

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

## LEA name:

Downtown College Preparatory

## CDS code:

43 69666 4330585

## Link to the LCAP:

*(optional)*

[Provide link.]

## 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.)*

Downtown College Preparatory (DCP El Primero) participates in the following programs:

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

Sections for only these programs are completed on the following pages.

*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.

Downtown College Preparatory (DCP El Primero) has developed a comprehensive plan informed by stakeholder input for serving all students. This plan is reflected across accountability documents – the LCAP, LCAP Federal Addendum, and Element B of the Charter Petitions – to ensure alignment. The five applicable goal areas are as follows:

The DCP LCAP focuses on four core areas of work, in alignment with its strategic plan and the eight state priorities. These are:

**Goal 1:** Students will have access to state-adopted standards aligned curriculum, materials, and technology, and will be enrolled in courses taught by appropriately credentialed teachers.

**Goal 2:** Students will be on track to being academically prepared for college success.

**Goal 3:** School environment will be safe and welcoming for all students.

**Goal 4:** Parents and students will be engaged in a culture of college success.

In addition, it holds a fifth foundational goal as follows:

**Goal 5:** DCP is an operationally sound organization with the capacity to carry out Goals 1 - 4

Specific actions are identified within the five goal areas, with federal funds used to supplement and enhance the base funding levels of actions within each goal area that are aligned with each Federal Program. These primarily occur as follows:

- **Title I, Part A** – Additional staffing to meet the needs of all learners, with focused differentiation and intervention for our target population of first generation college going Latino youth from low-income families.
- **Title II, Part A** – Supports data-driven instruction and targeted professional development for teachers and administrators through external partnerships.
- **Title III** – Supports Integrated and Designated ELD for ELs.
- **Title IV, Part A** – Supports enrichment efforts in alignment with the College Success program.

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.

Downtown College Preparatory (DCP El Primero) has developed a comprehensive plan informed by stakeholder input for serving our population of students – first generation college-going Latino students from low-income families. This plan is reflected across accountability documents – the LCAP, LCAP Federal Addendum, and Element B of the Charter Petitions – to ensure alignment. State and Local Funds, as well as Federal Funds, are identified by source in the LCAP Expenditures for each Action they support.

The LCAP process is used on an ongoing basis to monitor actions and expenditures in support of goals, including the aligned allocation of all revenue streams.

# 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:

Downtown College Preparatory (DCP El Primero) actively engages families in the life of the school, both in terms of their child's education and involvement in decision-making.

As detailed in the LCAP, students and families at DCP El Primero are engaged in service of supporting students' overall development and well-being. Specific to supporting parent and family engagement:

- **Action 2a** - Implement a research-based advisory program to prepare students to successfully enter and complete college. This work is completed in conjunction with families, as students are predominantly first generation college-going.
- **Action 2e** - Design and implement College Success programming that incorporates research-based strategies to support the success of low-income, English Language Learners, foster youth, and reclassified

students. Again, this work is completed in conjunction with families, as students are predominantly first generation college-going.

- **Action 2f** - Develop and implement educational excursion program that support academic programs and provides students with enriched experiences that support language development. A key piece of this work, based on DCP Research, is taking the family on college visits as well.
- **Action 3c** - Utilize support staff to ensure a safe and welcoming environment for students and parents. DCP campuses are staffed with a bi-lingual clerk, to ensure all families have ready and easy access to their child's school.
- **Action 3f** - Provide ongoing outreach through College Success programs to students and families that are designated as one or more of the following categories: low income, foster youth, English learner, or redesignated fluent English proficient.
- **Action 4c** - Utilize technology to facilitate home-school communication and student/parent engagement.
- **Action 4d** - Provide family education and outreach programming so that parents/guardians have opportunities to be meaningfully engaged in the school activities and mission.
- **Action 4f** - Provide translation services and staff support to ensure that Spanish speaking parents (and any other parents with linguistically significant subgroups) can be meaningfully engaged with the school.
- **Action 4g** - Provide workshops to ensure that AB 540 students and families are aware of their rights and of available resources to support a college-going path.

The school is not qualified for CSI or TSI, so family engagement in development of those plans is not addressed.

## **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:**

Downtown College Preparatory (DCP EI Primero) actively monitors disaggregated data for students, then provides differentiated supports to ensure ALL students receive support and achievement gaps are addressed for our population of students – first generation college-going Latino students from low-income families.

