

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

LEA Name

Empower Language Academy

CDS Code:

37683380129387

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

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

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.

Empower Language Academy conducts an annual survey and hosts forums such as advisory committee meetings and board meetings to solicit stakeholder input on school goals and priorities, as well as use of federal funds. Data informs all actions and decision-making and is shared with stakeholders. In addition to examining data, Empower Language Academy takes into account research-based strategies to determine the most effective use of funds. In light of these factors, funds are focused on the personnel and supply resources needed to implement actions in order to meet goals.

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.

Empower Language Academy has three school goals, and budget priorities/funds are aligned around these goals. Empower Language Academy's goals are centered around academic achievement, global competence, and building leadership and healthy habits in children. Federal and local funds are used to support these school goals, with an emphasis on placing the funds where they will have the highest leverage and impact – the personnel and supply resources to support the work in the classrooms.

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.

ECS follows federal poverty guidelines. The school follows the process set forth by the CDE to establish criteria for free/reduced lunch.

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:

N/A Empower Language Academy is a single-site charter school.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

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

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:

Empower Language Academy adopted a comprehensive parent involvement plan and reviews this plan annually in an effort to continually strengthen the role of parents as supporters of the school's mission. This parent involvement plan, or family engagement policy, was developed by the school's School Site Council, which consists of parent, staff, and community stakeholders. The policy is disseminated during the school's annual parent orientation.

Empower will use various methods of communicating with parents/guardians, including school postings, newsletters, flyers, brochures, the school website, text messages, and parent meetings. Materials that are sent home are translated from English to Spanish, the two main languages of the school community. Additionally, parents/guardians will be invited to participate in, student showcases, performances, and award ceremonies. All events and school meetings are held/translated in English and Spanish, and parents/guardians can request other accommodations by contacting the school office if there are other special needs that need accommodation.

Parent education is important to carrying out our school's vision and mission and parent workshops are held on a regular basis. Workshops cover various topics such as the academic standards, understanding assessments, literacy strategies, incorporating technology use at home, health and nutrition of their children, parenting skills, how to help students with homework, and planning family activities. These workshops will be intended to help parents/guardians to be their children's main "teacher" outside of the classroom, thereby providing a comprehensive educational plan that includes both the school and home. The workshops will also be intended to help parents/guardians understand Empower's instructional approaches and high expectations, enabling them to better reinforce these concepts at home.

School staff participate in professional development around parent engagement and communication strategies. Teachers participate on committees with parents and work as partners to implement and coordinate programs that foster parent involvement and engagement.

Empower will promote activities for parents and guardians to be actively involved in their children's education. Involvement occurs in many forms, including attending parent meetings, participating in the School Site Council (SSC), English Language Advisory Committee (ELAC), student-led parent conferences, field trips, school events, and school performances. Parents are given multiple opportunities to be involved, including during the school day and outside of school hours, as well as during the weekdays and weekends. In addition, the school offers workshops in the surrounding community and to pre-schools regarding kindergarten readiness. The school also provides support to migrant students in their families to minimize any disruption to the child's education. For example, the school has put together learning activities for the student to do independently, assisted families with putting together emergency guardianship paperwork for unexpected immigration issues, and held meetings with families to better understand the students' and family's needs and provide more individualized support and resources needed.

During the COVID-19 pandemic, in-person volunteer opportunities and workshops will be substituted for virtual opportunities.

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.

SCHOOLWIDE PROGRAM (SWP)

All teachers are appropriately credentialed. Program funds will be utilized by all teachers to support qualifying students' additional Math and English skill development. Our school offers in-school and after school supplementary support for math and literacy coursework. Students identified as EL, foster youth, etc. are eligible to receive additional support from certificated teachers. During the summer, our school holds an orientation to introduce students to the culture of Empower Language Academy and begin an introduction to its core classes.

The school administers assessments in reading and math. For reading, we utilize the DRA (Diagnostic Reading Assessment) and NWEA Measures of Academic Progress (MAP) Reading, which allows us to assess a student's reading comprehension level. Math assessments are created internally by our teachers. This data and CAASPP data are an extremely helpful tool in identifying struggling students.

From these assessments, are able to identify students in need of intervention and provide them with targeted small group instruction to help them succeed.

Some of the instructional strategies that are put in place for struggling students include:

Focus on literacy & math:

All students receive 90 minutes of daily Literacy and 60-90 minutes of math instruction. Our literacy and math groups are leveled by ability and consist of small groups which allows for more individualized support from the teacher during class, and more time for struggling students to grasp concepts introduced during class. Instructional assistants are also placed in classrooms to assist students who struggle academically as needed. All students participate in guided reading instruction. In addition, our ELL students receive regular ELD instruction.

We are also able to provide after-school support via Extended Day, an after-school academic & social enrichment program that provides homework and language support.

