

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

## LEA Name

University Preparatory Academy Charter

## CDS Code:

43 10439 0113431

## Link to the LCAP:

*(optional)*

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## 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 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.)*

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.

The University Preparatory Academy (UPA) Educational Program offers an intensive college preparatory program, integrating challenging academics with leadership/citizenship skills, technology, and an expansive visual and performing arts program to actualize the unique skills and talents of each student. UPA supports students by prioritizing the "three R's" as described by the Bill and Melinda Gates Foundation Model: Rigorous academic coursework, Relationships, and Relevant learning opportunities. UPA provides rigorous academic coursework providing a breadth of coursework, including AP courses in all core subject areas. The staff and students establish meaningful and supportive relationships that are extended through advisory or seminar, and personalized learning plans. The curriculum implemented at UPA is designed to connect to real-world experiences and can lead toward mentoring, internship, and community partnerships. UPA is built on the commitment to hold its students accountable within a demanding program, while at the same time providing a supportive learning environment in which they can excel.

UPA is open to all students, and its motivational strategies encourage students to take personal responsibility for their education and become committed to academic outcomes that will prepare them for college and careers. UPA provides quality instruction and guidance, curricular and extracurricular support, and resource materials to support academic progress toward achievement.

**AT RISK STUDENTS:** UPA takes a multi-pronged approach to At-Risk Students. Students who fail English 8 or Math 8 and test below grade level on the NWEA MAP and SBAC are enrolled in an English or Math Support Class during the following school year. This course takes the place of one of their electives. Students who fail more than one class are identified during the first 4 weeks of school and are enrolled in the Students of Promise (SOP) program. In this program, students work alongside the academic counselors to create an individual learning and accountability plan. The goals of the plan are to keep the student organized as well as to help student work toward completing missing assignments. Students who are failing more than 3 courses meet with the SOP Coordinator. During this meeting, the coordinator, parent, and student create a plan to help guide them back on track. Creating an afterschool teacher office hour schedule, exploring tutoring options, and enrolling in the SOP program are some strategies that are utilized. The coordinator meets with the student throughout the semester to check the level of progress being made. Seniors who are At-Risk are monitored by the Director of Student Services. Starting the first two weeks of school, seniors who are not on track to graduate are closely monitored and are assigned mandatory study sessions twice a week during the Seminar period. In addition, seniors must attend study sessions during lunch and after school five times a week. The Director of Student Services meets with each senior once a week to ensure they are making academic progress. If insufficient progress is made, a meeting with the senior counselor and parents are scheduled.

Federal funding will be used to provide additional academic support opportunities during the school day for all students, but especially socioeconomically disadvantaged students, English learners, and Foster Youth through an expanded peer tutoring program and maintaining low class sizes of approximately 23 students in grades 7-9 to ensure students receive targeted instruction and greater opportunities for individual support. School Psychology Today published a meta-analytic review for peer tutoring that found it to be an effective intervention across grades and disability statuses.

## 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.

University Preparatory Academy Charter will align the use of funds through a process of data analysis and educational partner engagement. The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support achievement of the Charter School's vision and mission and the goals for all students are to remain transparent in regard to all fiscal expenditures, especially state and federal funds. The Parent Teacher Student Organization (PTSO) and other interested groups will review and approve the LCAP prior to submission to the Board of Directors. During regular meetings, the PTSO will receive student outcome data (NWEA MAP, discipline records, attendance, etc.) for all students and significant subgroups to ensure that progress is being made and the achievement gap is being closed. The teachers and staff will meet every six weeks to do an intensive data dive to determine individual student needs, grade level overarching needs, and content area needs.

The student group data drives decision-making about the use of state and federal sources because the students with the greatest need in addition to the students who are identified as at-risk are the students who generate these funds. As the stakeholders meet to determine the schoolwide goals, it is the review of student achievement data which determines the types of activities that should be provided to increase student achievement. The annual achievement results of student group data help the stakeholders to determine which activities were effective in the prior year, and which activities need to be expanded, changed, or replaced. This is a powerful process of continuous improvement. It is imperative to utilize these funds to supplement and enhance the core program.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all students. The PTSO, parents, teachers, and administrators provide input on the core program, then make decisions about the use of additional funding based on differentiated needs of the students based on student achievement data and student demographic data. This ensures that the activities are not duplicative yet support the common outcomes.

