

LCAP Federal Addendum System

Title I, Part A

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

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

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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 Highland Academy:

N/A

APPROVED BY CDE

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

Response from Highland Academy:

Highland Academy's administration collaborated with our school's PTO leadership to create our Parent Involvement Policy. After speaking and listening to recommendations from that group, the policy was presented to our Board during a public Board meeting where additional suggestions were made and the policy was finalized. The policy is posted on our school's website and made available upon request.

Highland Academy is committed to involving parents in their student's education to the fullest extent possible. We have adopted OneCallNow as our school's notification system and are able to reach 100% of our families through that system. Student progress and results of assessments are made available to parents on IXL, PowerSchool, and other online platforms that allow parents to monitor their student's progress from home.

Our school's PTO is robust and represents the easiest opportunity for our parents to become involved. This organization provides input, direction, and leadership on many key school decisions. Including the LCAP. The PTO meets monthly and any parent of a Highland Academy student is eligible to join.

In addition to our annual "Find Your Genius Night" where we celebrate the accomplishments of our students

throughout the year, our staff, ASB, and PTO regularly put on activities and parent nights throughout the year to educate and build a sense of community. We take special care to invite families of students in need, including those students who have limited English proficiency or have disabilities, as we know these students have special needs and need our support.

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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 Highland Academy:

Our school identifies and supports students in need of targeted assistance through data retrieved from CUM files, SBAC, school-created assessments, and teacher/family input. School-wide strategies include CCSS aligned curriculum and resources, tutoring and remediation opportunities, ongoing professional development for staff on differentiation and social-emotional support. As appropriate, our school's Student Mentor will regularly meet with these identified students to support them.

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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 Highland Academy:

TAS: Targeted support students are identified through multiple criteria: CAASPP ELA and Math assessment results, iReady Diagnostic Reading assessment (all grades), iReady Diagnostic Math assessment (all grades), IXL Math and Language Arts diagnostic assessments (grades 2-8), DIBELS assessment (grades 1-5 only), ESGI assessment (TK and K only), and teacher recommendation (all grades) along with parent/guardian consultation (all grades).

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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 Highland Academy:

We work to provide homeless families with access to support services and resources. We ensure that homeless status is confidential and homeless children are provided the same services and support as all students. Our school's Student Mentor will conduct both informal and formal "check-ins" with these students and report any concerns to school administration.

Our school will use these funds to support homeless students in the following ways:

- Subsidized school supplies, physical education uniform, and locks for school lockers.
- Our school's Student Mentor will coordinate resources and events for homeless students throughout the year and check in with these students monthly (or more if needed).
- We work to provide homeless families with access to support services and resources. We work closely with counselors, social workers, health clinics, and social service providers to refer families for additional services as appropriate.
- Our school site monitors homeless students' attendance, behavior, and academic data monthly. Data is analyzed during weekly grade level/department meetings and actions are planned accordingly to support student success.

APPROVED BY CDE

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 Highland Academy:

N/A

APPROVED BY CDE

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 Highland Academy:

N/A

APPROVED BY CDE

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 Highland Academy:

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

Terrence Lee

**Contact Phone
and Optional Extension**

951-266-0220

Optional Extensio

Contact Email

tlee@highland-academy.org

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

LCAP Federal Addendum System

Title II, Part A

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

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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 Highland Academy:

As a single charter school, Highland Academy has a small but closely connected teaching and administrative staff. We manage professional development through ongoing and candid discussions that respond to the needs of our faculty and staff. Needs are articulated in staff meetings throughout the year, and we address those by modifying our professional development plan accordingly. Each year, we set a general professional development budget for the returning teachers, for charter conferences and county-level training. At the same time, we also set a specific board-approved budget for staff that has demonstrated abilities and willingness to continue pursuing a higher level of education or credentials, as well as subject-specific training such as the National Science Fair. The administrative team always makes sure to attend training to obtain updated information. For example, as a California Charter School Association (CCSA) member, we regularly attend professional training offered by CCSA throughout the year. Our law firm also provides training in the areas of HR and parental relations while ensuring everything we practice here on campus is in compliance.

