

LCAP Federal Addendum System

Instructions, Strategy, and Alignment

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 Every Student Succeeds Act (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.

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 LEA must address the Strategy and Alignment prompts provided below. Please 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.

Response from South Sutter Charter:

Our strategy for using federal funds is to directly support our LCAP Goals and Action Steps to meet the needs of our most at-risk students. Our LCAP priorities are: to connect stakeholders with their community (LCAP Goal 1), increase student achievement through individualized learning (LCAP Goal 2) and ensure our students have access to quality curriculum and educational choices (LCAP Goal 3). The programs and activities supported with federal funds all relate to LCAP Goal 2, which is centered on increasing student achievement.

The Fall 2018 California Dashboard indicates our students “Met” all the Local Indicators. However, the Dashboard shows that the “All Students” indicators for ELA and Math were “orange.” Based on this data, stakeholders felt strongly about continuing to use LCFF and federal funds to focus on expanding our math academic support and providing targeted support to identified subgroups in ELA and Math (LCAP Goal 2.C and 2.D in our 2019-20 LCAP). Using federal funds, we seek to increase student participation and interest in math (LCAP 2.C). In addition, we will continue to offer the Kidzmet assessment for students in TK through 12th and the Curriculum Wizard to our 2nd through 8th grade students. Using Kidzmet, students will complete an online learning inventory so parents & teachers can review the multiple intelligences information and learning style preferences for their student. Using the results from Kidzmet, the Curriculum Wizard then provides information on which core curriculum would be best for that student (LCAP 2.C in our 2019-20 LCAP) Finally, our strategy is to use federal funds to provide academic support to identified student subgroups in ELA and Math (LCAP Goal 2.D in our 2019-20 LCAP). We will do this by broadening our analysis of our assessment data and school performance reports and using our curriculum and intervention coordinators to support our teachers and students. We will provide staff development for special education teachers on ELA and Math intervention strategies, assessing baselines for IEPs, progress monitoring, along with other topics. We will also have an additional focus on the Student study Team process. Data meetings will be held between teachers and their Advisors to review and discuss low performing students (LCAP Goal 2.D in our 2019-20 LCAP). Furthermore, we will also increase support for our EL students by staffing an EL instructor and an EL coordinator. (LCAP Goal 2.D in our 2019-20 LCAP).

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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.

Response from South Sutter Charter:

To ensure the activities funded by state, local and federal funds aligned, all of the programs were developed to support our three LCAP goals and our school mission. Specifically, the

programs funded by federal funds align to our identified priority areas in our LCAP as well. We will focus on expanding our math academic support and providing targeted support to identified subgroups in ELA and Math (LCAP Goal 2.C and 2.D in our 2019-20 LCAP). We will continue to implement a math theme to inspire student interest & we will expand our math academic support (LCAP Goal 2.C in our 2019-20 LCAP). Finally, the school will use federal funds to provide academic support to identified student subgroups in ELA and Math (LCAP Goal 2.D in our 2019-20 LCAP)

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Instructions, Strategy, and Alignment Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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Burke Wallace

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LCAP Federal Addendum System

Title I, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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).

Response from South Sutter Charter:

N/A

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

Response from South Sutter Charter:

Parents review and agree to the family engagement method of our independent study model when they sign the student agreement annually. Parents are given a copy of the student agreement and can request a signed copy if they choose. Both employees and parents have

access to the content of the family engagement policy as outlined in the student agreement. The student agreement which outlines parental involvement in our model where students are working at home, has been developed jointly based upon years of feedback between the school needs, parent needs, and student needs. It outlines the expectations of parental involvement in our independent study model. Parental engagement is a cornerstone to our independent study model and we have 100% parent (or guardian) participation in our school. Parents are intricately involved in their child's educational options and outcomes. They regularly communicate with school personnel to understand policies and procedures and to provide feedback. Teachers have discussions with parents and students when they choose to re-enroll in our school each year. If expectations are not being met by either party, school administrators work with the family to achieve desired outcomes.