The Charter School ensures that school plans are aligned with the goals and priorities by reviewing the LCAP and the Federal Addendum with the PTSO and the Board of Directors. In addition, two parents serve on the Board of Directors. Parents serve as executive officers on PTSO and receive annual training on their duty to develop the LCAP, approve the federal restricted funds, approve the LCAP and Federal Addendum, and allow the parents to propose suggestions and questions.

## 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.



## 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 The LEA is a 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:

University Preparatory Academy Charter (UPA) develops and evaluates the Title I Parent Engagement Policy by engaging with the parents (including a parent of an English Learner) during parent meetings with the Parent Teacher Student Organization (PTSO) and during LCAP meetings. UPA has a long history of active parental involvement. Parents can often be found participating in the monthly School Board Meetings, volunteering for classes or departments, or participating in school activities. At UPA parent involvement is actively solicited and encouraged. Current opportunities for parental/community involvement include:

- Parent Teacher Student Association (PTSO)
- Curriculum Materials Selection Committee
- Athletic Boosters Committee
- Fine Arts Boosters Committee
- Curriculum / Instruction / Assessment Committee

Developing the Parent Engagement Policy is aligned to the process with the LCAP stakeholder involvement process as evidenced by regular meetings with parents, sharing the development of the policy and the LCAP with the PTSO. Parents receive the most current Parent Engagement Policy annually with the UPA Student Handbook.

The Charter School provides a Parent University program with monthly parent workshops that include sessions developed by licensed therapists that provide parents with resources and strategies to support their child's emotional well-being, appropriate use of technology, and educational achievement. All parents also have access to Parent Coaching available through a partnership with Parent Guidance. The school also provides parents with support in navigating specific school resources such as Schoology for monitoring student progress and information about Title I Parent Rights, as well as opportunities for parent teacher conferences where parents can learn about the challenging California academic standards, NWEA MAP, CAASPP, and ELPAC. Translation services are available for parent teacher conferences.

UPA provides meaningful professional development to administrators, teachers and staff on building parent relationships and valuing parents as partners. This has included working with staff to develop meaningful opportunities at the school for parents including helping in the classroom, volunteering for events, chaperoning field trips and serving as parent leaders. Parents serve on committees, lead community activities and initiatives throughout the year, and two parents serve on the UPA Board of Directors. All information about parent workshops, programs, meetings, and activities are posted on the Charter School's website, and communicated in schoolwide emails and phone calls.

UPA will focus on student learning, individual goals for the students and investing in families especially parents with disabilities by providing reasonable accommodations for parents and families with disabilities such as sign-language interpreters, accessibility to online systems with audio or visual enhancements, and physical access to school events. For parents of migrant students, the Director of Special Programs will meet with the parents to develop an Individualized Learning Plan, so students have the opportunity to continue their education. The Director of Special Programs will meet with the family when they return to incorporate any interventions needed. The process of addressing requests from parents of Title I students for additional supports includes a parent conference to review the supports currently being provided to the student, determine what additional supports are necessary to address the student's specific needs, and develop an Individualized Learning Plan to support the student.

## **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.

UPA provides peer tutoring and additional teacher support to students through low class sizes in grades 7,8, and 9 on a schoolwide basis. These schoolwide services support academically at-risk students by increasing literacy and numeracy skills as evidenced by increasing ELPAC scores to levels 3 or 4 for English learners, and increases in CAASPP ELA, Math, and Science scores. Increases in these scores ensure students are progressing towards grade level mastery which helps close achievement gaps.

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:**

Several meetings occur with different educational partner groups to conduct the UPA annual needs assessment in conjunction with LCAP development using academic achievement and perception data from students, teachers/staff, and parents. The results of this needs assessment are used to prepare a comprehensive schoolwide plan to improve academic achievement overall, but particularly for the lowest-achieving students by addressing the problem areas identified in the needs assessment. Each year, the prior year plan is reviewed for effectiveness to determine which services should continue, change, or be replaced.