Throughout this process, we will continue to work with the parent, which will include providing specific tips, and strategies that can be reinforced at home to ensure that the student is successful. Some of these strategies to involve the parent will include:

- Working with their child on their homework each night.
- Communicating any special needs that surface that may not have been previously discussed.
- Opportunities to observe the classroom environment and their child's ability to succeed in that environment.
- Understanding of the Character Development Program (using Caring School Community)

Empower's main goal is to ensure that all students are prepared for success in demanding middle, high schools and colleges. Hence, our goals for academically low achieving students are the same as our goals for the entire student body. Our program and supports ensure that all students identified as low achieving have equal access to a rigorous, college-preparatory education. The school's assessment data shows that a great number of its students entered the program who are low achieving. As such, Empower's entire curriculum, program, and supports have been adapted to improve performance for traditionally low achieving students.

- We assess all students after enrollment to determine learning strengths and weakness, as well as overall proficiency in core subjects. We also administer schoolwide NWEA Measures of Academic Progress (MAP) assessments 2-3 times per year.
- Identified students are immediately enrolled into the proper flexible ability grouping and are reassessed on an ongoing basis for advancement into higher groupings. Students may also transition based on assessment by a Student Success Team.
- We offer a number of supports to accelerate learning through small group instruction.

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, school does not operate a targeted assistance program

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:

Empower has appointed a homeless liaison to ensure that homeless children and youths receive services as needed to be successful. The school has enrollment procedures in place so that a homeless child or youth can be immediately enrolled without delay as space permits. All staff with enrollment duties have been trained in identification of homeless students.

The following are some ways Empower supports the education of homeless students:

- assisting the family with obtaining records for enrollment;
- assessing the children's academic needs and provide tutoring or other support to ensure that they will be successful during the stressful time of experiencing homelessness;
- ensuring the children have needed school supplies;
- providing time and space for a child or youth who does not have a proper study environment outside of school to complete homework or work on school projects;
- ensuring that a homeless child is not punished for behavior related to his or her homelessness, such as tardiness or not completing homework, and providing support to address the behaviors;
- waiving fees and removing barriers to students' participation in extracurricular activities;
- discussing needs the family, children, or youth have, and linking them with community services.

Funds are focused on ensuring homeless students have the supplies they need to be successful at school.

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.

N/A

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:

Empower offers transitional kindergarten through sixth grade. To assist parents with the transition to middle school, Empower offers a parent workshop in the evening to share about middle school options and assist parents with completing applications.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Empower Language Academy serves grades K-6. Empower is a direct-funded charter school serving as its own LEA and is only one school.

Formal Agreements ESSA SECTION 1423(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Empower Language Academy serves grades K-6. Empower is a direct-funded charter school serving as its own LEA and is only one school.

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

Empower Language Academy serves grades K-6. Empower is a direct-funded charter school serving as its own LEA and is only one school.

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

Empower Language Academy serves grades K-6. Empower is a direct-funded charter school serving as its own LEA and is only one school.

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

Empower Language Academy serves grades K-6. Empower is a direct-funded charter school serving as its own LEA and is only one school.

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

Empower Language Academy serves grades K-6. Empower is a direct-funded charter school serving as its own LEA and is only one school.

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

Empower Language Academy serves grades K-6. Empower is a direct-funded charter school serving as its own LEA and is only one school.

Parent and Family Involvement

ESSA SECTION 1423(8)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Empower Language Academy serves grades K-6. Empower is a direct-funded charter school serving as its own LEA and is only one school.

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

Empower Language Academy serves grades K-6. Empower is a direct-funded charter school serving as its own LEA and is only one school.

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

Empower Language Academy serves grades K-6. Empower is a direct-funded charter school serving as its own LEA and is only one school.

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

Empower Language Academy serves grades K-6. Empower is a direct-funded charter school serving as its own LEA and is only one school.

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

Empower Language Academy serves grades K-6. Empower is a direct-funded charter school serving as its own LEA and is only one school.

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:

PROFESSIONAL DEVELOPMENT PLAN

Instruction at the Empower Language Academy is delivered by a highly qualified and collaborative staff of teachers. The school follows a continuous improvement professional development cycle in order to deeply engage in specific target areas (identified by data).

The Assistant Principal is responsible for guiding the staff in identifying the focus of professional development and implementation of new instructional strategies. Specific Professional Development (PD) topics and areas of instructional focus are developed by the Assistant Principal in collaboration with teachers (Powerful Teaching Committee).

Professional Learning Communities

Thomas Sergiovanni, a professor of education and author of *Leadership: What's In It for Schools?* wrote, "Viewing leadership as a group activity linked to practice rather than just an individual activity linked to a person helps match the expertise we have in a school with the problems and situations we face." The collaborative nature of Professional Learning Communities (PLCs) allows teachers and administration to work together to promote student learning and academic excellence for all learners. The ongoing monitoring of all student groups takes place in PLCs, and data is used by teachers and the Executive Director to inform instructional strategies and program implementation.

