

LCAP Federal Addendum System

Instructions, Strategy, and Alignment

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 YouthBuild Charter School of California:

YCSC will strategically utilize federal funds to offer trauma-informed care to our students, many of whom have dropped out of school due to socio-emotional reasons related to poverty, domestic abuse, substance dependency, and community violence. These funds will help cover our Master's of Social Work Internship Program, covering salaries, intern stipends and other expenses as they provide individual and group counseling and case management services to our target population of low-income students. Federal funds will also be dedicated to teacher professional development workshops, essential for training in classroom interventions, instructional methodologies, and data collection. They also will be utilized to expand our Multi-Tiered System of Support (MTSS) initiative school-wide.

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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 YouthBuild Charter School of California:

YCSC allocates state and local funds to cover our MSW internship program, professional development sessions and MTSS program. Federal funds will increase our capacity to serve low-income students by allowing us to cover the costs of additional field supervisors and interns, increase our number of professional development workshops (specifically in the area of trauma-informed care), and expand our MTSS programming school-wide. YCSC blends MSW funds with LCAP goals and other funding.

APPROVED BY CDE

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.

Contact Name

Cathy Trout

**Contact Phone
and Optional Extension**

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LCAP Federal Addendum System

Title I, 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:

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 YouthBuild Charter School of California:

To carry out YCSC's responsibility under Section 1111(d), throughout the school year, feedback on existing LCAP goals is provided by all stakeholders via board meetings, and professional development, in addition to other meetings and events. Minutes for the board meeting are routinely posted to the school website to allow access to all stakeholders. Information on stakeholder feedback is documented by the leadership team in an effort to include this valuable data in the decision-making process. All stakeholders (students, staff, community members, partnering agencies and parents) have been involved in the 2019-2020 LCAP process. In the Winter of 2019, a survey was created for each stakeholder group to get input on goals, actions and budget priorities for the upcoming school year. Stakeholders had approximately three weeks to complete the survey electronically or via hard copy.

YCSC has been committed to involving as many students, staff, parents, and community partners in the development of its 19/20 LCAP. The following is the LCAP Work-plan for 19/20 that reflects a systematic effort to include all of the above stakeholders throughout the process.

Essential Elements of the 2019/20 LCAP Work Plan

1) Prepare LCAP Surveys for all 4 YCSC Stakeholders:

- Students
- Parents
- Staff
- Community (Includes YB program & their respective partnerships)

2) Send all LCAP Surveys to YCSC Stakeholders

3) Gather & Analyze LCAP Survey Responses

4) Present LCAP Survey Analysis at YCSC Spring 2019 PD

5) Finish 1st Draft of LCAP Draft by Friday May 17th in time for May 23rd LCAP Board meeting

6) Finish Final Draft of LCAP by June 2019 in time for YCSC Board Meeting to approve LCAP.

7) Incorporate YCSC Stakeholders in funneling board approved LCAP into 2019/20 Summer, Fall, Winter, Spring PD Planning from July 1st-July 21st, 2019

8) Finalize and retroactively update all outcomes data tied to LCAP 2018/19 Goals in 2019/20 LCAP.

9) YCSC Leadership, staff, and stakeholders collaborate to present at 2019/20 Summer, Fall, Winter, Spring

All stakeholders (students, staff, community members, partnering agencies and parents) have been involved in the 2019-2020 LCAP/CSI process. The CSI plan is embedded in the overall LCAP goals. The LEA was not identified as TSI.

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

Response from YouthBuild Charter School of California:

YCSC shared our draft parent and family engagement policy with parents via our staff, and requested feedback by December 13, 2019. Parents will be notified of our final parent engagement policy via email and physical copies distributed to students as they enroll and throughout the year. Through these means they will also be invited to an annual meeting, held each September, where they will be able to review the Parental Involvement Policy and School-Parent Compact. Parents will be convened soon after LCAP surveying that goes out January 30th, 2020. That meeting will take place during our Spring professional meeting at our main office (which is an accessible facility) on April 1, 2020. Title I information will be disseminated and discussed and they will be informed of their right to be involved. Based on parent-need, YCSC can hold a flexible

number of meetings of day or in-home visits as needed for parents of migratory or other children. Translators and reasonable accommodations such as sign-language interpreters will be utilized as needed.

Spanish-language policies and other written materials will be distributed to parents with LEP. Accessibility tools will be provided for parents who have difficulty communicating with the school. English and Spanish policies and written materials will also be published on the website. There will be contact info for the school superintendent should parents or community members have questions or feedback about the policy or wish to contribute to future updates of it. The policy will be updated annually in September (with parent input and agreement) to meet the changing needs of parents and the school.

