

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

LEA name:

Citizens of the World - Hollywood

CDS code:

37-64733-0122556

Link to the LCAP:

(optional)

<http://cwchollywood.org/about/governance/>

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

CWC-Hollywood will participate in:

- Title I, Part A
- Title II, Part A
- Title IV, Part A.

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

Instructions

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

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

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

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

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

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

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into

their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

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

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

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

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

Strategy

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

Citizens of the World – Hollywood (CWC-Hollywood) is a WASC-accredited serving approximately 465 students in grades TK-5 with the following student demographics: 41% White, 31% Hispanic, 17% Asian, 55 2+ Races, 4% African American, 1% Filipino, including 11% Students with Disabilities (SWD), 16% English Learners (EL), 0.4% Homeless Youth (HY), and 43% Socioeconomically Disadvantaged (SED). Currently our school does not have any students identified as Foster Youth.

Our mission is to create a high-achieving public school for a diverse community of students, developing their abilities, confidence, and sense of responsibility for themselves and their community.

LCAP Goals were revised to reflect an equity lens and key areas of focus for Citizens of the World – Hollywood.

- Goal #1: Continue to strengthen the schoolwide Multi-tiered System of Supports (MTSS) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs; inform instructional decisions; measure program effectiveness, to improve academic outcomes for all students (schoolwide & student groups).

- Goal #2: Continue to provide all students with an intellectually challenging, experiential learning environment, using evidence-based pedagogical strategies and rigorous standards-aligned curriculum, that focuses on diversity, equity and inclusion, in order to prepare all students to thrive in high school, college and careers, and emerge as leaders in and ever-changing Global World.

- Goal #3: Continue to engage parents and members of the community as partners through education, communication, and collaboration, to ensure all students are high school, college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a culture of joy, collaboration and high expectations.

CWC-Hollywood is integrating the requirements of the School Plan for Student Achievement into the school's LCAP per CA EC 64001(j) (AB716), to ensure transparency, alignment of goals, actions/services, measurable outcomes in alignment with the 8 State Priorities, CA School Dashboard, CDE required metrics, school's mission, use of evidence-based strategies and interventions and in compliance with Every Student Succeeds Act (ESSA). In addition, the LCAP process, including stakeholder engagement, is the primary planning tool for CWC-Hollywood as it leverages resources, both state and federal, to meet their goals and improve student outcomes.

Data from the California School Dashboard provides the starting point for CWC-Hollywood to determine school/student needs and priorities. With the testing accountability flexibility provided by the CDE/SBE, CWC-Hollywood administered NWEA MAP Reading/Math assessments in lieu of CAASPP ELA & Math assessments in Spring 2021. CWC-Hollywood administers NWEA MAP Reading and math assessments (Gr 2-5) - three times per year, (fall, winter, spring), a standards-aligned assessment approved by the State Board of Education as "verified data," Fountas & Pinnell Benchmark Assessments (BAS) (K-5), and Illustrative Math assessments (K-5) to monitor student academic progress, ensure mastery of standards, and check for student understanding.

Citizens of the World – Hollywood is in its initial phase of implementing a Multi-tiered System of Supports (MTSS) and strengthening its Response to Intervention (RtI). MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school's system for supporting students. This comprehensive framework focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection for few components of RtI and intensive interventions. It endorses Universal Design for Learning Instructional strategies, so all students have opportunities for learning through differentiated content, processes, and product. MTSS integrates instructional and intervention support so that systemic changes are sustainable and based on the Common Core State Standards aligned classroom instruction.

An area of concern are the learning gaps among our student groups including Unduplicated Pupils (UP) and SWD in ELA and Mathematics. A review and analysis of student assessment data indicates that accuracy and fluency are the most patterned hindrance for struggling readers and there is a need to strengthen and ensure consistency with Tier 2 supports. We anticipate learning loss due to constraints with phonics instruction and will provide Tier 2 support and training for staff. Our school will continue with implementation of Illustrative Math and continue to provide small group instruction for struggling students.

CWC-Hollywood will use federal funds to supplement and enhance local priorities and/or initiatives funded with LCFF (State) funds as reflected in the school's LCAP.

- Title I: Intervention Teacher

- Title II: Literacy Coach

- Title IV funds will be transferred to Title II

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.

CWC-Hollywood will align federal funds with State and local funds through its annual comprehensive needs assessment, review, and analysis of its LCAP, which includes a review of the CA School dashboard, program evaluation for effectiveness, stakeholder feedback, and an analysis of student assessment data.