Being small and close a group we are, our faculty and leadership engage in classroom and peer observations, surveys and faculty evaluative feedback, and data review and analyses to continue implementing responsive and relevant professional development. Highland Academy has a system of support for the principal, teachers, and other school leaders from the beginning of their careers, throughout their careers, and opportunities for professional growth. At the beginning of each school year our board of directors sets goals for the principal (also the superintendent) along with other members of the administrative team and monitors the progress of each throughout the year. While these goals align with the school's mission, they also reveal areas of strength and weakness of both the school's current environment and each administrator's. From here we learn and improve

ourselves with the board's guidance. For teachers, Highland Academy has a unique evaluation system in which senior-level teachers along with the principal and assistance program director attend random classes while observing the teacher-student interactions throughout the year. Areas being observed are: class contents, teaching style, student feedback, and students' grades. Most teachers receive "satisfactory" on their surveys; occasionally one or two receive "need improvement"; very few receive "outstanding". Each survey comes with comments, especially in the areas that need improvement. This way everyone can set goals for improvement for the next school year. The administrative team approaches the outstanding individuals and inquires about their desire for further growth. Upon reaching an agreement for professional growth, the specific individual is given the opportunity to pursue higher education or credential once approved by the board of directors.

APPROVED BY CDE

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 Highland Academy:

Not applicable. LEA is a charter school.

APPROVED BY CDE

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 Highland Academy:

Highland Academy evaluates professional learning based on the student achievement data, student demographic data, and professional learning data. The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support the school's professional learning and meeting the goals for all students are to remain transparent in regards to all fiscal expenditures.

Highland Academy has determined that the most efficient use of funds is to provide supplemental services in a school-wide manner ensuring that all students, including the targeted population, receive support. The following school-wide actions/services will be implemented and assessed for effectiveness to support all students, in particular our Unduplicated Pupils. These services include:

1. All students will be assessed frequently via benchmark assessments and other local measures and data will be evaluated to ensure appropriate supports and interventions are put into place in order to support student achievement. This is done each semester.
2. Providing professional development for certificated staff in the areas of Project-based learning, differentiation, classroom management, student engagement, Depth of Knowledge (DOK), and Positive Behavioral Interventions and Supports (PBIS). This is done weekly.
3. The purchase of additional Common Core aligned curriculum and supplemental materials. This is done annually.

4. Lunch and after-school tutoring with a credentialed teacher at no charge to the family. This is done daily.
5. Continue funding for an Instructional Assistant to provide small group and one-on-one support to any pupil in need of it in Math and Language Arts classes. This is done each semester.
6. Provide collaboration time for certificated teachers to analyze data and plan and develop strategies to support their students. This is done monthly during staff meetings.

In addition, we survey our parents several times a year so that we can collect additional information, and make adjustments when needed. We also have a parent volunteer system, which allows our families to volunteer their time over the course of the year in a number of different ways. We have adopted OneCallNow as a parent communication and notification system, and are able to reach 100% of families through that system. Our school's website and web presence continue to expand and have allowed us to stay connected with our families throughout the pandemic.

APPROVED BY CDE

Title II, 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 | 916-323-5233

LCAP Federal Addendum System

Title III, Part A

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

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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 Highland Academy:

In order for administrators and teachers to meet the needs of EL students, they must participate in a comprehensive standards-based professional development program that focuses on research and scientifically based, high-quality instructional practices. With Title III money, our school is able to do the following:

- 1) Provide professional development in i-Ready, IXL, and other tools the school is investing in to help our English Learners.
- 2) Provide all teachers, especially those who service EL students, with professional development in the area of engagement strategies and differentiated instruction.
- 3) Teachers and staff have the opportunity each year to attend conferences where the most current research, strategies, and materials are presented and discussed. This information is shared with stakeholders to ensure that the training in new skills and knowledge is delivered schoolwide.

Annually, our school uses multiple forms of data including state-mandated assessments (CAASPP, ELPAC), reclassification rates, internal benchmark data, student work, survey findings (teacher, parent, student), findings from classroom observations, and input from stakeholders to identify professional development needs to design an annual Professional Development plan to improve the instruction and assessment of English Learners.

APPROVED BY CDE

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 Highland Academy:

NA. The LEA is not eligible to receive funds under this subgrant.

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 Highland Academy:

English Learners receive daily ELD instruction across disciplines through instruction by a credentialed teacher. All teachers provide daily instruction and support to English Learners in core curriculum classes to increase limited English Proficient students' literacy and fluency in academic language, conversations, and critical thinking skills.

Annually the school's EL plan is reviewed and revised with the input and consultation of stakeholders (administrators, teachers, students and parents). Our school administers multiple forms of assessments in addition to the ELPAC, which are reviewed on a regular basis, to monitor the academic progress of English Learners. This information is also shared with stakeholders and reported in the school's LCAP. Findings from this data are used to assess and evaluate the effectiveness of the school's EL Program and navigate the path moving forward for Highland Academy.

Highland Academy will provide a stipend and training to a certificated staff member to serve as the EL Coordinator. This person develops (and updates annually) our school's EL Master Plan, administers ELPAC testing, manages the reclassification process, monitors the progress of RFEP students, provides small group instruction for EL students, and hosts a series of Family Workshops throughout the year designed to help parents learn strategies to support their children at home. The EL Coordinator also collaborates with our teachers and provides professional development on integrated ELD supports to ensure that English Learners receive effective daily ELD instruction across all grades and disciplines.