The school will also provide timely information about Title 1 programs via emails to parents, informational hand-outs that will be disseminated to students, and on the school's website. School leadership, teachers and staff will also invite parents to get more involved in the planning, review and improvement process of YCSC's Title I programs during school events, parent-teacher conferences, and other school activities that parents attend.

Parents may request an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet at any point throughout the school year. This information can be provided by a teacher, counselor, principal, or superintendent. At parent-teacher conferences, assessment information on student academic progress is shared with parents. Student progress as it relates to state and local standards will be explained to parents, including the curriculum used, data reporting for assessments, and available interventions in reading, ELA and math for students needing assistance.

If requested, the school can provide flexible opportunities for regular meetings that allow parents to participate in decisions relating to their children's education. This may include opportunities to participate in board meetings, formal parent-teacher conferences, or meetings with the school leadership team. All parents of Title 1, students will receive an email at the beginning of the school year (or whenever their child first enrolls) letting them know of opportunities to participate in decision-making processes.

Information on content standards, assessments, and how to monitor and improve the achievement of their children is provided to parents via parent-teacher conferences, informal parent requests, and through ongoing parent communication by the school's staff and leadership team. YCSC is able to provide hands-on, in-person training to parents looking to better understand how they can work with their children to improve their children's achievement. Flexibility will be provided for parents of migratory students. Printed materials will also be available if requested with consideration of language and accessibility needs.

At staff meetings and professional development, the school educates staff members on the value of parent contributions and brainstorms strategies on how to work with parents as equal partners. YCSC will integrate the program with other programs and activities such as the LCAP survey process, school site events, and open houses. School information, including communication about the Title I program, will be distributed via the school website and other materials in the languages spoken by students' families and reasonable accommodations will be provided as outlined by law. YCSC will provide support for any parental involvement activities requested by Title I parents. They can submit comments through principals or superintendent if they are not satisfied with the program or opportunities for involvement.

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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 YouthBuild Charter School of California:

YCSC is a competency-based, dropout recovery high school that is designed to provide a supportive and challenging academic program for a distinct group of students, those who come from low-income families and underserved communities and have previously left or been pushed out of the traditional school system without a diploma. As such, YCSC holds a unique place in the landscape of California's public charter schools. YCSC was launched and continues to be supported by the national organization YouthBuild USA in response to California YouthBuild programs' need for a robust high school diploma-based education option for their participants. The students are between 16-24 years old, yet they are allowed to re-enroll in K-12 school because they are a member of a YouthBuild program. The California Department of Education allows for this through an exemption that is written into Education Code.

Thus, the students we serve come to us after making their way to one of the many YouthBuild programs in Southern California area. They enroll in the YouthBuild program over-aged, under-credited, or both, in order to receive vocational training, counseling, leadership development and an education. In order to meet the unique needs of its students, YCSC has developed a project-based, interdisciplinary curriculum model that relies on authentic assessments and applied learning that provides numerous opportunities to connect a standards-based education to program activities at the YouthBuild program that are geared towards creating social justice in the communities where its students live. We currently utilize an internally developed Authentic and Collaborative Education (ACE) Interdisciplinary Learning and Program Integration (ILPI) Manual and its assessment competencies (Humanities, STEM, Culture) in congruence with a prioritized set of the California State Standards, the Common Core

Standards, and the Next Generation Science Standards. Add information about how we serve students with disabilities.

YCSC opened its doors in September 2008 to 265 students at three YouthBuild program sites in Los Angeles County. In the 2017-2018 school year we had approximately 1,300 students enrolled at 20 sites.

(I) Federal funds will be utilized to cover counseling and school-based mental health programming provided through our MSW internship program, a strategy that will improve students' skills outside the academic subject areas, so critical for our target population of recently out-of-school, out-of-work students. The program operates through our partnership with local universities, including USC, UCLA and CSU Long Beach. In the most recent school year, YCSC received a technical assistance grant from the California Department of Education to leverage the work of our MSW interns to support social emotional interventions, aligning trauma-informed care, social emotional learning, and academic support for students through a Multi-Tiered System of Support. MTSS increases our capacity as a trauma-informed school. In such schools, according to the Treatment and Services Adaptation Center, "the adults in the school community are prepared to recognize and respond to those who have been impacted by traumatic stress. Those adults include administrators, teachers, staff, parents, and law enforcement. In addition, students are provided with clear expectations and communication strategies to guide them through stressful situations. The goal is to not only provide tools to cope with extreme situations but to create an underlying culture of respect and support." Our grant partner, LA County Office of Education (LACOE), supplied technical assistance that has resulted in a more focused collaboration between social work staff, teachers, academic counselors, and school leadership. They assisted with integrated curriculum materials and further implementation of universally designed instruction, as well as new tools for comprehensive screening. MTSS is proven to decrease discipline referrals, absenteeism, and dropout rates through more focused and effective academic and social emotional learning. Additionally, it increases attendance and retention, graduation rates, academic achievement, and school climate. Technical support, provided by LACOE, is teaching us how to use data to monitor implementation and improve our practices.

