California Department of Education

LCAP Federal Addendum System

Instructions, Strategy, and Alignment

Instructions

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

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

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

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

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

The LEA must address the Strategy and Alignment prompts provided below. Please describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

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

Response from Animo Compton Charter:

Animo Compton Charter School was transformed in collaboration with the community that had requested a Green Dot Public Schools California (GDPSC) high school in their neighborhood. In preparation to transform the school, GDPSC conducted a needs assessment and created a comprehensive plan that focused on: student academic performance, teacher quality and school safety.

The needs assessment informed a comprehensive plan that will ensure the school is successful in ensuring all students in the schoolwide program are prepared for college, leadership and life. This includes economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, limited English proficient students and immigrant students.

Schoolwide reform strategies:

GDPSC recognized a need to enter students into our program earlier in their educational careers. the school's reform strategy is based on three main components: GDPSC's core values, GDPSC's theory of change and GDPSC's academic model. That emphasizes the inclusion of all stakeholders in the education process, a culture of transparency/accountability, and the elimination of barriers to learning (such as safety and the need for social-emotional supports).

Instruction by highly qualified teachers:
•The school is committed to hiring a diverse faculty composed of the best staff possible. Teachers pass through GDPSC's rigorous multi-step hiring and selection process that includes: an online application, a phone screen, lesson plan submission, interview day with GDPSC Human Capital, interview day at school as well as reference and background checks.

High-quality and ongoing professional development:
•Professional development for teachers and school site leaders is a critical component of the school and GDPSC's school model and program. Reflective practice occurs in an environment where there is collaboration, use of meaningful data, and thoughtful discussion regarding instruction.

Strategies to increase parental involvement:
•As a public charter school, the school is not permitted to require parent volunteer hours. However, parents are encouraged to participate in their child's education by attending School Parent Meetings, participating in the School Advisory Council, and frequently communicating with the school. Parents are also invited to participate in United Parents, GDPSC's community organizing arm that teaches parents how to voice their concerns about issues such as community safety, better jobs, and cleaner streets.

Measures to include teachers in decision-making:
•GDPSC has had an organized teacher work-force since its inception. Asociación de Maestros Unidos (AMU) is its own bargaining unit, but is an affiliate of the California Teachers Association (CTA).

Academic support and intervention:
•the school has a scheduled of intervention and accelerations courses available to students based on their needs. Students participate in a recommended multi-week summer program that allows the school to identify students for special needs, English Learner levels, non-proficiency standards and social-emotional supports.

The school currently provides the following basic instructional services to students identified as English Learners.

•Designated ELD: Instruction in Designated ELD is based on ELD grade and proficiency level standards and is provided by teachers utilizing appropriate strategies to ensure comprehensibility of instruction.

• Integrated ELD: Instruction in Integrated ELD is based on content Common Core State Standards in conjunction with the ELD Standards and is provided by teachers utilizing appropriate strategies to ensure comprehensibility of instruction.

Coordination and integration of Federal, State and Local services/programs:
•the school will benefit from Green Dot's robust finance team that ensure that the school is able to maximize funding from Federal, State and Local Services/Programs.

Additionally, our Title I funds support our school's goals of increasing the percentage of students Meeting/ Exceeding Standard on the ELA and Math sections of State standardized tests by supporting ELA/Literacy Teacher Professional Development that will support teachers to implement a research-based literacy intervention program, by offering for extended learning time through literacy intervention programs, targeting services and programs lowest-performing student groups.

In order to establish our LCAP goals and priorities, we consult with our School Advisory Council (SAC) and District

English Learner Advisory Council (DELAC), which meet on semi-annually basis. These groups review and provide input on our school's plan to ensure alignment with our LCAP strategies to reflect on progress and make adjustments to the plan as needed.

All Title I, II III and IV funds are accepted for the intended purposed of each grant and used to supplement the basic academic program at the campus.

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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 Animo Compton Charter:

MISSION
Animo Compton Charter School is leading the charge to transform public education in Los Angeles and beyond so that all children receive the education they need to be successful in high school, college, leadership and life. The school will achieve this mission by providing a small, high school preparatory program where all stakeholders (administrators, teachers, parents, community) actively engage in the education process. We will create a student-centered environment that unifies the efforts of family, community and school to foster life-long learning, cross-cultural competency, social responsibility and academic excellence.