CWC-Hollywood's LCAP includes and identifies multiple funding sources and as stated above an evaluation of the effectiveness of programs funded with federal funds. Annual review and revisions will be made based on the findings of the evaluation and federal funds will be allocated to newly identified needs. This process is developed and monitored by the school's leadership team, and presented to stakeholders (staff, teachers, parents, students, community) for their input, and feedback, and approved by the school's Governing Board annually.

Citizens of the World – Hollywood has developed an LCAP that will also serve as its SPSA, that meets the stakeholder engagement requirements outlined in CA EC 64001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Citizens of the World – Hollywood (CWC-Hollywood) engaged its stakeholders (Leadership Team, SPED Administrator, Teachers, Paraprofessionals, Governing Board, and parents/guardians including those representing unduplicated pupils and Students with Disabilities, in the development of the school's Title I Parent and Family Engagement Policy. The policy is reviewed and evaluated annually by the Parent Advisory Committee (PAC) and ELAC to measure effectiveness and address any areas of need based on

input from stakeholders. The Title I Parent & Family Engagement Policy is then distributed and discussed in detail with all incoming/continuing families along with the Parent/Student Handbook led by the Executive Director. Interpreter services are made available upon request for schoolwide and parent meetings. Currently, CWC-Hollywood does not have any languages that meet the 15% and above translation need threshold, however Spanish interpreters are available upon request (Spanish language is identified as 13.5%). All materials sent to families are written in language that is understandable and accessible to parents. Accommodations as appropriate are also made for family members with disabilities including providing information and school reports in a format (to the extent practicable) in a language that parents understand.

CWC-Hollywood is a school of choice, our staff knows and understands the critical role parents/families play in the success of their child(ren) which also impacts the success of our school. CWC-Hollywood staff participates in staff development that focuses on methods to engage, elicit, communicate and involve parents/families to our school; and collaborate as equal partners in their child's education; as outlined in our school's LCAP Goal #3: Continue to engage parents and members of the community as partners through education, communication, and collaboration, to ensure all students are high school, college and career ready. Provide students with a safe, welcoming, and inclusive, positive learning environment that exudes a culture of joy, collaboration, and high expectations.

CWC-Hollywood provides all parents including those of unduplicated pupils (UP), and Students with Disabilities with numerous opportunities to engage as partners in their child's education.

Our staff communicates with families using Parent Square, gather input using Possip, and provides updates on the school's website. Parents have access to Aeries Parent Portal where they can track their child's attendance, behavior, academic progress and communicate with teachers/staff.

Members of the Leadership Team host parent workshops on the following topics: Academic (literacy/math), how to support English Learners, Social-emotional, Technology Awareness, and other topics as requested by families.

At CWC-Hollywood parent input in decision-making will take place through the following committees (that includes parents of Unduplicated Pupils and SWD):

- English Language Advisory Committee (ELAC), & DELAC, CA EC 52062(a)(2)
- Parent Advisory Committee (PAC) per CA EC 52062(a)(1)
- Regional Family Advisory Committee

All parents are surveyed annually, results are reviewed and analyzed and reported on the school's LCAP, SARC, Local Indicators (CA School Dashboard) and reported to stakeholders (staff, parents and governing board).

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

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

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

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In the 2020-21 school year, CWC-Hollywood took the necessary steps to assess whether to apply for Title Funding and if so, operate as a TAS or Title I Schoolwide Program, to meet the needs of our students for the 2021-22 school year.

Our charter school developed a Comprehensive Needs Assessment of the entire school (ESSA Section 1114[b][6]; 34 CFR 200.26[a][1]). The comprehensive needs assessment is based on academic achievement information about all students in the school, including all groups and migratory children, particularly the needs of those students who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the LEA, and particularly for those students furthest away from demonstrating proficiency, so that all students demonstrate at least proficiency on the State's academic standards (ESSA Section 1114[b][6]; 34 CFR 200.26[a][1] and [b]).

CWC-Hollywood conducted a Comprehensive Needs Assessment as part of the school's annual update and annual development of the LCAP; with the involvement of school staff, parents and other members of the community to be served, and students.

CWC-Hollywood initially applied to operate as a Targeted Assistance School (TAS) because it did not meet the minimum 40% low-income criteria. However, based on an analysis of the school's educational program and feedback from stakeholders on the use of Title Funds, CWC-Hollywood has selected to operate as a Title I SWP based on the CA Department of Education's SWP Waiver Criteria and Process, and Citizens of the World Charter School's Governing Board recommends that the Title I SWP is the best way to serve the school's student population.