As detailed in the LCAP, DCP EI Primero serves students who have been served poorly by the traditional system. Specific to identification and serving of these students:

- **Action 1e** - Provide supplementary instructional materials and textbooks to second language learners to enhance access to the core curriculum and/or to support English language acquisition.
- **Action 1f** - Provide student materials for low-income families to support access to the educational program and content.
- **Action 2a** - Implement a research-based advisory program to prepare students to successfully enter and complete college.



- **Action 2b** - Implement academic interventions during and outside of school in order to support students that enter below grade level and/or are making insufficient progress in the regular program.
- **Action 2d** - Utilize assessments systems (Illuminate & NWEA) to provide data as to the progress of all students towards content mastery and academic goals.
- **Action 2e** - Design and implement College Success programming that incorporates research-based strategies to support the success of low-income, English Language Learners, foster youth, and reclassified students.
- **Action 2f** - Develop and implement educational excursion program that support academic programs and provides students with enriched experiences that support language development.
- **Action 3b** - Implement Restorative Practices school wide, to support social, emotional, and behavioral learning.
- **Action 3c** - Utilize support staff to ensure a safe and welcoming environment for students and parents.
- **Action 3e** - Provide socio-emotional counseling services to students and families on a referral basis.
- **Action 3f** - Provide ongoing outreach through College Success programs to students and families that are designated as one or more of the following categories: low income, foster youth, English learner, or redesignated fluent English proficient.
- **Action 4a** - Implement College Success Programming to support a college going environment and culture.
- **Action 4b** - Provide athletics and extracurricular activities to maximize opportunities for students to be meaningfully engaged in the school community.
- **Action 4c** - Utilize technology to facilitate home-school communication and student/parent engagement.
- **Action 4e** - Provide staff training on how to meet the needs of foster youth and AB540 students.
- **Action 4g** - Provide workshops to ensure that AB 540 students and families are aware of their rights and of available resources to support a college-going path.

DCP EI Primero does not operate a Targeted Assistance Program for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs, so those portions of the prompt are 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:

Downtown College Preparatory (DCP EI Primero) supports homeless students and families in the application and enrollment process, to ensure barriers do not exist for these children. To support success, the following Goals and Actions are in place.

- **Action 1f** - Provide student materials for low-income families to support access to the educational program and content.
- **Action 2a** - Implement a research-based advisory program to prepare students to successfully enter and complete college.
- **Action 2b** - Implement academic interventions during and outside of school in order to support students that enter below grade level and/or are making insufficient progress in the regular program.

- **Action 2d** - Utilize assessments systems (Illuminate & NWEA) to provide data as to the progress of all students towards content mastery and academic goals.
- **Action 2e** - Design and implement College Success programming that incorporates research-based strategies to support the success of low-income, English Language Learners, foster youth, and reclassified students. This also includes Homeless youth.
- **Action 3b** - Implement Restorative Practices school wide, to support social, emotional, and behavioral learning.
- **Action 3c** - Utilize support staff to ensure a safe and welcoming environment for students and parents.
- **Action 3e** - Provide socio-emotional counseling services to students and families.
- **Action 3f** - Provide ongoing outreach through College Success programs to students and families that are designated as one or more of the following categories: low income, foster youth, English learner, or redesignated fluent English proficient. This also includes Homeless youth.
- **Action 4a** - Implement College Success Programming to support a college going environment and culture.
- **Action 4b** - Provide athletics and extracurricular activities to maximize opportunities for students to be meaningfully engaged in the school community.

## 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:

Downtown College Preparatory (DCP El Primero) actively works to develop student agency, that will promote success of our incoming middle school students in high school, then from high school to college and career. The DCP 5 – 12 pipeline was developed to specifically address to support students in successful middle to high school transitions. Likewise, the College Success program has been designed to specifically support students in the transition from high school to college and career.

- **Action 2a** - Implement a research-based advisory program to prepare students to successfully enter and complete college.
- **Action 2b** - Implement academic interventions during and outside of school in order to support students that enter below grade level and/or are making insufficient progress in the regular program.
- **Action 2e** - Design and implement College Success programming that incorporates research-based strategies to support the success of low-income, English Language Learners, foster youth, and reclassified students.