CORE VALUES
The school is dedicated to the core values of Green Dot Public Schools California (GDPSC):

1. An Unwavering Belief in all Students' Potential
2. Passion for Excellence
3. Personal Responsibility
4. Respect for Others and the Community
5. All Stakeholders are Critical in the Education Process

CORE BELIEFS
We believe that all students can and will succeed if given the appropriate resources. Our aim is to provide all students access to high-quality instruction, social-emotional support, and community resources so they are prepared for high school, college, leadership and life.
In order to ensure that funds from state and federal sources are used in a coherent manner and in alignment with our Mission and Core Values and Beliefs, the school will benefit from GDPSC's robust finance team. The Finance Team will ensure that the school is able to maximize funding from Federal, State and Local Services/Programs. the school is committed to using all services and programs available to the school.
Student academic progress will be assessed at various points in the year to ensure that the academic model is supporting all students, with particular focus to at-risk students. Means of evaluating progress toward academic goals include ELA and Math performance on State standardized tests, and English Learner improvement on the English Language Proficiency Assessment for California ("ELPAC").
In order to achieve our LCAP goals, the school will utilize the following mechanisms:
•Interim assessments will be administered a minimum of 4 times per year
•Both the Instructional Leadership Team (ILT), English/Literacy and Math teachers will examine the results of the interim assessments to identify students who are not scoring proficient or higher. Teachers will target instruction to support those students in reaching proficiency.
•The Reading Inventory (RI) will be administered 3 times per year to all students.
•The iReady (RI) will be administered 3 times per year to all students.
•Monthly assessments in Math and Math Intervention courses will provide formative data on student mastery of

standards.
•Students requiring additional supports may participate in after school programming focused on reaching proficiency.
•The ILT will review interim assessments and Student Advisory Council (SAC) will examine the results (disaggregated by sub-groups) to identify areas of strength and need, and to revise strategic plans.
•Incoming students identified as EL will take Reading and ELD diagnostic exams (RI and Green Dot Language Proficiency Benchmark)
•Computer-adaptive, interim assessments for ELs will be administered three times per year (August/September, December & March) in Reading and Language Usage

In order to establish our LCAP goals and priorities, we share our budgets and documents, including the LCAP, with our School Advisory Council (SAC) and District English Learner Advisory Council (DELAC). While these councils do not have any approving ability, we prioritize giving these key stakeholders the opportunity to provide us with feedback.

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California Department of Education

LCAP Federal Addendum System

Title I, Part A

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

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

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

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

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)
Describe how the LEA will carry out its responsibility under Section 1111(d).

Response from Animo Compton Charter:

n/a

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

Response from Animo Compton Charter:

This LEA is a direct-funded charter school, whose stakeholders include schools administration, parents, paraprofessionals, students, teachers &support teams for English Learners &Students with Disabilities.
LEA engaged parents &family stakeholders to jointly develop &agree on its engagement policy not only through SAC &DELAC , but also through student orientation, Ánimo Parent Academy, Community Organizing Institute, Coffee with Principal, parent conferences &or meaningful two-way conversations between schools &parent in parents' home language. This engagement included parents with limited English proficiencies, &parents of migrant students, English Learners &students with disabilities. Additional parent policies are located in Student Policy Manual, which is distributed to all students &parents at start of school year (or whenever a student matriculates). manual is also available on school's website as well as in front office. se policies are updated on an annual basis &include following: Power School &Parent Communication, Academic Conferences, Progress Reports &Report Cards, Parent/Guardian Volunteer Hours, Student Privacy &Parent Volunteer Confidentiality Parents are included in school's decision making processes through School Advisory Council (SAC) &District English Learner Advisory Council (DELAC).
We align efforts of family, community, &school to foster our core values. Parent education supports parents &families

so that y can support student learning & issues y &ir children face inside &outside of classroom. LEA provides assistance to parents of children in understanding topics like State academic standards, State &local academic assessments, &monitoring child's progress &work with educators in following ways: Road to College Workshops that occur on a quarterly basis, parent conferences that occur at least on a quartlery basis, Coffee with Principal that occur on a monthly basis, SAC &DELAC meetings that occur on a monthly basis.

LEA will utilize aforementioned trainings as well as materials distributed through Powerschool reporting on student academic achievement, Blackboard announcements on opportunities to engage, &teacher websites to help parents to work with ir children to improve ir children's achievement through trainings at start of year.

LEA will train school staff &teachers on importance of parents &familial engagement throughout school year. Teachers participate quarterly in Green Dot-wide professional development sessions that include content collaboration &parent engagement &communication

school also maintains a full time Parent Coordinator that host parent education workshops regarding accessing PowerSchool, A-G requirements, college access, conflict resolution &wellness, sets parent engagement goals &metrics in collaboration with school administrator &School Operations Manager &meet monthly or quarterly to assess progress, plans &communicate at least three engaging programs/activities per semester, attend community events to build relationships for school &recruit community partners to become part of school's family engagement program, develop &facilitate a parent leadership team, PTO, or parent group to address community-based issues, organize for education reform, etc.

LEA coordinates &integrates parent involvement programs &activities with or Federal, State, &local programs to conduct activities such as various partnerships with PIQE &United Parents &Students to develop parental advocacy &education. Additionally, school has both a SAC &DELAC.