(II) YCSC offers support for PSE transition and improves efficiency and connection with students by having more staff involved in college advising. Teachers and counselors work together to build a college-going culture.

(III) YCSC is a competency-based, dropout recovery high school.

(IV) YCSC holds professional development workshops every trimester. In addition, department chairs collaborate with staff to ensure that high-need subjects are instructed effectively. One principal manages Schoology.

TAS: N/A

Neglected or delinquent: N/A

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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"

Save All and Continue

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 YouthBuild Charter School of California:

N/A

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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 YouthBuild Charter School of California:

The reservation funds are used to pay for the MSW Intern program at our school, which includes LCSW directors of the program, who supervise and train the interns with regular professional development. The supervision and professional development includes training on identifying and supporting homeless students. Comprehensive services are provided to identify and support this population. Staff members are trained by MSWs in identifying homeless students following the McKinney-Vento Act. Counselors and MSW Interns are trained in completing needs assessments of these students and identifying whether they will receive additional educational supports. Such supports include placement under AB 1806 status and the completions of NSLP or HIDC forms associated with the school nutritional programs for lunch and breakfast. Additionally, counselors and MSW interns connect homeless students to support services, shelters, and homeless support programs, as needed. Homeless students receive free transportation passes for local trains and buses. Finally, homeless students receive prioritized access to mental health and socio-emotional counseling.

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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 YouthBuild Charter School of California:

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 YouthBuild Charter School of California:

YCSC teachers and counselors work together to build a college culture for students who previously did not believe they would graduate high school. They assist their college-going students on their campuses with applications and paperwork necessary for entering community college or university. In addition, they ensure that Dreamers and their parents are well aware of their rights and the resources available to them for college matriculation. All YCSC seniors are required to take the Accuplacer during their third trimester to determine their appropriate reading and math placement in college. They can take it at their campus or a local community college. N/A

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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 YouthBuild Charter School of California:

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.

Contact Name

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LCAP Federal Addendum System

Title I, Part A, Educator Equity

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

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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 YouthBuild Charter School of California:

N/A

APPROVED BY CDE

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

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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 YouthBuild Charter School of California:

YCSC holds professional development workshops for teachers and support staff each trimester: Summer, Fall and Winter. Topics covered include recruitment and retention of students, restorative justice, FAFSA and DACA, Universal Design, trauma-informed care, Multi-Tiered System of Support, and site planning. They are aligned with what stakeholders are requesting during the LCAP process.

In the 18/19 school year, YCSC established six Department Chair opportunities, allowing those educators to earn an additional \$5,000 stipend to lead their respective departments: English, math, social studies, science, counseling and recruitment & retention/college & career.

The creation of school-wide departments and the department chair role at YCSC emanated from the voices of YCSC and YouthBuild (YB) site staff. Via extensive surveying and focus groups, YCSC/YB staff clearly communicated that the dual missions of innovation and implementation at YCSC could be more effectively carried out by the professionals closest to the young people. The department chairs are the facilitators who ensure that teachers, counselors, and program staff across the YCSC network rely on and include one another as they seek to provide the high-quality education that our young people deserve.

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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 YouthBuild Charter School of California:

N/A

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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 YouthBuild Charter School of California:

As indicated in the LCAP, our plan is for the CSI PDSA to focus on grad rate improvement beginning with a research phase on the engagement and retention realities at YCSC during the 2018/19 school year. YCSC stakeholders (YB partners, staff, students, and parents) participate in a root cause analysis from both a quantitative and qualitative approach. In the end, the goal is to have a hard quantitative goal of moving out of CSI by attaining

a grad rate over 67 % in the 19/20 school year.

We plan to improve upon our baseline figures from 18/19.

APPROVED BY CDE

Title II, Part A Contact

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LCAP Federal Addendum System

Title III, Part A

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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.