CWC-Hollywood has met the following requirements to operate as a Title I SWP (SWP waiver criteria)

1. Conducted a Needs Assessment.
2. Developed a Schoolwide Plan: 2021-22 LCAP
3. Obtain local governing board approval of the SWP Plan: September 29, 2021

4. CWC-Hollywood will indicate dates of the local governing board approval of the SWP status including the waiver in the Notification of Authorization of SWP report in the Consolidated Application Reporting System (CARS).

Therefore, CWC-Hollywood will begin to operate as a Title I SWP as of July 1, 2021 – upon governing board approval of the SWP plan (ESSA Section 1114[b](1)[B]) (retroactively to July 1, 2021).

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

The Comprehensive Needs Assessment was developed with the input and involvement of all stakeholders (Leadership Team, SPED Administrator, Teachers, Paraprofessionals, and parents/guardians including those representing unduplicated pupils and Students with Disabilities).

Our school’s 2021-22 LCAP served as the Schoolwide Plan Development and 2021-22 LCAP Federal Addendum, a comprehensive plan that was developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan (ESSA Section 1114[b][2]; 34 CFR 200.26[a][2]) over the 2021-22 school year. The LCAP (SWP Plan) is monitored regularly by the Leadership Team, Parent Advisory Committee (PAC), ELAC, and shared with parents and staff to seek input and feedback.

CWC-Hollywood’s LCAP provides descriptions of strategies our school will implement to address the academic needs of our students, including opportunities for our students to meet the challenging State academic standards (ESSA Section 1114[b][7][A][i]); strengthen our school's academic program, by providing additional academic intervention/support, including support courses and activities necessary to provide a well-rounded education; and address the needs of all students at our school but especially those at risk of not meeting the challenging State Academic Standards.

CWC-Hollywood followed all required steps to operate as a Title I SWP, as listed on the CDE website: <https://www.cde.ca.gov/sp/sw/t1/schoolwideprograms.asp>

To address the academic needs of students, CWC-Hollywood will use Title I funds for the following:

- Title I: Intervention Teacher that will provide Tier 2 academic support/small group intervention

CWC-Hollywood does not have any students living in local institutions for neglected or delinquent children or attending school in community day school programs.

TAS: Not applicable

Neglected or Delinquent: Not applicable

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

CWC-Hollywood ensures that students who are experiencing homelessness have equal access to the same free, appropriate public education that is provided to other students. Students are enrolled immediately and participate fully in the school program allowing them the opportunity to meet rigorous academic standards. The Community Coordinator ensures that students experiencing homelessness are appropriately identified and served and also assists the students through the enrollment process, placement in appropriate classes, and provide additional support with their individual and specific needs, including strategies to optimize their attendance at school. This outreach ensures the students have access to resources, extended day and year interventions, and other supports offered at the school. Additional supports are made available to the families of the students experiencing homelessness.

Services for students who are experiencing homelessness include helping the students with uniforms, transportation options, and mental health/counseling services. In addition, CWC-Hollywood will assist with providing referrals to resources in the community. Title I funds may support these services, or be used for identified needs of the students and their families that will support keeping the students in school.

Students who are experiencing homelessness have access to all the same supports as all students at the school. This includes instructional materials and interventions, SEL counseling, 1:1 student to laptop ratio, and support for behavior or social/emotional issues.

Student Transitions

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable.

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:

No additional information.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Formal Agreements

ESSA SECTION 1423(2)

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

(A) LEA; and

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Comparable Education Program

ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Successful Transitions

ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Educational Needs

ESSA SECTION 1423(5)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Social, Health, and Other Services

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

CWC-Hollywood provides its teachers with a robust professional development program based on findings from student achievement data, classroom observations, and input/feedback from its teaching staff.

CWC-Hollywood provides all educators (General Education & SPED) with a robust evidence-based professional development that includes: 7 days of intensive training in the Summer (12 days for new teachers), to prepare for the 2021-22 academic school year, and an additional 7 non-instructional days during the academic year of professional development to focus on data analysis, tiered supports, and instructional practice. Teachers and Teacher Associates also participate in weekly Professional Development and/or staff development. Areas of focus for the 2021-22 school year include: Illustrative Math, Foundations, ELD – SIOP & GLAD Strategies, Intervention Model and CWC Way and Learning Model.