SAC develops, maintains, reviews &approves Charter School's Single School Plan, reviews school's strategic plan including Local Control Accountability Plan (LCAP), monitors its implementation throughout year, provides numerous opportunities for students &parents to contribute to school's operations &growth, &reviews school budget to assure spending is in accordance with goals of Single School Plan. SAC may recommend modifications to strategic plan to reflect changing needs and/or priorities. SAC may provide input on: curricula &instructional strategies, staff professional development, school budget, parent involvement, staff stipends, & school calendar. school's DELAC is a committee comprised of parents (at least 51%), staff &community members specifically designated to advise school officials on English learner program services.

LEA uses home language survey distributed at start of year to identify primary language spoken in home. With assistance of translation services, LEA ensure that all information related to school &parent programs, meetings, &or activities is sent to parents in a language y can understand, &that all parents &family member have opportunity to participate.

LEA provides accommodations to parents with disabilities by ensuring LEA is accessible, printed materials and staff is ADA trained.

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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 Animo Compton Charter:

SWP: In preparation to transform the school, GDPSC conducted a needs assessment and created a comprehensive plan that focused on: student academic performance, teacher quality and school safety. The needs assessment informed a comprehensive plan that will ensure the school is successful in ensuring all students in the schoolwide program are prepared for college, leadership and life. This includes economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, limited English proficient students and immigrant

students. Schoolwide reform strategies: • GDPSC is a non-profit charter management organization operating 19 successful charter schools and serving over 11,500 students in Los Angeles. Through our work at the high school level, GDPSC recognized a need to enter students into our program earlier in their educational careers. The reform strategy is based on three main components: GDPSC's core values, GDPSC's theory of change and GDPSC's academic model. Emphasized in these three components are: the inclusion of all stakeholders in the education process, a culture of transparency/accountability, and the elimination of barriers to learning (such as safety and the need for social-emotional supports). Instruction by highly qualified teachers: • The school is committed to hiring a diverse faculty composed of the best staff possible. Teachers pass through GDPSC's rigorous multi-step hiring and selection process that includes: an online application, a phone screen, lesson plan submission, interview day with GDPSC Human Capital, interview day at school as well as reference and background checks. High-quality and ongoing professional development: • Professional development for teachers and school site leaders is a critical component of the school and GDPSC's school model and program. Reflective practice occurs in an environment where there is collaboration, use of meaningful data, and thoughtful discussion regarding instruction. Examples include: Teacher Buddy Program, Annual Training/Retreat, Mid-Year Retreat, Weekly Staff Development, Weekly Staff collaboration, Department Norming Days and GDPSC-wide Staff Development. Strategies to attract highly qualified teachers: • The school will benefit from GDPSC's rigorous national recruitment process that specifically looks for candidates who demonstrate an unwavering belief in the potential of all students. GDPSC partners with local universities and colleges, including University of California, Los Angeles, Loyola Marymount University and University of Southern California. Strategies to increase parental involvement: • As a public charter school, the school is not permitted to require parent volunteer hours. However, parents are encouraged to participate in their child's education by attending School Parent Meetings, participating in the School Advisory Council, and frequently communicating with the school. Parents are also invited to participate in United Parents, GDPSC's community organizing arm that teaches parents how to voice their concerns about issues such as community safety, better jobs, and cleaner streets. Measures to include teachers in decision-making: • GDPSC has had an organized teacher work-force since its inception. Asociación de Maestros Unidos (AMU) is its own bargaining unit, but is an affiliate of the California Teachers Association (CTA). GDPSC has developed a uniquely collaborative relationship with its certified employee union and values their voice in the decision-making at the organization and school-site level. Academic support and intervention: • The School has a scheduled of intervention and accelerations courses available to students based on their needs. Students participate in Summer Bridge, a recommended multi-week summer program that acclimates students to the school culture and allows the school to identify students for special needs, English Learner levels, non-proficiency standards and social-emotional supports. Based on this assessments, students will have access to a variety of programs including Literacy Intervention/Enrichment, Math Foundations, English Language Development, Special Needs/Academic Success, etc. Coordination and integration of Federal, State and Local services/programs: • The school will benefit from GDPSC's robust finance team. The Finance Team will ensure that the LEA is able to maximize funding from Federal, State and Local Services/Programs. The school is committed to using all services and programs available" 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"

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 Animo Compton Charter:

We offer schoolwide programs that met the needs of all students. However, we do not receive funding specific to this provision as it is not applicable to charters.

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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 Animo Compton Charter:

Green Dot Public Schools California aims to support our homeless student population to ensure school stability and academic success. Our Homeless Student Liaison provides guidance and support to schools.