**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:**

UPA follows the identification, enrollment, and continued support procedures as outlined by the McKinney-Vento Act and detailed in its Homeless and Foster Youth Policy. UPA has a Homeless Liaison who is the Director of Special Programs who provides outreach to families and coordinates services between the family and other agencies. The Charter School is committed to provide a high-quality education with all supports necessary to ensure that homeless youth have the opportunity to succeed. In order to help homeless youth, the Homeless Liaison will assist in procuring referrals to health, dental, mental health, substance abuse services, housing services, and any other appropriate services. The Homeless Liaison will assist the parents to enroll the student, obtain necessary immunizations or immunization records. The Homeless Liaison will encourage parents to be involved in their child's education and ensure that parents are informed of educational and related opportunities to assist their child to be academically successful. With reservation funds for homeless education, UPA provides an individual laptop, internet access, bus passes to attend school and school events, additional uniforms, school supplies and toiletries.

**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:**

UPA supports transitions to include elementary school to middle school and middle school to high school and transitions from high school to college or career to include college planning, funding, and preparation.

Link Crew and WEB Programs: This is a peer mentoring and transition program for middle school (Where Everybody Belongs) and for high school (Link Crew). All incoming 7th-grade students participate in WEB and 9th-grade students participate in Link Crew. WEB leaders are students in grades 8 and 10. Link Crew leaders are students in grades 11 and 12. Leaders develop leadership and mentorship skills over the course of each year, which help them prepare for college and career readiness. Leaders undergo an application and interview process and are selected based on specific criteria that will best serve 7th and 9th-grade populations. A diverse group of leaders is selected every year with the goal of representing each special population on campus.

The UPA The guidance counseling team supports UPA students in their personal quests to attend and succeed in the nation's best colleges and universities with education, guidance, and support before, during, and after the college application process.

Specifically, UPA counselors:

- Provide students with college and career exploration experiences
- Support and guide students in the completion of grade specific benchmarks to build their resume and applications for university.
- Build rapport with students and cheer them on as they strive for their personal best
- Advise and encourage individual students as they acquire important skills such as (study strategies, time management, organization, accountability, resourcefulness) essential to become proactive responsible learners
- Partner with parents/guardians and teachers to best support student well-being and academic success
- Coordinate and convene appropriate parent-teacher-student communications and meetings
- Review and monitor academic progress of students to ensure they are on track for promotion and graduation
- Advocate for students in school-wide and relevant administrative decisions and events
- Manage student schedules
- Advocate for students in school-wide and relevant administrative decisions and events

### **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:**

University Preparatory Academy does not receive any funding from Title I, Part D

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

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

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

University Preparatory Academy does not receive any funding from Title I, Part D

### **Comparable Education Program** ESSA SECTION 1423(3)

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

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

University Preparatory Academy does not receive any funding from Title I, Part D

### **Successful Transitions** ESSA SECTION 1423(4)

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

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

University Preparatory Academy does not receive any funding from Title I, Part D

### **Educational Needs** ESSA SECTION 1423(5)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

University Preparatory Academy does not receive any funding from Title I, Part D

**Social, Health, and Other Services**

ESSA SECTION 1423(6)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

University Preparatory Academy does not receive any funding from Title I, Part D

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

University Preparatory Academy does not receive any funding from Title I, Part D

**Parent and Family Involvement**

ESSA SECTION 1423(8)

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

University Preparatory Academy does not receive any funding from Title I, Part D

**Program Coordination**

ESSA SECTION 1423(9–10)

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

University Preparatory Academy does not receive any funding from Title I, Part D

**Probation Officer Coordination**

ESSA SECTION 1423(11)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

University Preparatory Academy does not receive any funding from Title I, Part D

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

University Preparatory Academy does not receive any funding from Title I, Part D

**Alternative Placements**

ESSA SECTIONS 1423(13)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

University Preparatory Academy does not receive any funding from Title I, Part D

## **TITLE II, PART A**

### **Professional Growth and Improvement**

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**



University Preparatory Academy Charter (UPA) provides a strategic system of professional growth and improvement systems. Professional growth and improvement are based on data that aligned professional learning priorities, design and assessments to content and pedagogy for all students, especially significant subgroups of Latino, African American, Students with Disabilities, socioeconomically disadvantaged, English Learners, and Foster Youth. The system uses an evidence-based approach which focuses on specific topics throughout the year for sustained learning that enables teachers, staff, and administrators to acquire the new content, practice the strategies, and assess whether the professional development improved practice and student outcomes.

