services. In addition, the school will assist in providing referrals to resources in the community. 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, 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:

Collegiate's school-wide goal and mission is that 100% of our students gain admission to selective and highly selective four-year colleges and universities. To this end, we are relentlessly focused on ensuring that our students experience a well-supported and strong transition into 9th grade at our school so that they can maximize every minute of their education with us, AND that our students are well-supported in navigated their paths to college and career successfully.

Collegiate’s four-year advisory program is a sequenced 9-12 course that prioritizes grade level appropriate metacognitive and social-emotional skill-building to help our students develop the skills and habits they need in order to thrive in high school, college, and career. Additionally, every student completes four years of our College Readiness course sequence, in which our teachers and Director of College Counseling explicitly teach early college awareness content, provide SAT Prep classes, and guide each student through the college admissions and financial aid process. Our Director of College Counseling works hand in hand with every junior and senior family and student in the admissions and matriculation process. Our college team also matches students with summer jobs, pre-college programs, and internships each summer to help foster self-to-world connections that will prepare our students for their transition out of high school and into higher education and the professional work world.

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:

Not applicable

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:

Collegiate Charter High School of Los Angeles believe that teacher growth and development are essential to pushing student achievement. We commit to engaging our teachers and leaders in meaningful professional development.

Professional development areas of focus are based on data from the California School Dashboard, as interpreted by the Annual Update continuous improvement process, ensuring that there are a common focus and language and on-going reflection and evaluation driving student success.

Collegiate Charter High School of Los Angeles is committed to providing ongoing support, guidance and resources for all teacher to maintain high quality distance learning programs for students. All teachers participated in 16-days of intensive Summer Professional Development that focused on the following areas:

- Anti-racism Work
- Team Builder
- Remote Student Life
- Remote SPED Best Practices;101 Remote SPED
- Remote Facilitation/Learning Strategies
- Parent Partnerships as School Culture
- ParentSquare Training
- Introduction to Remote Resources
- Google Classroom Creation
- Safe Schools training
- Illuminate Assessments
- SPED Passport Review
- Lesson Plans/Grading in Distance Learning
- iReady Data Analysis
- How are we deliberately planning to support our Black and Latinx scholars
- Designing College Readiness/Advisory Time

Collegiate Charter High School of Los Angeles teachers participate in weekly 1-hour professional development on Wednesdays during the academic year. A total of 7 additional non-instructional days have been allocated for additional professional development focusing on data analysis of student work and assessment; and developing plans to improve student achievement across all student groups, and accelerate student learning, during the academic year.

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:

Collegiate Charter High School of Los Angeles is a single school charter and not identified for CSI/TSI so this provision does not apply.

In the future, if Collegiate Charter High School of Los Angeles was 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 ELAC, 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 ELAC.

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:

Collegiate Charter High School of Los Angeles adheres to a data-driven culture, culture of high expectations, and a culture of feedback and ongoing schoolwide improvement cycle. Teachers are filmed in their classrooms to supplement growth and ensure they are developing the best practices to support students. Collegiate also conducts surveys twice over the course of the year, and engages in 1:1 feedback conversation to ensure teachers are supported in the best ways possible. Finally, the School holds 3 “Data Days” each year, non-instructional days during which the entire faculty comes together

under the Principal's guidance to carefully review recent summative performance task data and NWEA MAP data and spend the day developing 10-week data-driven instructional battle plans. Teacher development and weekly coaching are conducted aligned to these plans. Additionally, the School shares its data on an ongoing basis with teachers, principals, school leaders, board members, paraprofessionals, parents, students, community partners, and other stakeholders through written memos, the board dashboard, parent mailings, and school site council meetings in order to keep all stakeholders informed and to engage stakeholders in a process of consultation for how to use school resources and improve school practices to drive stronger student achievement outcomes.

Instructional coaching is designed to support teachers to improve the delivery of instruction and learning which directly impacts student success. In order to accomplish this, the Instructional Coaches collaborate with teachers to assess needs, identify goals, select evidence-based pedagogical strategies to meet the goals, monitor progress, and problem-solve in order for goals to be met.