Embedded Professional Development

According to Linda Darling-Hammond, a professor of education at Stanford, "the single most important determinant of student achievement is the expertise and qualifications of teachers." Teachers will participate in embedded professional development that enables them to be effective in the classroom, and they will also seek outside professional learning networks to continue their growth.

Scheduling of Professional Development

Time is allotted on Wednesdays (which are minimum days) for weekly staff meetings, Professional Learning Communities, and/or Professional Development to ensure the staff has the capacity to implement the educational program effectively. Teachers also participate in Professional Development on weekends and other selected date(s).

Professional development may also be arranged during the school year (making a substitute arrangement) and each teacher is provided with the opportunity to take a day to observe another school.

Professional development topics include:

- Next Generation Science Standards
- Common Core Standards
- Formative Assessment Strategies
- Educational Technology: Integrating Technology into Lessons
- Google Apps for Education (GAPE)
- Restorative Practices
- Thematic Unit Planning/Creation using Backwards Design
- Inquiry Based Learning
- Design Thinking
- Differentiating Instruction
- Guided Reading
- Guided Math
- Math strategies to teach conceptual math standards (ex: Cognitively Guided Instruction)

Teachers and administrators are provided with opportunities to participate in induction programs as needed. For example, the school has partnered with another charter school for a teacher induction program, and administrators go through induction with the San Diego County Office of Education.

During the COVID-19 pandemic, the specific days/times allocated for professional development will be modified to occur virtually and frequently to support instructional team members with distance learning strategies and technology platforms.

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:

The strategies described, such as guided math and guided reading are high impact strategies designed to support students with the greatest needs and maximize their potential for increased academic achievement. In addition to these strategies, we implement research-based methodology around SDAIE strategies to support English learners. Furthermore, instruction that is developmentally appropriate to the child's needs is another highly effective method to improve student academic achievement, and educators are provided with training in this area as well.

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:

The school holds regular data conferences and Professional Learning Communities where teachers, paraprofessionals, specialized instructional support personnel, and administrators analyze student performance and create action plans to support their needs. Student performance data includes informal and formal assessments. The School Site Council, English Learner Advisory Committee, and community partners also review data, provide feedback, and make recommendations about the school's action plans. PLCs meet approximately every 4-6 weeks to analyze data. The advisory committees meet at least 3 times per year. All stakeholders (teachers, principal/school leader, paraprofessionals, specialized instructional support personnel, parents, community partners, and organizations or partners with relevant or demonstrated expertise participate in either the PLCs or the advisory committees.

In addition, the school has a professional learning cycle that accounts for the continued refinement of strategies implemented, and therefore focuses the work around continuous improvement. Teachers receive regular coaching on implementation of instructional strategies. The school has lead teachers that solicit feedback and input from their grade level teams to share with administration.

The school utilizes resources from local universities, and the San Diego County Office of Education to provide meaningful consultation and support/resources as needed. One example includes the implementation of a Multi-Tiered System of Support (MTSS). This involves data analysis and implementing systems and structures to support students' academic and behavioral needs.

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:

Professional Development is offered to ensure staff gain and maintain expertise in using ELD curriculum and SDAIE strategies in their classroom instruction. Staff receive supplemental professional development to extend their understanding of best practices for language learners. Staff also receives professional development in the ELD standards and framework, as well as bi-literacy strategies.

Professional development is provided during Empower's annual summer on-boarding of new teachers and its "pre-season" for returning staff which takes place two weeks before the school year begins. In addition to summer professional development, ongoing coaching and support is provided to teachers on an individualized basis according to their needs. Professional development continues to take place during the school year on designated minimum days and during Empower's 2 professional development days (one in the winter and one in the spring). In addition, Empower teachers attend conferences such as the Dual Language Institute in January, which focuses on language learner needs, and other conferences offered throughout the school year that focus on EL strategies and the ELD standards/frameworks.

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:

The English Learners Language Instructional Program for English Learners and immigrant children and youth is developed to ensure that all ELs develop high levels of academic attainment in English. In order to provide English Learners with appropriate language programs and services to attain English proficiency and to meet academic standards, based on current accountability assessments (ELPAC, CAASP, and local multiple assessment measures), various programs have been implemented. The following includes the highly effective, strategies and activities that have been implemented to enhance existing language instruction educational programs.

EL students will receive regular ELD instruction and bi-literacy support as part of the school's dual language immersion program.