Enrollment: Our school operations team and school counselors work in conjunction to meet the enrollment needs of homeless youth. Students who identify as homeless upon enrollment are immediately enrolled. Students are offered and provided uniform clothing and if transportation support is needed, it is offered, usually in the form of a Metro TAP card to ride the public transportation system. As a matter of policy, transportation support is offered to all homeless youth, no matter if our school is their school of origin or not. Our school operations team also support students and their families in locating missing immunization records, often by accessing the state's California Immunization Registry (CAIR). If a student is in need of immunizations and needs guidance and where to get services, our team shares resources to local health clinics. At the high school level, our school operations and counseling team also flags students who may be AB1806 eligible and ensures a discussion takes place with students and their Educational Rights Holder.

Attendance: To support with school attendance, counselors or relevant members of the Coordination of Services Team work with the student and family to identify barriers to school attendance. Depending on the barriers identified, the school seeks to provide direct support (transportation, uniforms) or provides resources to local agencies poised to help (health services for the student or parent, legal services, etc.). If attendance is linked to possible mental health issues, the student is referred to the Coordination of Services Team which reviews the case and determines if an intervention is needed and what level of service is most appropriate. Services may include counselor-level interventions (group socio-emotional counseling), a referral to our on-site Clinical Services team or external mental health services.

Success: School staff meet with students and/or families to determine barriers to learning and brainstorm resources to mitigate those issues. School staff access CMO-wide resources curated by the Homeless Student Liaison including: a directory of local resources for homeless youth, LA County housing resources services, and guidance on allowable expenses through McKinney-Vento Title I Part-A reservation funds. School staff seeks to understand the individual circumstances of each student and brainstorms individualized interventions which can range from: clothing, hygiene products, and school supplies. They confirm school lunch status to ensure the student gets free lunch and recommend the opportunity to join the free afterschool program, which provides a safe place to be and snacks after school. Staff also support both students and their families with referrals to local organizations equipped to support with housing stability, health or mental health services, and accessing social service programs such as Cal-Fresh and

Medi-Cal.
In the case of unaccompanied youth or youth over the age of 18, counselors connect them to social services and community organizations to ensure food security, address housing issues, and for general support.
We offer schoolwide programs that met the needs of all students. However, we do not receive funding specific to this provision.

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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 Animo Compton Charter:

n/a

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

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

Response from Animo Compton Charter:

The mission of the school is to prepare students for college, leadership, and life through innovative instruction, a rigorous curriculum, and the use of the cutting-edge technology. The school is committed to the education, development, and socioeconomic success of all students. So that our students successfully transition to their lives after high school, we have adopted a comprehensive Literacy Intervention program at each grade level, offers additional Literacy Enrichment courses to ensure students reach college readiness

Auxiliary services for students and parents (including transition from preschool, elementary, or middle school):
-The school will offer a summer bridge program for all incoming 6th grade and transfer students
-The school will offer IEP transitional services
-The school will offer after school programs focused on literacy enrichment
-The school will offer Advisory focused on study skills, academic consultancy, and college knowledge skills for students and parents to aid in the transition include:

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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 Animo Compton Charter:

N/A

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

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 Animo Compton Charter:

We offer schoolwide programs that met the needs of all students. However, we do not receive funding specific to this provision as it is not applicable to charters.

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LCAP Federal Addendum System

Title II, Part A

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

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

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)
Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Response from Animo Compton Charter:

Professional development (PD) for teachers and school site leaders is a critical component of Green Dot's school model and program. Reflective practice occurs in an environment where there is collaboration, use of meaningful data, and thoughtful discussion regarding instruction. Incorporated into the daily routine at the LEA, professional development opportunities will provide teachers time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide goals. PD is also standards based and incorporates CCSS in core subject areas.
Throughout the school year, teacher professional development activities at the LEA will be based on the recommended practices of Green Dot, which may include:
•Annual/Mid-year Retreat: A full day retreat for school staff to evaluate progress, reflect, and adjust the school's plan for the final semester.
•Weekly Staff Development: A late start or early dismissal is provided each week so that a 90-minute professional development period is established. Staff development topics are based on the assessment of student needs and identifying areas of improvement as outlined in the school's annual strategic plan.
•Weekly Staff Collaboration: A late start or early dismissal is provided each week so that a 60-minute collaboration period is established. Collaboration time includes grade level collaboration, department professional development, and collaboration on school-wide systems such as Advisory and Safe and Civil.
•Department Norming Days: Department meeting to norm teaching practices.
Professional Development topics will vary depending on the school's focus, data from assessments and teacher needs. PD may be differentiated for new or experienced teachers, by content area and/or grade level. Teachers that are new to a select course may receive additional A common thread in all PD is how to apply best practices and