UPA teachers meet in grade level and content area groups to ensure a collaborative learning process for teachers to positively impact student learning throughout the school. At UPA, special education teachers and general education teachers collaborate to focus on students with significant leaning and/or behavioral needs through manageable caseloads, differentiated curriculum, accommodations and modifications ensuring that they meet the goals of student learning. Every six weeks, UPA teachers spend a day collaborating to analyze student data and make decisions about additional supports needed for individual or groups of students if they are not making expected progress. In content area groups, teachers analyze the results of pre-assessments and post-assessments to determine curricular growth and adjust curriculum pacing based on this data. This data analysis also informs the selection of future professional learning, as teachers identify a professional learning need, administrators will schedule or refer teachers to a specific professional development opportunity to meet that need. Through these sessions, teachers have the opportunity to learn best practices for providing individual and group supports, as well as techniques for scaffolding rigorous curriculum through peer collaboration. Additionally, through UPA's partnership with the Santa Cruz/Silicon Valley New Teacher Project (SC/SVNTP), all teachers, principals, and other administrators have participated in professional learning about culturally responsive teaching, which is a multi-year focus for the school community.

UPA offers Induction to teachers who hold preliminary credentials and seek to clear them through the California Commission on Teacher Credentialing (CTC) through support by a highly trained Induction mentor allowing UPA teachers to receive professional, job-embedded support from someone who is familiar with our students' and teachers' context and needs. Additionally, UPA has been able to provide teachers new to UPA who do not need to clear their credential support specific to teaching at UPA, especially how to support students to succeed in rigorous coursework at a high performing school.

UPA provides professional development to staff members specific to their role on campus, such as professional development on strategies to address conflicts on campus and or using the student information system. UPA provides professional learning opportunities to principals and other administrators through attendance at the California Charter Schools conference each year. Principals and other administrators are also provided other opportunities to attend conferences based on the specific professional development needs of each administrator.

Advancement opportunities for teachers include completing a master's degree in Educational Administration or becoming a National Board Certified Teacher. New administrators are provided the opportunity to clear their Administrative Services Credential and work with a seasoned administrator. Administrators can advance by attending trainings, workshops, and conferences, by serving on a WASC Visitation Committee for other schools, serve as readers for CDE grants and programs, and write and present conference proposals for conferences like CCSA and Charter School Development Center (CSDC).

UPA determines how this system promotes professional growth and ensures improvement by analyzing the progress of all students, but specifically the progress of unduplicated student groups in achieving at or near the level of their peers. The administrators ensure participation in professional development opportunities by verifying sign-in sheets, observing strategies in the classroom, analyzing data, and determining that professional growth is occurring and improvements in teacher capacity and student achievement is realized. Most importantly, the school uses input provided by staff, teachers, and administrators immediately following a professional learning session and then again in the annual survey to determine if professional learning is meeting the needs of the students, teachers, staff, and administrators.

## **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:**

Not applicable for charter schools.

## **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 decisions made about the use of supplemental federal funds including updating and improving activities supported under Title II, Part A are discussed at the school level at the Parent Teacher Student Organization (PTSO) meetings and LCAP meetings prior to their recommendation going to the board of directors. In addition, two parents serve on the Board of Directors. The PTSO provides input on the school program, the activities supported by federal resources, and promotes school and community partnerships. The PTSO discuss academic performance, provides input on the school program and supplemental services to make improvements with Title funds as part of the LCAP and broader school improvement conversations. The PTSO completes an annual needs assessment. The parents, staff, and teachers also participate in an annual survey which provides feedback on the school program. The teachers and staff actively participate in the decision-making process throughout the year, informally during weekly meetings and more formally during intensive data analysis days that occur every six weeks. During the data analysis days, student level data may indicate the need for additional teacher professional development in a particular area, such as English learner supports or IEP accommodations.