Collegiate Charter High School of Los Angeles has implemented the "Unlocking Potential Network's Teacher Effectiveness" rubric. Classroom observations take place on a weekly basis by the Deans and Principal. Upon the conclusion of the classroom observation, feedback is provided within the week if not the next day to each teacher that was observed.

The schoolwide focus area for coaching for Fall 2019 semester was on positive narration, verbalizing and checking for clear expectations of what scholars need to be doing.

For Spring 2020 semester the focus was on the ratio between teacher talk/heavy lifting versus talk/heavy lifting.

For Fall 2020 semester the focus is on trauma informed practices and pedagogical strategies for virtual instruction that maximizes student learning, improves student engagement and the implementation of ELD/GLAD strategies.

Anecdotal data, such as feedback from classroom visits by school administrators is also included in determining the impact of Professional Learning. The SPSA stakeholder engagement process (per section 70 of SB820) is combined with input from ELAC as well as PD survey results to ensure all voices are heard.

To address the academic needs the school will **use Title II Funds to fund the following actions** as outlined in the school's 2020-21 SPSA:

- **STEM Consultant** will coach our Math & Science Department (teachers) on interdisciplinary collaboration to strengthen the delivery and quality of instruction for both in Math & Science. This includes the use of evidence-based pedagogical strategies and the use of experiential learning opportunities, use of formative and development of summative assessments to inform instruction, increase student engagement, check for understanding and improve student outcomes (CAASPP, CAST, Dashboard).

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:

Collegiate Charter High School of Los Angeles 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:

Collegiate Charter High School of Los Angeles 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:

Collegiate Charter High School of Los Angeles 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:

Collegiate Charter High School of Los Angeles 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:

Collegiate Charter High School of Los Angeles plans to Transfer Title IV funds to Title II.

Collegiate Charter High School of Los Angeles receives \$10,000 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.

For the 2020-21 school year, Collegiate Charter High School of Los Angeles has used the Learning Continuity & Attendance Plan Stakeholder Engagement Process for the development of the school's SPSA per Section 70 of SB820. As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes. The stakeholder engagement requirements for the SPSA are the same as for the Learning Continuity & Attendance Plan per SB820.

Collegiate Charter High School of Los Angeles is a charter school and is not subject to equitable services for private school 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.

Well Rounded Education: Title IV funds may be used to extend or support the following programs:

In addition to offering UC A-G approved courses, Collegiate Charter High School of Los Angeles offers Theater and sports in order to ensure a ***well-rounded education***. The School has implemented a one-to-one program where every student is assigned a Chromebook and a TI-84 graphing calculator. Each year, the School conducts a needs assessment, surveying staff, families and students to identify where to direct funds for increasing access to technology and expanding access to a well-rounded education. This is carried out as the process for developing the LCAP. The objective is to (a) ensure that students develop the skills of a robust and complete 21st century education, including strong technology skills, and (b) students are on track to complete the A-G requirements and will therefore be admissible to college upon graduation.

Safe & Healthy Students:

Collegiate Charter High School of Los Angeles has implemented the following which has resulted in a decline in suspension rates with a focus on identifying root causes.

- Alternatives to Suspension
- Positive Behavioral Interventions and Supports
- Training of staff by the Behavioral Specialist
- Social-emotional and behavioral counseling
- Restorative practices and conversations
- Mediation
- Ongoing communication with parents & parent meetings

Built into the daily instructional scholar schedule is a 45-minute College Readiness course. This sequential SEL course starts in grade 9/10 focusing on executive functioning skills, mindfulness, sending professional emails, etc. This course includes weekly case conferencing with students and teachers. The platform is highly interactive for students to complete their coursework. For students in grade 12, the focus is on the college admission process led by the college counselor.

Collegiate's primary professional development lens this year is focused on trauma informed teaching (ex. How are we intentionally building space in our classrooms for trauma-informed teaching?), with an emphasis on how to provide an impactful learning experience virtually. Teachers have received training on strategies to foster remote social engagement in order to create opportunities to integrate SEL during daily instruction. Our staff has participated in 17 days of summer professional development that took place in July/August 2020. Over the past 2 years, our staff has participated in over 100 hours of mindfulness training led by the Principal.