strategies to meet the needs of subgroups including English Learner and Special Education students. Topics may include any of the following: effective lesson planning, analyzing data to improve instruction, multiple forms of assessment, developing engaging curriculum and creating culturally relevant pedagogy.
Green Dot has an induction practice for new teachers through Summer Professional Development and New Teacher Professional Development. Summer Professional Development focuses on the following five areas:
•Reviewing Data from the Previous Year: Reviewing school, department and individual data
•Curriculum and Professional Development: Reviewing school's strategic plan, alignment to school-wide focus, and setting lesson plans
•School Business: Reviewing student policy manual and other compliance related topics
•Teacher-Administrator Meetings: One-on-one meetings between administrators and teachers
•Planning: Lesson planning, preparing syllabi and setting department goals
New Teacher Professional Development consists of the specialized trainings outlined below:
•Summer Training: New teachers are required to attend a mandatory 5-day training prior to the start of summer professional development.
•Ongoing Workshops: New teachers are required to participate in workshops that are aligned with the California Standards for the Teaching Profession, Green Dot's College Ready Teaching Framework, and Common Core State Standards..
•Monthly Support and Development Meetings: First and second year teachers participate in monthly support and development groups at their school site.
Administrator Professional Development
For administrators, a comprehensive professional development program is in place, which includes:
•Coaching: Area Superintendents provide individualized coaching sessions for each school site administrative team twice a month. These coaching sessions are focused on the supervision of instruction, data analysis and problem solving. Principals receive additional one-on-one coaching twice a month
•Key Results: Area Superintendents facilitate a Key Results session at a selected school each month. The host principal provides a focus question for the session centered on instruction or school culture. Principals walk through classrooms with this focus question in mind and provide the host principal with feedback about this focus question. These sessions help principals share ideas with regards to the supervision of instruction and the development of school culture and Principals to generate next steps to be taken at their school sites as a result of what they see at the host school.
•95/5 Sessions: 95/5 is a full-day professional development session for principals and assistant principals once a month. These sessions are focused on the strategic plan developed by the Area Superintendents as they determine the most relevant focus areas based on their coaching sessions.
•Principals Retreat: Two-day retreat for all Principals, Assistant Principals and Administrators-in-Residence.

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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 Animo Compton Charter:

We offer schoolwide programs that met the needs of all students. However, we do not receive funding specific to this provision as it is not applicable to charters.

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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 Animo Compton Charter:

Professional development activities are based on scientifically based research that has been effective in driving forward student achievement. As all instruction is data-driven, and so is the professional development.
To ensure the ongoing development of best practices and a robust professional learning community, staff learning includes the following components:
•Professional development sessions align to the standards set forth by the National Staff Development Council standards; are designed to differentiate for developing and highly effective Teachers; offer a theoretical framework, opportunities for application, and clear next steps for teachers
•Teachers participate in peer observation, lesson analysis and lesson for study aligned to professional development focus areas; quarterly in Green Dot-wide professional development sessions that encourage content collaboration
•Green Dot Education Team members observe weekly professional development sessions (1-2 times per year) to ensure that professional development meets expectations
Multiple data sources are used to determine a school's professional development focus: student achievement data, teacher evaluation data, stakeholder feedback data, and professional development exit slip feedback. The LEA analyzes its sources of data to evaluate Title II, Part A activities on a quarterly basis (at minimum). The analysis of student achievement data will include a review of specific subgroup populations (ELD, SES, ethnicity and SPED). School-wide strategic plans and professional development plans will consider weaknesses in the achievement of specific populations of students. Programs, professional development, and coaching will be provided in the strategic plans to close the achievement gap. In addition to analyzing multiple sources of data to determine the professional development focus, the school will reflect on teacher evaluation data to evaluate the success of professional development opportunities. Members of the Green Dot Education Team will observe professional development sessions and provide an evaluation based on the Green Dot Professional Development Rubric. The school will ensure that professional development activities are coordinated to address staff needs in assisting all students to meet or exceed state academic achievement standards. Activities will be designed to help teachers integrate standards based curriculum, instructional practice, assessment and understanding of the strengths and needs of the student populations in their classes.
Teacher professional development activities will be based on the recommended practices of Green Dot:
•Teachers will participate in 10 full days of professional development annually. Three full days will offer an opportunity for content teachers to collaborate with peers on other campuses. The remaining seven days of professional development will be provided at the campus level.
•Teachers will participate in 90-minutes of campus staff development each week.
•Teachers will participate in bi-weekly department meetings to review data, plan curriculum and reflect on best practices.
•Teachers will participate in two half-day Green Dot Collaboration Days focused on content-specific professional development.
Principals will participate in the following professional development programs:
•Principals and Assistant Principals will attend a 2-day summer retreat and monthly professional development focused on the development of skills in the following areas: instructional leadership, people management, resource management, problem-solving and community leadership.
•Each month Principals and Assistant Principals will attend a 3-hour Key Results training during which they will observe Green Dot classrooms and calibrate observational evidence collection and scoring
•Principals and Assistant Principals will participate in bi-weekly coaching sessions with the Green Dot area superintendent to receive coaching
The LEA meaningfully consults various stakeholders to solicit input from relevant stakeholders during the design and development of plans for Title II, Part A funds at least on a quarterly basis. This engagement is through periodic surveys of school leaders and parents, conferences and informal focus groups. Additionally, semi-annually, the school's SAC, made up of staff, student and parent representatives, will review the Title II, Part A Plan to reflect on progress and make adjustments to the plan as needed. The school's Instructional Leadership Team LT, made up of