In the Spring of each school year, the stakeholders develop the professional learning plan for the following school year. The decisions consider the needs of UPA based on student achievement data to include SBAC, ELPAC, NWEA MAP assessments, curriculum-based assessments, attendance data, discipline referrals and student demographic data to include the significant subgroups Latino, African American, SED, EL, and SWD. Success is defined as unduplicated pupils' achievement levels near or at those of their peers. Further, UPA reviews the activities specifically supported by Title II by reviewing the professional learning provided and teacher survey results indicating engagement and satisfaction with the professional learning opportunities provided. This student achievement data, student demographic data, and professional learning data is used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support the Charter School's professional learning and meeting the goals for all students are to remain transparent in regard to all fiscal expenditures, especially state and federal funds. The PTSO will review and approve the LCAP prior to submission to the Board of Directors. During regular meetings, the PTSO will receive student outcome data for all students and significant subgroups to ensure that progress is being made and the achievement gap is being closed. The PTSO also reviews the professional learning data. The Executive Director presents student achievement data, student demographic data, and professional learning data for all students and significant subgroups to the Board of Directors. This process ensures that the state and federal funds are used in a coherent manner.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The PTSO, teachers, staff and parents provide input on the core program, then make decisions based on needs of the school based on student achievement data, student demographic data and professional learning data. This ensures that the activities are not duplicative yet support the common outcomes.

The information about the school and organizations priorities are communicated to stakeholders include posting on the website, holding LCAP meetings for families, notifying parents of Title I programs in the Parent/Student Handbook, reviewing and approving the LCAP goals, actions and services at PTSO meetings, discussing the LCAP goals regularly with teachers and staff as they begin to review student achievement data, student demographic data and professional learning data, posting the annual LCAP with the Federal Addendum on the website, and reviewing the monthly financial reports at a regularly scheduled Board meeting.

## **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:**

University Preparatory Academy does not receive any funding from Title III, Part A

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

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

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

University Preparatory Academy does not receive any funding from Title III, Part 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:**

University Preparatory Academy does not receive any funding from Title III, Part A

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

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

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

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

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

University Preparatory Academy does not receive any funding from Title III, Part A

## TITLE IV, PART A

### Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

A. Not applicable

B. University Preparatory Academy (UPA) is committed to achieving a balance between a rigorous academic environment and an environment that is conducive to mental health. To support this commitment, the school is investing in art, drama, and extracurricular programs. UPA students, parents, and staff believe sports are vital for school spirit and provide an outlet for the high academic rigorous environment at UPA. Currently, UPA has girls' and boys' teams in both middle school and high school. The team sports include cross country running, basketball, track and field, and volleyball. UPA is part of CCS and belongs to the Private School Athletic League (PSAL); the program is well supported by an athletics booster parent group. Also, UPA Theater and Dance Boosters is an active organization supporting the after-school Theater and Dance Program. They typically put on one murder mystery and one play in the Fall, one musical in the Spring, and 3-4 improv shows over the course of the year.

C. UPA is committed to the safe, healthy supportive drug-free environments that support academic achievement through prevention, education, and structured discipline policies. In order to ensure that the students are safe and healthy, UPA provides a Director of Community who coordinates activities to support mental health and well-being, such as Mental Health weeks, rallies, carnivals, and grade level celebrations. The charter school has implemented Social Emotional Learning (SEL) in the students' seminar class and provides.

D. Not applicable

E. University Preparatory Academy (UPA) developed this Federal Addendum in consultation with parent leaders during Parent Teacher Student Organization (PTSO) meetings, teachers during professional development sessions and at the administrative level reviewing the most common strategies or obstacles to success. The stakeholders including teachers, parents, staff and administrators complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year plan in order to determine which services should continue, change or be replaced.