In addressing the needs of the identified students, the Title III Intervention program will use consistent, systematic instruction to:

- Provide intensive and extensive opportunities to read
- Acquire new knowledge and vocabulary through reading and writing
- Read and comprehend leveled fictional, informative and textual materials
- Promote enjoyment of reading
- Engage in meaningful reading and writing
- Perform opinion/argumentative, informative, and narrative writing
- Give EL students multiple opportunities to apply learning in teacher-guided groups, small groups, and one-on-one instruction.
- Focus on expository writing and response to literature. Writing instruction will include shared, modeled, paired and independent writing.

Core ELA/ELD Frameworks for writing applications and conventions.

- Provide daily reading opportunities and in class discussions that culminate in individual reflective journal entries.
- Design and Modify instruction using information from on-going formal and informal assessment of students' strengths and needs.

To implement and enhance language instruction, educational programs, and content instruction, an EL Coordinator supports English Learners. CLAD, BCLAD, and other EL authorizations for classroom teachers have been required as a condition of employment to ensure EL strategies are implemented throughout the instructional program. Staff are provided professional development to ensure quality first instruction including effective EL strategies are implemented. The EL Coordinator and other qualified staff will implement both push in and pull out intervention to support learning. The school has implemented supplemental ELD periods to support the ELA programs. Paraprofessional staff have been recruited and specially trained to provide tutorial support. To improve the instructional program for English Learners, ELD curriculum, instructional materials, educational software, and assessment programs have been acquired and implemented.

Accountability protocols have been implemented to monitor growth throughout the year. Qualified staff are recruited and maintained to ensure quality ELD and SDAIE instruction. Staff will be trained to use new materials and assessments to improve academic achievement. Directors/CEOs, Site Administrators, EL Coordinators and Education Specialists will monitor implementation of ELD curriculum and instruction for English Learners including the instructional delivery, pacing and student outcomes by observations, walkthroughs and by reviewing the master schedule.

The percentage of English Learners will increase annually to meet or exceed state-defined expectations on the EL progress indicator for meeting the criterion for English-language proficiency. Utilizing ELPAC/CAASP and local measures of assessments, staff will identify English Learner students in school for 5+ years not making academic progress or meeting state expectations to receive additional intervention to achieve appropriate English language development.

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:

English Learners are identified based on their initial ELPAC assessment. Staff will monitor academic achievement using multiple measures of state and local assessments until EL students meet state-defined expectations and are reclassified. Students' assessment data is broken out by sub-group, and this data is analyzed during data conferences to ensure English Learners are meeting the challenging State academic standards. Students will make growth on state assessments as they aim to meet state expectations (EL Progress Indicator) and master Common Core grade level standards. Students not making their goals are placed in intervention groups receiving supplemental ELD instruction and support. School benchmark assessments and state assessment CAASP (3 and up) are analyzed to ensure academic progress is being made. The school uses PLCs (Professional Learning Communities) to discuss the progress made for all students, including English Learners. As assessments for English Learners transitions to the new testing format, continual student progress will be measured by local and state assessments. Staff will identify long-term English Learners and increase ELD support promoting student success.

English proficiency on the State's English language proficiency assessment is analyzed and data is shared with all stakeholders. Reclassification rates are monitored to ensure students are making progress towards English proficiency. The English Learner Advisory Committee and other school committees will discuss results toward meeting growth, state-defined expectations, effective, research-based materials, implementation of EL strategies including best practices, to ensure student learning and increased student achievement.

The Assistant Principal and teachers will conduct classroom observations and participate in teacher reflective questioning during staff development and professional learning communities.

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:

Empower Language Academy has partnered with the San Diego County Office of Education, the YMCA, The San Diego Public Library, and Bayside Community Center in order to provide activities under Title IV Part A.

Empower conducts its needs assessment annually, through the LCAP process, which involves meeting with the school's advisory groups to solicit input and feedback (English Learner Advisory Committee, School Site Council, Student Council, and Parent/Teacher Organization). These advisory groups review school data collected for the LCAP. In addition, an annual survey is conducted of all stakeholders (parents/guardians, students, staff, and community members) and this data informs the school in developing its LCAP and identifying the activities and metrics used to measure progress.

Empower offers a well-rounded education through a robust fitness program, gardening program, and integrating the arts into common-core aligned thematic units and cultural studies. ECS also offers a Spanish dual language immersion program and Mandarin enrichment program.

Empower supports safe and healthy students through its restorative practices focus which involves daily class meetings, character education, social-emotional development, mindfulness practices, peer mentoring, and opportunities for student leadership. Students also participate in daily fitness and a gardening program, and the school maintains a wellness committee and implements a healthy nutritional environment.

Every child has a device at Empower in order to integrate technology into learning and use technology as a tool to create and demonstrate understanding of state standards.

Effectiveness will be evaluated based on the LCAP process, which involves annual stakeholder surveys, student outcomes on assessments (sub aggregated), and school climate data such as suspension and expulsion rates.