Integrated ELD instruction is embedded school-wide through strategic grouping, graphic organizers, scaffolding, and a focus on the academic vocabulary that is necessary to communicate content mastery. During planning and collaboration, teachers identify key vocabulary and then use strategies such as thinking maps, word walls, and academic conversations to reinforce these terms.

Understanding that English Learners come from a broad spectrum of learning backgrounds and experiences, our school has invested in the diagnostic and instructional program i-Ready to provide personalized and scaffolded support to our English Learners and help them build on their existing knowledge. We ensure that all our EL students have functioning devices checked-out to them so they can access this and other tools available to them.

Annually the school's EL Master Plan is reviewed and revised with the input and consultation of stakeholders (administrators, teachers, students, and parents). Our school administers multiple forms of assessments in addition to the ELPAC, which are reviewed on a quarterly basis, to monitor the academic progress of English Learners. Findings from this data are used to assess and evaluate the effectiveness of the school's EL Program and navigate the path moving forward for Highland Academy.

APPROVED BY CDE**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 Highland Academy:

Highland Academy Charter School monitors EL student progress throughout the year to ensure they are progressing in English proficiency and understanding the State academic standards. Assessments are used to determine students' English language proficiency in English as well as academic performance. Teachers and the administrative team review and analyze student achievement data regularly and share it with our governing board and stakeholders. Teachers collaborate to identify students who require additional intervention/support.

Our school's goal is for EL students to show one level of growth annually as measured by the ELPAC until they reach English proficiency. Data from the annual ELPAC is reviewed to identify students who are not meeting this goal and appropriate interventions are planned and implemented. CAASPP ELA & Math results are also reviewed and used to make decisions.

APPROVED BY CDE**Title III, Part A Contact**

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LCAP Federal Addendum System

Title IV, Part A

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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;

Response from Highland Academy:

The most recent data on the California School Dashboard from 2019 shows Highland Academy Charter School in the "orange" in Mathematics at 58.8 points below the standard. To improve our Mathematics score, we will be hiring private math instructional assistants within the local community to support our teachers and provide one-on-one help to struggling students. We will also purchase reputable Math curriculum and supplemental materials/online programs to help students. The specific materials/programs will be picked and submitted for board approval later this year.

APPROVED BY CDE

- B. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

Response from Highland Academy:

Highland Academy will continue to assist teachers in the development of STEM activities. Activities to continue for next year are:

1. Upgrading "supercomputers" in the computer science lab.
2. Science field trips (TBA, pending lifting of COVID restrictions).

APPROVED BY CDE

C. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

Response from Highland Academy:

As of April 16, 2021, the campus has reopened for physical in-class sessions 4 days a week to a half of the student population. However, during the year of distance learning, we will still have increased the availability and responsibilities of our Student Mentor. Via phone or Zoom, our Student Mentor is now available by appointment to talk and counsel with any student who simply needs to talk. Information about how to request these meetings has been communicated to students and families. Our Student Mentor and school administrators attend all Zoom classes, tutoring sessions, and review student grades weekly. The parents/guardians of any student who is consistently absent, failing to turn in work, or showing signs of anxiety or trauma are contacted directly by the school to discuss concerns and develop a plan. Highland Academy is also offering and Parent Support Hour, scheduled Tuesday evenings at 7:00 pm.

The above will continue next year to ensure support for the physical and mental safety and wellness of our students.

APPROVED BY CDE

D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

Response from Highland Academy:

Throughout the 20-21 school year, Highland Academy has utilized LLMF to upgrade its campus's dated IT infrastructure. We ran out of funds about a third of the way there. To further support the effective use of technology, we plan to accomplish the following goals:

1. Furnish each classroom with one Promethean Board for a hybrid module of in-class/distance learning session.
2. Continue updating our IT infrastructure with new routers and WIFI points.
3. Support each student with a newer model of Chromebook by 2023.

APPROVED BY CDE

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 Highland Academy:

- Monitor and intervene on attendance and behavior - Monthly analysis of attendance and behavior data (PowerSchool) and implement incentives to improve attendance. School administration will hold attendance or behavior meetings with parents as needed.
- In-house guidance and support with our Student Mentor for our at-risk students.
- Use PowerSchool and OneCallNow to systematically implement calls to parents of chronically absent students.
- Administer, analyze, and respond to results of our school's annual student, parent and staff LCAP surveys

APPROVED BY CDE

Title IV, Part A Contact

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