- **Action 3f** - Provide ongoing outreach through College Success programs to students and families that are designated as one or more of the following categories: low income, foster youth, English learner, or redesignated fluent English proficient.
- **Action 4a** - Implement College Success Programming to support a college going environment and culture.
- **Action 4e** - Provide staff training on how to meet the needs of foster youth and AB540 students.
- **Action 4f** - Provide translation services and staff support to ensure that Spanish speaking parents (and any other parents with linguistically significant subgroups) can be meaningfully engaged with the school.

## **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:**

Downtown College Preparatory (DCP El Primero) actively monitors disaggregated data for students, then provides differentiated supports to ensure ALL students progress at their optimal pace including gifted and talented students. Specific to identification and serving of these students, as detailed in the LCAP:

- **Action 2a** - Implement a research-based advisory program to prepare students to successfully enter and complete college.
- **Action 2d** - Utilize assessments systems (Illuminate & NWEA) to provide data as to the progress of all students towards content mastery and academic goals.
- **Action 2e** - Design and implement College Success programming that incorporates research-based strategies to support the success of low-income, English Language Learners, foster youth, and reclassified students.
- **Action 3f** - Provide ongoing outreach through College Success programs to students and families that are designated as one or more of the following categories: low income, foster youth, English learner, or redesignated fluent English proficient.
- **Action 4a** - Implement College Success Programming to support a college going environment and culture.

## **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

[The school does not participate in Title I, Part D]

## **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

[The school does not participate in Title I, Part D]

## **Comparable Education Program**

ESSA SECTION 1423(3)

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

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

Not applicable

[The school does not participate in Title I, Part D]

## **Successful Transitions**

ESSA SECTION 1423(4)

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

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

Not applicable

[The school does not participate in Title I, Part D]

## **Educational Needs**

### ESSA SECTION 1423(5)

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

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

Not applicable

[The school does not participate in Title I, Part D]

## **Social, Health, and Other Services**

### ESSA SECTION 1423(6)

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

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

Not applicable

[The school does not participate in Title I, Part D]

## **Postsecondary and Workforce Partnerships**

### ESSA SECTION 1423(7)

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

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

Not applicable

[The school does not participate in Title I, Part D]

## **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

[The school does not participate in Title I, Part D]

## **Program Coordination**

ESSA SECTION 1423(9–10)

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

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

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

Not applicable

[The school does not participate in Title I, Part D]

## **Probation Officer Coordination**

ESSA SECTION 1423(11)

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

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

Not applicable

[The school does not participate in Title I, Part D]

## **Individualized Education Program Awareness**

ESSA SECTION 1423(12)

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

## THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

## Alternative PIDCP EI Primeroments

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative pIDCP EI Primeroments 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

[The school does not participate in Title I, Part D]

## TITLE II, PART A

### Professional Growth and Improvement

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

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

## THIS ESSA PROVISION IS ADDRESSED BELOW:

Downtown College Preparatory (DCP EI Primero) actively supports teachers in their professional development and improvement. As detailed in the LCAP, teacher professional development is supported as follows:

- **Action 1d** - Support teacher credentialing through new teacher support programs, costs for supplementary and/or additional authorizations to ensure that staff are fully qualified.
- **Action 2c** - Provide training and professional development for teachers to support academic programs.
- **Action 3c** - Utilize support staff to ensure a safe and welcoming environment for students and parents. This includes supporting teachers in their development working with students and families.
- **Action 3d** - Provide professional development to teachers in classroom management.
- **Action 4e** - Provide staff training on how to meet the needs of foster youth and AB540 students.

### Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

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

[Not applicable to charter schools]

## **Data and Ongoing Consultation to Support Continuous Improvement**

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

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

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

Downtown College Preparatory (DCP EI Primero) actively supports teachers in their professional development and improvement. As detailed in the LCAP:

- **Action 2d** - Utilize assessments systems (Illuminate & NWEA) to provide data as to the progress of all students towards content mastery and academic goals.

All teachers at DCP EI Primero provides are regularly observed and provided feedback by an Instructional Coach. This frequent, actionable feedback based on observation and analysis of student outcomes (student work and data) supports development of teacher practice. Summer onboarding ensures all teachers are prepared prior to beginning instruction.