We currently do not have any students who qualify as migratory children, however, we follow the statues of AB2121 with the same policies and supports for homeless students, foster students, and military students. In our independent study model of education, each family and student is worked with as an individual. Each family has direct contact with their teacher so that no child is unaccounted for and students have the ability to complete schoolwork anywhere which enables them to maintain enrollment in our school while migratory.

Our LCAP partially includes the use of Title 1 funds and how they support student learning. Parents meet monthly with a teacher and discussions are held based on the needs of the student/parent and to accomplish the goals for that meeting. Our website, where much of our information and communications are housed, is able to be translated into other languages and is compliant with all current applicable laws for family members with disabilities, etc. Parents are individually encouraged to take part in our parent council, ELAC, or other decision making groups. Because we provide individualized education to our students and work closely with the parents to achieve that education, parents are also provided appropriate communication so that they understand our program. This can be through an interpreter or translated material on our website. 100% of our parents/guardians are effectively engaged in our school and the learning of their student as each parent has the message tailored to them by their assigned teacher. This is a school strength.

Our families have the option to receive information through written or verbal communication. We commonly use the email listserv process for distributing information to our families & to encourage stakeholder engagement but in the case of a family member not having the ability to read an email, we communicate verbally and with translation if necessary. In addition, we have a Parent Council that meets via teleconference a minimum of twice per year. The parents are elected to the council and serve as a member for a two-year term. The function of the Parent Council is to two-fold: to provide feedback and advice to the school regarding students' and parents' home-based independent study experiences and concerns, as well as suggestions and ideas for improving the parents' and the school's educational programs; and to uphold the mission of the school and contribute to the success of our school. Finally, we have a Governing Board consisting of five members of the Parent Council. The function of the Governing Board is to review and approve all policies or other matters which by statute or

regulation requires Governing Board approval or any other matter as directed or requested by the school.

The school has an English Learner Advisory Council (ELAC) which meets via teleconference at least once per quarter. All parents of English Learners (ELs) are invited to the meetings and to give input on the distribution and spending of LCAP funds. The ELAC reviews and gives valued input on such things as EL curriculum and which tutoring vendors to use. Information is provided to EL parents via an EL listserv and translated into other languages as needed. Teachers communicate directly with their EL families, providing direct, personalized information on ELAC meetings, obtaining tutoring and other services specifically for ELs, and understanding mailed test results (such as annual ELPAC tests) and EL classifications. All of which promotes family engagement with each of our families of an enrolled student.

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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.

Response from South Sutter Charter:

2018-19 was the first year for our Title 1 Part A program. Funds were spent in the following ways 1) staffing to develop and monitor the Title 1 program including parent outreach 2) offer hands on math and classes and tutoring to students identified as two grade levels or below in math 3) provide access to the curriculum wizard which identifies appropriate and effective curriculum to students based on their individual needs 4) provide supplemental pring math and ELA curriculum for TAS identified students 5) hire staff focused on curriculum development and interventions, who serve TAS identified students. We do not currently serve students living in institutions or in community day school program.

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Address the ESSA provision:

SWP: Describe SWP here, if SWP does not exist type "N/A"

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

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.

Response from South Sutter Charter:

In our model of independent study education, parents have active involvement in the education of their children. Teachers work closely with parents to make sure they are aware of the academic standing of their student(s) and individualized supports are offered to each student. Students are identified for being eligible for Title 1 Part A services based on the TAS criteria listed on the CDE webpage. These students are identified in our school information system. In our school, all foster and homeless youth automatically qualify for supplemental services and supports under our TAS policy. EL students who do not qualify as RFEP on the ELPAC also qualify for additional services in our school. We identify and target low performing students as those who are performing two grade levels or more below their actual grade level, as defined by our internal assessment, the iReady. Any students who are identified as eligible for receiving Title 1 funds through TAS may receive Title 1 funded supports and staffing.