Response from YouthBuild Charter School of California:

Three times a year - Summer, Winter and Spring - all 17 YouthBuild Charter School of California (YCSC) sites meet for a week of professional development (PD) days, our systematic approach to continuous improvement based on student performance data, student needs, and research. All professional development is geared towards either curriculum (Common Core/Competencies) or PCCP Competencies, as well as school-wide learner outcomes.

Staff are given time during professional development to work with teachers in their same discipline to share materials, ideas for classes, and best practices. They plan and share differentiation strategies. Staff also work with their own site during professional development to create site goals and assess progress.

Title III funds will be utilized to help cover alternative PDs where educators will focus on English Language Learner education. They will discuss EL challenges, share instructional strategies and approaches, and best practices. Breakout content will be centered around ensuring that appropriate staff are receiving all of the above training. At these alternative EL sessions, we plan to survey staff to let us know what their additional EL support needs are; we will address them by supplying supplemental materials for both in-person and self-paced professional development.

YCSC regularly collects and examines assessment results to determine organization, content, and school design toward a curriculum-embedded and standards-based education for all students including English Language Learners, and students with IEPs and 504s. The process consists of collecting data from classroom-based, state-based, and nation-wide assessments, including the collection of student attendance. The rate of data collection varies based on classroom design, site operations, teacher preference, and school-wide needs. All sites collect data for attendance, course completion (Attendance/Participation, Skillbuilding, and ILPI Competencies), Accuplacer, Record of Interviews, as well as other site specific data. At professional development we incorporate activities that support in distributing and analyzing assessment data.

Staff utilize a tool called the Authentic and Collaborative Education Interdisciplinary Learning and Program Integration Manual (which was developed collaboratively by assistant principals, instructors, site coordinators, and coaches within our network) to develop their curricular and instructional materials. This tool will be utilized as we train

our teachers on curriculum and strategies for meeting the needs of our EL student population. During professional development trainings they will practice working collaboratively to disaggregate data collected with our assessment tools in order to group EL students appropriately in ELD and intervention classes and target specific language gaps. They will be trained in utilizing the new curriculum purchased with Title III funds to meet the needs of EL students.

YCSC views professional development as a tool to ensure that we are improving operations over time, in EL and all other areas. They are organized and conducted collaboratively by leaders with topical expertise within our network to keep content fresh and relevant. We collect data afterward to determine how effective the workshops were. We also collect data after each professional development to determine which workshop topics our educators would like to see presented in the future.

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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.

Response from YouthBuild Charter School of California:

n/a

APPROVED BY CDE

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.

Response from YouthBuild Charter School of California:

Title III funds will be utilized to upgrade our effective instructional strategies through the purchase of new curricula to intensify our instruction of limited English proficient students. This will enhance our ability to coordinate our language education program with other relevant programs and services -- including our MSW internship program and counselors -- in order to improve the English proficiency and academic achievement of our EL student population. Most are long-term English learners and we also assist them in transitioning to college or vocational school and identify necessary supports for their academic success.

We have staff and our DELAC reviewing various curricula as we seek to determine the best fit to provide the highest-quality language instruction for our population of young adults who have dropped out of traditional schools. We are leaning towards purchasing English 3D, but are hoping to find a curriculum that will not consume nearly our entire Title III allocation.

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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.

Response from YouthBuild Charter School of California:

YCSC tracks the progress of our EL students through our data management system. It provides interim and formative assessments that simulate state assessments. In order to assist students to pass the ELPAC exams, teachers participate in regular trainings involving scaffolding the skills students will need to use to be successful.

Since YCSC's low-income percentage has historically averaged 95%, the priorities, goals, and actions in prior year LCAPs and in our Learning Continuity Plan always have to make every effort to prioritize the needs of low income, EL, and foster youth. Since the vast majority of students at YCSC have needs that need to be similarly

prioritized, there are no supplemental actions and goals to target subsets of what is already an alternative education effort.

As mandated by the CDE, YCSC will continue to complete ELPAC testing. YCSC recently updated all protocols for intake and assessment via a federal program monitoring audit which means all assessment processes and timeframes are recently compliant. Staff will continue to monitor EL progress on a weekly basis and submit a progress monitoring tool per trimester which includes academic, behavior, and social emotional interventions. YCSC’s charter is focused on authentic assessments for all subjects and with respect to ELA and Mathematics, the formative project-based assessments will continue to be utilized by teachers to monitor student progress.

APPROVED BY CDE

Title III, 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.