CWC-Hollywood provides and promotes the following professional growth for staff from the beginning of their careers, throughout their career and through advancement opportunities.

- New Principal/New School Leaders will participate in an orientation to the school and benefit from ongoing collaboration and leadership professional learning from organizations such as the Citizens of the World Leader Institute, and/or Administrative Credentialing Program (LACOE).
- New teachers to the profession and/or newly hired teachers at CWC-Hollywood benefit from ongoing collaboration with experienced teachers, and coaching from the administrative leadership team, in addition to participation in a teacher induction program (Title II funded) in combination with weekly professional development on evidence-based pedagogical strategies. In addition, new teachers receive instructional coaching from the Reading & Math Instructional Leadership Team, Literacy Coach and/or Assistant Principal.
- Principal/School Leaders will have opportunities to participate in conferences and/or workshops as part of their professional learning. Conferences attended must support the goals and program focus of the school.
- All teachers will participate in 7-days of intensive Summer Professional Development (5 additional days for "new teachers"), prior to the start of the school year, including 7 non-instructional days during the academic school year focused on analyzing student achievement data, and developing intervention plans, and weekly professional development during the academic year. Teachers receive instructional coaching from the Reading & Math Instructional Leadership Team, Literacy Coach and/or Assistant Principal. In addition, teachers will also have opportunities to participate in conferences and/or workshops as part of their professional learning. Conferences attended must support the goals and program focus of the school.

- Teacher Associates also participate in professional development during the summer and academic school year, in addition to training led by the Reading & Math Instructional Leadership Team, Literacy Coach and Assistant Principal. In addition, instructional aides/paraprofessionals will also have opportunities to participate in conferences and/or workshops as part of their professional learning. Conferences attended must support the goals and program focus of the school.

CWC-Hollywood provides all teachers and Teacher Associates with evidence-based professional development aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students. Key areas for Professional Development at CWC-Hollywood were established through the ongoing improvement process/cycle, supported by the leadership team and other stakeholders.

Through CWC-Hollywood's annual ongoing schoolwide improvement cycle, it will evaluate its systems of professional growth and improvement and make all necessary adjustments to ensure continuous improvement within these systems. All adjustments will be documented annually in the school's LCAP, shared with stakeholders, and reported in the LCAP Federal Addendum annual updates.

Title II funds will be used to fund the Literacy Coach, that provide Instructional Coaching for all teachers.

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:

CWC-Hollywood is a single school charter and not identified for CSI/TSI so this provision does not apply.

In the future if CWC-Hollywood were to be identified for comprehensive support and improvement or targeted support and improvement we would prioritize our Title II funds to provide professional development in support of strategies, identified through data and root cause analysis, which are focused on addressing the needs that triggered the identification. All stakeholders (teachers, administrators, classified staff, students and families) would be involved in this improvement process through Parent Advisory Committee (PAC) and ELAC, staff meetings and surveys. The implementation would be monitored and evaluated quarterly, as part of the continuous improvement process to determine the effectiveness or needed revisions. The focused activities and results would be included in the LCAP and communicated through the LCAP process to all stakeholders, including PAC and/or ELAC.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CWC-Hollywood uses data from the California School Dashboard, including the following to evaluate Title II, Part A activities, which are reviewed and analyzed by school leadership and distributed and discussed with stakeholders on a quarterly basis at a minimum: interim/internal assessments (NWEA MAP Reading/Math, Fountas & Pinnell), state mandated assessments (CAASPP ELA & Math, ELPAC, and CA Science Test), school climate data and surveys. Professional Development is assessed/evaluated by all participants, and its effectiveness is also measured by the impact on student academic outcomes. The Leadership Team regularly conducts classroom observations to ensure strategies taught in professional development are implemented with fidelity and address our students' needs. Currently, CWC-Hollywood has received orange performance level for Chronic Absenteeism, blue performance level for Suspension Rate, and green performance level for the ELA and Math Academic Indicator.

CWC-Hollywood has implemented a data-driven decision-making process for its educational program that includes use of assessment data, feedback and input from stakeholders (Leadership Team, Teachers, SPED Administrator, Parents, Community members, & Governing Board) through surveys, ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A, which is also reported annually in the school's LCAP, and Local Indicators Report which is reported on the CA Schools Dashboard.

The Principal presents data reports at Governing Board public meetings, and data is used in the evaluation of the impact of the professional development on actions/services and on the progress toward meeting LCAP goals and student outcomes.