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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.).

Response from South Sutter Charter:

South Sutter currently has 26 students who have been identified as homeless.

The federal government's legal definition of homeless based on the McKinney-Vento Homeless Assistance Act is anyone who lacks a regular, fixed and adequate nighttime residence (substandard housing, no water or electricity), is sharing housing due to economic hardship (doubled up/tripled up), is living in a public place not designated for sleeping (cars, parks, abandoned buildings, motels, trailer parks and campgrounds), is an unaccompanied youth, is a child or youth awaiting foster care placement, is a child abandoned in a hospital, is

a migrant child who qualifies under any of the above.

Our school does not have any early childhood education programs. We serve students in TK-12th grades.

We process these student applications without requiring the supporting documents. Our homeless liaison makes initial contact by phone within 2 days of their application being processed to assist the parent with submitting the supporting documents, to provide the parent with their county liaison's name/contact info, and to let the parent know they can contact their county liaison to be added to their listserv to receive info about resources in their area.

When a student is identified as homeless, their teacher is notified. These students have the opportunity to receive additional support & resources from their teacher in the form of assistance with specific core subject areas, tutoring and more frequent meetings to ensure that the student can be successful in the personalized learning model of education our school provides.

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Student Transitions

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

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

Response from South Sutter Charter:

N/A

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

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

Response from South Sutter Charter:

All of our high school students have access to staff that provide support at the high school level, including a full time guidance counselor, a credentialed teacher assigned to work with

them personally and a high school curriculum expert. Upon enrollment, all high school students meet with their Education Specialist (credentialed teacher) and the Guidance Counselor to develop the student's individualized learning plan to complete graduate requirements and complete college entrance/vocational planning. Our families receive quarterly newsletters outlining information on college & career planning, dual enrollment opportunities, etc. In addition, our middle school students and their families have an opportunity to meet online with our guidance counselor prior to transitioning to high school to develop their individualized learning plans, discuss the requirements of our high school program, and complete college entrance/vocational planning. Through this each student is given a personalized map of how they will succeed in our high school program. We offer parent webinars throughout the school year on topics such as raising resilient kids, strategies for transitioning middle school students to high school, and preparing for college. 8th graders may participate in a graduation ceremony that symbolizes their completion of middle school and their transition into our high school program.

Our high school students have the opportunity to participate in dual or concurrent enrollment opportunities at local community colleges or through our partnership with Brighton College. Brighton College is an accredited online college that offers distance learning programs in many different occupational fields. Brighton offers career and technical training courses that prepare the student for successfully entering their chosen field. Each course usually takes about 8 weeks for a student to complete; students may complete a maximum of 2 courses per semester. Brighton offered the following options: Pharmacy Technician, Business Accounting Clerk, Customer Support Representative, Child Development Associate, Medical Coding and Billing, Medical Office Specialist, Medical Records Technician, Paralegal Studies Diploma, CompTIA A+ Certificate, CompTIA Network+ Certificate, CompTIA Security+ Certificate. All students have access to our Community College Concurrent Enrollment information page on our website. Information includes an overview of concurrent enrollment, the procedure to follow for concurrent enrollment, college textbook information, etc. We continue to offer the Kidzmet assessment for students in TK through 12th to identify student interest and skills. Using Kidzmet, students will complete an online learning inventory so parents & teachers can review the multiple intelligences information and learning style preferences for their student. Additionally, we offer 90+ CTE courses to increase student access to career and technical education skills.

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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.

Response from South Sutter Charter:

N/A

APPROVED BY CDE

Title I, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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LCAP Federal Addendum System

Title I, Part A, Educator Equity

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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.

Response from South Sutter Charter:

This section is not applicable. In our independent study model of education, 100% of our students are taught by qualified teachers as Pursuant to Ed Code 44865 and 51747.5. Additionally, we use Title II funding to support our teachers in adding additional subject matter competence through adding additional content areas to their credential. These efforts support our LCAP Goals 2 and 3.