Department Chairs, will review student data and make recommendations to the SAC. The LEA has partnered with organizations such as Teach for America for Recruiting, Hiring, and Retaining Highly Qualified Teachers. Funds are used to provide stipends to teacher mentors, PD leads and instruction leaders to provide teacher advancement initiatives that emphasize multiple career paths and pay differentiation

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LCAP Federal Addendum System

Title III, 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:

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 Animo Compton Charter:

The school provides professional development to improve instruction&assessment of LEP children,enhance ability of teachers to understand&use CA ELD Standards, curricula, assessment measures, and instruction strategies for LEP student&are based on scientifically based research demonstrating effectiveness of PD in increasing children's English proficiency/substantially increasing teachers' subject matter knowledge, teaching knowledge&teaching skills. School conducts instructional coaching with Designated ELD teachers that provides differentiated supports to assist teachers to effectively utilize the ELD Standards, key features of Designated ELD, language objectives, explicit language instruction, ELPAC aligned tasks&other instructional strategies to support language proficiency growth in all ELs. Teachers participate in ongoing instructional w/a Green Dot Curriculum Specialist (4hours per month). PD plan will provide extensive,on-going,mandatory training for teachers utilizing the ELA/ELD Framework, ELD standards, Common Core State Standards, Charter school standard curricula&adopted materials&standards-based instruction&materials with a focus on language objectives&explicit language instruction. Differentiation for teachers@different levels of development will be extended during individual coaching sessions. Teachers (Quarterly for 90-minutes) will receive PD focused on supporting ELL students across curriculum.
School will use HQ, research-based ELD Materials that focus on students' ability to effectively develop language skills&increase proficiency with the ELD Standards. Materials utilized are based on Designated ELD course offerings (ex. English 3D Materials,myPerspectives materials for Sheltered ELA,Read180 Universal,Inside ELD for Newcomer ELD courses)
Specific English Learner PD that is provided from Title III includes: Annual CABE Conference (PD for Designated/Integrated ELD teachers, admin, EL Lead&parents on DELAC to build capacity&gain best practice ideas in supporting English learners.Conference fees are funded through Title III); Designated ELD PD(3full day PD sessions in addition to core curriculum PD; facilitated by EL Coordinators for a Designated ELD teachers. this provides

additional support with 2012 CA ELD Standards, language objectives&explicit language instruction so that teachers can provide targeted English language practice&instruction in Designated ELD courses. Substitute coverage is funded through Title III so that teachers can attend these PDs; EL coordinator salaries are partially funded through Title III. Title III funded portion of the EL Coordinator's salary is designated only for services that are supplemental in nature and not related to the instruction students receive as part of their core instructional program (ex.design& present PD resources, provide professional development&coaching to administrators in charge of ELs on their campus&to teacher EL Leads). Integrated ELD PD (PD created by EL Coordinators,facilitated at school by EL Lead teachers, which focuses on the 2012 CA ELD Standards&content standards, using EL student data in planning, language objectives and explicit language instruction. An Integrated ELD Handbook is used throughout the PD so teachers have additional&supplemental support to use during Integrated ELD planning&instruction. Title III funding is used for printing costs of the Integrated ELD Handbook so that every teacher/administrator receives one. EL Leads responsible for presenting this PD series receive a stipend through Title III funding for their additional EL related tasks. Planning Days –Supplementary Designated ELD planning days for DesignatedELD teachers are implemented so Designated ELD teachers create units embedded w/opportunities for integration of the ELD standards,language objectives&explicit language instruction with support from curriculum specialists and EL coordinators. Substitute coverage is funded through Title III. PIQE (Parent education program w/EL parent sessions that focus on developing parents' capacity to engage in school by recognizing that the educational system faces many challenges. EL parent sessions focus on how to support EL students at home with academics, social emotional support&college readiness&provide parents w/guidance in addition to DELAC. EL parent sessions of PIQE are funded through Title III. EL Lead PD – Teachers that are EL Leads(stipend position) attend three full day PDs through the school year. During PD, EL leads focus on best practices for customizing&facilitating Integrated ELD PD at their schools, increasing EL parent engagement, supporting w/EL&RFEP progress monitoring&promoting bilingualism on their campuses. EL Lead substitute coverage to attend PDs is funded through Title III. EL Lead stipends are also funded through Title III because these position provide additional EL support on their campuses.