Contact Name	<input type="text" value="Cathy Trout"/>
Contact Phone and Optional Extension	<input type="text" value="323-610-9478"/> <input type="text" value="Optional Extension"/>
Contact Email	<input type="text" value="ctrout@youthbuildcharter.org"/>

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

LCAP Federal Addendum System

Title IV, 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:

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.

Response from YouthBuild Charter School of California:

YCSC developed this application in consultation with staff members, community partners, students, and parents. This happened in several ways and was merged with our LCAP process. We conducted initial meetings with all these stakeholders to develop survey questions that would ask meaningful questions about school priorities around academics, behavior, facilities, parent engagement, student engagement, support services, and socioemotional wellness, amongst other topics. After the surveys were developed and completed by all of our stakeholders, we analyzed the feedback and presented it to stakeholders. Then we worked with them to develop funding, PD, and policy priorities.

These funds shall be used to expand our implementation of a Multi Tiered Systems of Support (MTSS) model at YCSC, which helps staff collect data on and support students in academics, behavior, and socioemotional wellbeing. We received state funding to receive MTSS training, coaching, and resources. Title IV funds support the expansion of these ongoing initiatives. We have already and will continue to seek feedback from our stakeholders. We use both meetings and surveys to collect this feedback on the implementation of MTSS, its impact on student outcomes, and our overall approach to support student, family, and community needs.

Needs Assessment:

A needs assessment has been conducted as part of our LCAP and MTSS initiatives. The LCAP process utilized feedback from parents, students, community agencies, and school staff members to identify needs at the school. The MTSS initiative has collected data around students outcomes in academic, behavior, and socioemotional wellbeing. We have also made a resource inventory of different resources within our school to support students that needs additional growth in academics, behavior, and socioemotional wellbeing. This resource inventory has helped us identify gaps in resources that we hope to fill using these funds and community partners. For example, we have identified the need for more access to drug counseling referral programs and housing assistance programs.

Partnerships:

YCSC partners with 16 different CBOs that run YouthBuild USA programs in leadership, counseling, education, vocational training, and career preparation. These agencies are essential partners in our effort to implement the MTSS model, as they have staff members, programs, funds, and partnerships that can support students in academics, behavior, and socioemotional wellbeing, as identified through our data collection processes. These CBOs have strong records of success, as they collect data on outcomes that get reported to the national YouthBuild USA agency and to their funders. We also work with them closely to identify students successes and outcomes. We have seen growth in student achievement, behavior, and wellness because of the support of these CBOs.

Well-Rounded Education:

Through MTSS, Title IV funds will be used to support a well-rounded education, including academic achievement, behavioral outcomes, and socioemotional wellbeing. For academics, we are closely monitoring student progress using a combination of test score data, progress reports, and teacher feedback. Behavioral outcomes are monitored utilizing incident reports, referral and expulsion data, and reports from school staff members. For socioemotional wellbeing, we are utilizing SEL surveys completed by students and school staff feedback. These data points inform the kinds of and intensity of interventions that we use to promote students success in all of these areas.

Safe and Healthy Students:

This Title IV funded MTSS model will help us collect regular, detailed, and targeted data on individual students in academics, behavior, and socioemotional wellness, aligning with definitions of safety and health in Section 4108. We will be able to identify mental health needs, bullying, drug use, violence, and other outcomes. Then, our staff will link students to needed resources and interventions. We have already identified internal resources in restorative justice, behavior interventions, PBIS, mental health counseling, drug counseling, life skills training, socioemotional workshops, community circles, amongst other resources. And, we have identified referral resources in mental health counseling, drug counseling, homeless assistance, health care, food assistance, gang prevention, and other related areas.

Technology: N/A

YCSC shall regularly assess our implementation of the MTSS model and our overall approach to supporting students, parents, and community members. We shall do this with our stakeholder meetings held throughout the year to request feedback, identify data needed to assess our school, make funding and policy decisions, and strategize. We also work with them to look at a data on student outcomes in academics, behavior, and socioemotional wellness. Finally, they help us develop, collect and analyze survey data about our school and various initiatives.

APPROVED BY CDE

Title IV, 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.

Contact Name**Contact Phone
and Optional Extension****Contact Email**

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov (mailto:LCAPAddendum@cde.ca.gov) | 916-323-5233

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Sacramento, CA 95814

Contact Us (<https://www.cde.ca.gov/re/di/cd/>) | FAQ (<http://www.cde.ca.gov/re/di/fq/>) | Web Policy (<http://www.cde.ca.gov/re/di/ws/webpolicy.asp>)