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Title I, Part A, Educator Equity Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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LCAP Federal Addendum System

Title II, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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.

Response from South Sutter Charter:

Like our educational model for our students, our school provides individualized professional growth and development depending on the teacher/staff member and their needs. New Educational Specialists (ESs or teachers) are guided through an initial training process which covers all aspects of the job. The new ESs also attend monthly new ES trainings for their first year on the job. Every ES has an Advisor who serves as their supervisor and supervisor. Through the one-on-one relationships employee areas of strength and weakness are identified and improvement plans put into place.

ESs attend staff meetings and trainings monthly. Each meeting has a set agenda that informs

the ESs of important information, reviews procedures and policies, new trainings, and conflict resolution strategies. Additionally, each ES completes monthly professional development hours on a topic of their choice that relates to their annual goals. These goals are approved by the supervisor and are part of the teacher's evaluative process. We hold a full day inservice training before the school year starts. Throughout the year, additional trainings are provided that are specific to policies, procedures, curriculum, and high school issues which are presented over a web-based media.

ESs attend three half-day in-person professional development trainings on various topics provided by academic departments, as well as three additional online webinars. The topics include curriculum training, topics in special education for the general education teacher, social emotional learning and support for students, supporting English learners, using assessment data, and providing intervention for struggling students.

In conjunction with local county offices of education, Induction programs are provided to new teachers (ESs) and administrators. The school provides a support provider to mentor staff through the process. This is paid for using Title II funds.

Both ESs (teaching staff) and administrators complete an annual review based on the California standards for teachers/administrators. The review is completed by the educator and their supervisor to promote personal reflection and growth, as well as accountability and evaluation. Annual goals for the following year are developed based on the results of the evaluation. Those goals are then tracked and professional development is undertaken to help the educator achieve those goals, thus creating a cycle of accountability and growth. The annual review is analyzed and evaluated by administrators and an ES focus group every three years to determine the effectiveness with the end of goal of being a meaningful tool to understand feedback and promote growth.

Administrators have the opportunity to attend relevant conferences throughout the year. Administrators share their findings with others and implement the best practices in the school. Our leadership model is very collaborative so there are ample opportunities for feedback and cross-departmental work groups.

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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).

Response from South Sutter Charter:

N/A: not applicable to charter schools

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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.

Response from South Sutter Charter:

South Sutter primarily uses its Title II funding in four areas described below. Title II funds are tracked and monitored to ensure all components of our Title II plan are being addressed. Title II spending is analyzed, discussed and approved by the educational leadership of the school. Stakeholders are involved in the process by requesting or suggesting use of Title II funds and the school is very receptive to feedback regarding Title II. The school has appropriate accountability measures in place to grant approval for spending of funds and to monitor their use.

- Supporting teachers new to the teaching profession through an induction program through a county office of education. New teachers are provided a mentor for up to two years to help them develop into reflective practitioners who ensure that all students are served appropriately and make progress towards academic content standards. (LCAP Goals 2 & 3)
- Supporting new administrators through an induction program through a county office of education. Our administrative staff who gain their administrators credential undergo a rigorous two year program that shapes their work to the California Professional Standards for Education Leaders. (LCAP Goals 1-3)
- Supporting teachers who wish to become content area experts by adding another subject area to their credentials. Teachers do this by taking a methods course through a university and by passing content area tests (CSET). Adding content areas to a credential supports both the student and the teacher in core content areas (Math, ELA, Science, Social Science). (LCAP Goals 2 & 3)
- Sending administrators and teachers to relevant educational conferences. Conference topics vary and an employee must gain approval including demonstrating the relevance to school outcomes before a conference is approved. (LCAP Goals 1-3)

APPROVED BY CDE

Title II, Part A Contact

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