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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 Animo Compton Charter:

We offer schoolwide programs that met the needs of all students. However, we do not receive funding specific to this provision.

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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 Animo Compton Charter:

The school currently provides the following basic instructional services to students identified as English Learners:
•Designated ELD: Instruction in Designated ELD is driven by CA ELD Standards, grade and is provided by teachers utilizing appropriate strategies to ensure comprehensibility of instruction.
-All ELs will receive a designated support based on their level of proficiency, grade level and school offering. Options include: ELD Read180, ELD Academic English Essentials, Sheltered ELA, ELD Curriculum Skills or ELD College

readiness.
-Designated ELD teachers receive professional development and planning days that focus on effective use of the ELD Standards, ELA/ELD Framework, Green Dot's Designated ELD Instructional Principles and strategies that support students to develop proficiency in reading, writing, listening and speaking skills.
-Supplemental instructional coaching will be provided to ensure teachers are receiving differentiated support.
-Designated ELD content courses are taught by teachers with the appropriate state authorizations.
•Integrated ELD: Instruction in Integrated ELD is based on content Common Core State Standards in conjunction with the ELD Standards and is provided by teachers utilizing appropriate strategies to ensure comprehensibility of instruction.
-All English learners will receive Integrated ELD in all content classes throughout their school day
-Integrated ELD teachers will receive professional development that focuses on the ELD Standards, Green Dot's Integrated ELD Instructional Principles, the ELA/ELD Framework and strategies that support students to develop proficiency in reading, writing, listening and speaking within the content area.
-Integrated ELD content courses are taught by teachers with the appropriate state authorizations.

Supplemental Activities for Program and Activities funded by Title III include:
Imagine Learning- A supplementary software program to support English language development specifically for newcomer ELs, which is in addition to and supplements their core curriculum (Edge, Inside ELD, myPerspectives, Read180 or English 3D). Imagine Learning software licenses are purchased with Title III funds.
Bilingual Aide- Bilingual aides are utilized at some Green Dot schools as an additional support to newcomer ELs in both Designated and Integrated ELD classes with specific scaffolds in addition to the scaffolds already provided in Designated and Integrated ELD curriculum. Bilingual aides also work with newcomer ELs in small groups to supplement instruction. Bilingual aide salaries are funded through Title III.

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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 Animo Compton Charter:

The school implements an EL Master Plan, which The plan includes a five step process for the identification of English Learners including: 1) Initial Identification, 2) EL Proficiency Assessment, 3) Primary Language Assessment, 4) Parent Notification, and 5) Program Placement. Green Dot schools provide on-going training for administrators and teachers on the identification process.
EL students at the LEA are served through a variety of programs designed to meet their needs. The LEA's EL students are enrolled in both designated ELD and integrated ELD courses. Designated ELD courses are ELA classes in which ELs are placed to receive strategic language development support driven by the CA ELD Standards. ELs also receive integrated ELD support in all other content areas, in which instruction includes both a focus on content and CA ELD Standards to support ELs with English language proficiency across content areas. These programs are built into the individual school's master schedule and take place within the school day. The school works with the Human Resources (HR) Department to ensure appropriate staffing and authorizations for teachers in these courses.
EL programs are monitored on an annual basis. Schools administer and review the data from the CMO adopted and state mandated assessments. The data from these assessments are used for student placement in EL programs, the determination of which programs are needed at a particular school site, and reclassification. The data is reviewed by the EL teachers, English Department and school administration which makes recommendations to the District English

Language Advisory Committee (DELAC) and School Advisory Council (SAC). The DELAC and SAC review data to inform programmatic and budgetary decisions each spring for the upcoming school year.

ELPAC Testing
All students who indicate that their home language is other than English are ELPAC tested within thirty days of initial enrollment and annually thereafter between July 1st and October 31st until re-designated as fluent English proficient. The LEA shall notify all parents of ELPAC results within thirty days of receiving results from the publisher. A formal letter will be mailed to all students and, per request, a parent conference will be held to explain and/or clarify any pending questions about testing, coursed offered or reclassification.