The success of Professional Learning is reflected in the academic success of our students and serves as a measure of the effectiveness of our school's Professional Learning plan. CWC-Hollywood also uses other qualitative measures, including teacher feedback from professional development sessions, and feedback from the Administrative team from classroom observations.

The engagement of our stakeholders is an essential component of the school's expenditures of LCFF and federal funds, including funding for professional development. This process includes the Administrative leadership team, teachers (including special education and EL), paraprofessionals students, parents, and the governing board, with the analysis of data, in developing growth targets, and in reflecting on what is working and areas for growth. The LCAP stakeholder engagement process ensures transparency, input and feedback.

Title II funds will be used to will be used to fund the Literacy Coach, that provide Instructional Coaching for all teachers.

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:

CWC-Hollywood does not receive Title III Funds.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

CWC-Hollywood does not receive Title III Funds.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CWC-Hollywood does not receive Title III Funds.

English Proficiency and Academic Achievement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

CWC-Hollywood does not receive Title III Funds.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

(A) CWC-Hollywood has partnered with the following businesses, non-profit organizations, and community-based organizations with a demonstrated record of success in implementing activities under this subpart:

- Up to Us Sports: to engage, train and support coaches to transform youth, programs, and communities.
- Worthy Beyond Purpose: that provides training for our students and leadership on Mindfulness Meditation Practices.
- CA Mathematics Council provides professional learning activities for our educators that will ensure continual improvement towards excellence in the teaching of mathematics.
- City of Los Angeles Family Source Center: provides case management, multi-benefit screening, after-school tutoring and enrichment, financial literacy and coaching, Adult Education (ESL, computer literacy) for families, legal services through Volunteers of America for our low-income families.
- Educational Pioneer, supports our school in addressing the issue of chronic absenteeism exacerbated by the pandemic
- City of LA Family Source System, provides case management, multi-benefit screening, after-school tutoring and enrichment, financial literacy and coaching, Adult Education (ESL, computer literacy) for families, legal services, and other services through Volunteers of America for our low-income families.

(B) CWC-Hollywood plans to transfer Title IV funds to Title II. In the case that title IV funds are not transferred, CWC-Hollywood will use funds in alignment with Title IV regulation and in conjunction with input from stakeholders as part of the school's LCAP ongoing schoolwide improvement cycle.

CWC-Hollywood is a charter school and not subject to equitable services requirements for private school.

Per AB 716 (CA EC 64001), CWC-Hollywood is utilizing the LCAP to serve as the SPSA, and the LCAP planning process to meet both the state and federal requirements. Our charter has consulted with parents, community members/partners, students, teachers, administrators, and other school personnel as part of our stakeholder engagement process. Special Education and English learner representatives were also included in the planning process.

Well-rounded Education: CWC-Hollywood provides all students, including unduplicated pupils and Students with Disabilities, with a well-rounded education which includes Music (TK-1), Performing Arts (2-5), Art (TK-5) and Multi-cultural Studies.

(C) **Safe & Healthy Students:** CWC-Hollywood is committed to providing all students with a safe, healthy, engaging, and supportive learning environment that supports positive student academic achievement/outcomes through a robust social-emotional learning and supports for students. CWC-HW is committed to providing and strengthening social-emotional supports through schoolwide implementation of the Responsive Classroom.

The Responsive Classroom Approach is a student-centered, social, and emotional learning approach to teaching and discipline. It is comprised of a set of research and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers.

The Director of SEL will lead the school culture/SEL initiatives schoolwide to support the needs of our students, provide training for TA's on conflict resolution skills, Playworks model, and train teachers on classroom management. In addition will collaborate with the Assistant principal with PBIS, to support a positive school climate in alignment with Responsive Classroom SEL model.

(D) CWC-Hollywood has implemented a 1:1 **student to device ratio** schoolwide. Chromebooks/technology devices are utilized by students across all grade levels. However, federal funds are not used to fund technology devices, and hardware. On an annual basis the technology and internet use policy is distributed and discussed with parents, students and staff to ensure internet safety.

(E) At a minimum on an annual basis, CWC-Hollywood will evaluate the effectiveness of the activities carried out under this section based on the objectives and outcomes as required under Title IV, and the school's LCAP Goal, Annual Measurable Outcomes, including feedback and input from stakeholders (Staff/teachers, parents, students) including annual surveys administered (students, staff, and parents) which are reported on the school's LCAP, Local Indicators and the CA School Dashboard.