## **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:**

Downtown College Preparatory (DCP EI Primero) actively supports teachers in their professional development and improvement, to serve all learners including ELs. As detailed in the LCAP, teacher professional development is supported as follows:

- Action 1d - Support teacher credentialing through new teacher support programs, costs for supplementary and/or additional authorizations to ensure that staff are fully qualified.
- Action 2c - Provide training and professional development for teachers to support academic programs.
- Action 3d - Provide professional development to teachers in classroom management.
- Action 4e - Provide staff training on how to meet the needs of foster youth and AB540 students.

### **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:**

As detailed in the LCAP, DCP EI Primero serves students who have been served poorly by the traditional system, including ELs. Specific to enhanced instructional opportunities for immigrant children and youth:

- **Action 1d** - Support teacher credentialing through new teacher support programs, costs for supplementary and/or additional authorizations to ensure that staff are fully qualified.
- **Action 1e** - Provide supplementary instructional materials and textbooks to second language learners to enhance access to the core curriculum and/or to support English language acquisition.
- **Action 1f** - Provide student materials for low-income families to support access to the educational program and content.
- **Action 2a** - Implement a research-based advisory program to prepare students to successfully enter and complete college.
- **Action 2b** - Implement academic interventions during and outside of school in order to support students that enter below grade level and/or are making insufficient progress in the regular program.
- **Action 2c** - Provide training and professional development for teachers to support academic programs.
- **Action 2d** - Utilize assessments systems (OARS & NWEA) to provide data as to the progress of all students towards content mastery and academic goals.
- **Action 2e** - Design and implement College Success programming that incorporates research-based strategies to support the success of low-income, English Language Learners, foster youth, and reclassified students.
- **Action 2f** - Develop and implement educational excursion program that support academic programs and provides students with enriched experiences that support language development.
- **Action 2g** - Utilize student data systems to support college success programming (e.g. Naviance, Beyond12)
- **Action 3d** - Provide professional development to teachers in classroom management.
- **Action 3f** - Provide ongoing outreach through College Success programs to students and families that are designated as one or more of the following categories: low income, foster youth, English learner, or redesignated fluent English proficient.
- **Action 4a** - Implement College Success Programming to support a college going environment and culture.
- **Action 4c** - Utilize technology to facilitate home-school communication and student/parent engagement.
- **Action 4d** - Provide family education and outreach programming so that parents/guardians have opportunities to be meaningfully engaged in the school activities and mission.
- **Action 4e** - Provide staff training on how to meet the needs of foster youth and AB540 students.
- **Action 4f** - Provide translation services and staff support to ensure that Spanish speaking parents (and any other parents with linguistically significant subgroups) can be meaningfully engaged with the school.
- **Action 4g** - Provide workshops to ensure that AB 540 students and families are aware of their rights and of available resources to support a college-going path.

### **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:**

As detailed in the LCAP, DCP EI Primero serves students who have been served poorly by the traditional system, including ELs. Specific to enhanced programs and activities for immigrant children and youth:

- Action 2a - Implement a research-based advisory program to prepare students to successfully enter and complete college.
- Action 2b - Implement academic interventions during and outside of school in order to support students that enter below grade level and/or are making insufficient progress in the regular program.
- Action 2e - Design and implement College Success programming that incorporates research-based strategies to support the success of low-income, English Language Learners, foster youth, and reclassified students.
- Action 3f - Provide ongoing outreach through College Success programs to students and families that are designated as one or more of the following categories: low income, foster youth, English learner, or redesignated fluent English proficient.
- Action 4a - Implement College Success Programming to support a college going environment and culture.

## **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:**

As detailed in the LCAP, DCP EI Primero serves students who have been served poorly by the traditional system, including ELs. Specific to enhanced English proficiency and academic achievement for immigrant children and youth:

- Action 2b - Implement academic interventions during and outside of school in order to support students that enter below grade level and/or are making insufficient progress in the regular program.
- Action 2d - Utilize assessments systems (Illuminate & NWEA) to provide data as to the progress of all students towards content mastery and academic goals.
- Action 2g - Utilize student data systems to support college success programming (e.g. Naviance, Beyond12)
- Action 3f - Provide ongoing outreach through College Success programs to students and families that are designated as one or more of the following categories: low income, foster youth, English learner, or redesignated fluent English proficient.

## **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:**

Downtown College Preparatory (DCP EI Primero) receives \$10,000 in Title IV monies.

DCP EI Primero is committed to providing a well-rounded education for our population who are first-generation Latino students from low-income families. Funds are used to enrich the school program, through the College Success program.