Strategies for English Learner Instruction and Intervention
The LEA's teachers will be informed on the English proficiency levels of their students and will work collaboratively to develop standards-aligned lessons that support English language development.
The LEA's EL students will be placed in a Designated ELD class to provide targeted English language practice and instruction driven by the CA ELD Standards, the Essential Features of Designated ELD and Green Dot's Designated ELD Instructional Principles. In addition, all teachers will be trained in Green Dot's Designated ELD Instructional Principles, the Essential Features of Designated ELD and using the CA ELD Standards to drive instruction. Professional development guides teachers in the use of ELPAC data to differentiate instruction based on the student's levels of language proficiency. Strategies include Precision and Productive Partnering, Kate Kinsella's Sentence Frames, and direct academic vocabulary instruction in order to provide students with rigorous curriculum with appropriate supports so that they stay in the apprenticeship zone giving them high challenge and high support. Materials include the use of the core ELA myPerspectives curriculum, Read180 Universal, English 3D, Edge and Inside ELD.. All teachers will have a CLAD certification or a California Commission on Teacher Credentialing recognized equivalent.
Sample Designated Course Options:
•Newcomer ELD
•Sheltered ELA
•ELD Read 180
•ELD Academic English Essentials (English 3D)
•
•ELD Curriculum Skills
•ELD College Readiness
CA ELD Standards are used as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.

Supplemental Activities for English Proficiency and Academic Achievement funded by Title III include:
Independent Reading Texts for ELs-supplementary independent reading libraries for Designated ELD classrooms provide ELs with the opportunity to read high interest texts at appropriate Lexile levels. EL independent reading libraries are in addition to core texts used in Designated ELD classes and EL independent reading libraries are purchased for Designated ELD classes with Title III funds.

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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.

California Department of Education

LCAP Federal Addendum System

Title IV, Part A

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

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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;
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 Animo Compton Charter:

We offer schoolwide programs that met the needs of all students. Due to the amount of Title IV funds received by the school and to make best use of those funds to improve the overall education of our students, the school exercises its Transferability option to transfer funds to Title I, Part A. The transfer of funds allows the school to utilize the funds for the same intent and purpose as Title I.
The LEA developed its application for these funds in conjunction with its School Advisory Council and District DELAC. The LEA conducted an assessment, which informed a comprehensive plan that will ensure LEA is successful in ensuring all students in the schoolwide program are prepared for college, leadership and life. This includes economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, limited English proficient students and immigrant students. Based on the needs assessment and a review of the previous

year's LCAP, the LEA identified adopting a comprehensive Literacy Intervention program and comprehensive Math Intervention program as priorities. As a result, the school has a scheduled of intervention and accelerations courses available to students based on their needs. Students participate in Summer Bridge, a recommended multi-week summer program that acclimates students to the school culture and allows the school to identify students for special needs, English Learner levels, non-proficiency standards and social-emotional supports. Based on this assessments, students will have access to a variety of programs including Literacy Intervention/Enrichment, Math Foundations, English Language Development (ELD), Special Needs/Academic Success, etc.
The LEA partnered with several organizations to meet the needs of students including arc for afterschool programming and tutoring; Illustrative Math and Read180 for intervention planning, PIQE for parental education and involvement.
To support a well-rounded education and safe and healthy students, the LEA will use the funds to provide auxiliary service to students and parents including offering a summer bridge program for all incoming 9th grade and transfer students, IEP transitional services, school programs focused on math remediation and enrichment and Advisory focused on study skills, academic consultancy, and college knowledge skills. Also, the LEA will use these funds to promote access to expanded learning opportunities including Advanced Placement (AP), and visual and performing arts activities.

The LEA fosters parental involvement through monthly parent meetings, parent education programs, parent service hours, access to PowerSchool (student grading system), and School Advisory Council.

- To support the effective use of technology, the LEA will provide intervention courses through individual computer learning modules through a computer-adaptive instructional program, literacy enrichment courses (Composition) that offer individual computer learning modules, and Computer labs that allow instructor led instructional opportunities at all grade levels. Additionally, GDPS employs an Instructional Technology Coordinator responsible for training teachers to integrate technology into curricula and instruction.

To achieve the intended outcomes of to ensuring students college readiness and academic growth by at least 1 year, the LEA set the following overarching program goals:

- Adopt a comprehensive Literacy Intervention program that includes additional Literacy Intervention courses at each grade level - with explicit entrance and exit criteria - to ensure students reach college readiness and to offer additional Literacy Enrichment courses - with explicit entrance and exit criteria -
- Offering targeting services and programs to lowest-performing student groups including students in 11th grade with a lexile score of 950 or below participate in an intensive reading intervention program (System 44 or Read 180)
- Adopt a comprehensive Intervention program that includes additional Math Intervention courses - with explicit entrance and exit criteria - to ensure students reach college readiness at each grade level
- Offering extended learning time in addition to grade level Math and literacy course

The LEA will periodically evaluate effectiveness of the activities carried out under this section based on such objectives and outcomes utilizing diagnostic and interim data to determine student placement and academic progress. Instructional materials and strategies will be adopted to meet specific student academic needs. The school will adhere to an instructional materials adoption process that ensures that materials align with appropriate standards, ensures that materials are vertically aligned across grade levels, ensures that materials offer multiple opportunities for students to master standards and ensures that students are given college-ready writing and critical reading skills.

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