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 LPS Oakland R & D Campus:

Given that LPS Oakland is a schoolwide program serving 96% unduplicated students (97% FRL), have focused, aligned and extended those aspects of our program that most clearly relate to the purposes of the specific federal programs. For Title I, we have focused the funds on the two 9th grade courses designed to accelerate the achievement of our students who come in below grade level: Navigate Math and Ethnic Studies with embedded ELA support aligned to English 9. We have focused our Title II support on new
teacher induction given the importance of the rapid acceleration of teacher learning in a context of high student need. Title III funds provide additional outreach to families of newcomer students and Title IV on the induction of 9th graders to the LPS culture and values.

APPROVED BY CDE

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state anc local funds and, as applicable, across different federal grant programs.

Response from LPS Oakland R & D Campus:

The data review and planning process for the federal funds under ESSA were conducted as part of the overall planning process to ensure alignment of these initiatives. This was particularly important because LPS Oakland is a Title I Schoolwide program with 97% of the students qualifying for free or reduced lunches. 30% of the students are English Learners with an additional 58% classified as RFEP. While the data review and action planning for the federal programs spanned all State and Federal categories of funding, the actual expenditures under these programs were above and beyond General Funds and State LCFF funding.

APPROVED BY CDE

Instructions, Strategy, and Alignment Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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LCAP Federal Addendum System

Title I, Part A

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

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

Parent and Family Engagement

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

Response from LPS Oakland R & D Campus:

LPS has expanded Parent and Guardian engagement during the 2018-19 school year, including efforts to seek parent/family input in critical decisions for the schools. It is important to the school and network to recruit, promote and engage families and to continue to ensure that all stakeholders feel welcomed and valued. The school has several staff roles that have been tasked with building stronger partnerships with the parent stakeholders, and will in future plan to build parent leadership to improve the level of capacity for parents to be true collaborators with the school should have a very positive impact on student outcomes and increased attendance.

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

Response from LPS Oakland R & D Campus:

LPS will also continue to develop and refine existing communication and promotion tools targeted towards parents. Examples of planned efforts to increase Parent involvement are: continuing to provide more

https://www2.cde.ca.gov/capfas/program/view/8558
opportunities, training (train the trainers model) and support for meaningful, mission-aligned activities through parent education opportunities and staff support that results in a "good" to "excellent" level rating on the end-of-year parent survey in April; and by promoting Parent involvement on the School Site Council, English Language Advisory Committee, Board of Directors and Parent Guardian Group. LPS also plans to continue increasing communication with parents via parent newsletters, electronic communications and automated telephone messages that result in achieving a measurable increase in the level of participation by the end of the school year.

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 LPS Oakland R & D Campus:

As a SWP, LPS provides increasingly intensive interventions for foster students, chronically absent students, and other vulnerable populations by utilizing the Response to Intervention framework. LPS has a Coordinator of Tiered Support Services, in addition to interventionists and student Alleys who provide case management, academic mentoring and in-class support. LPS provides core-day intervention programming and one-on-one support for Tier 2 and 3 students. Additional supports include a site-based SARB process which includes school counselors, mental health clinicians, community members and advocates to provide support to students struggling with attendance. Advisors, teachers, clinicians, social workers and other staff members collaborate to provide wraparound services for students. LPS school priorities incorporate instructional and SEL strategies that are designed to support engaging students with relevant and rigorous academic opportunities, which supports students in developing a life dream in connection with their academic progress.

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 LPS Oakland R & D Campus:

N/A

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
Response from LPS Oakland R & D Campus:

LPS provides increasingly intensive interventions for homeless students, foster students, chronically absent students, and other vulnerable populations by utilizing the Response to Intervention framework and our Tiered Support Model of Services.

LPS has an Intervention Team, in addition to interventionists who provide case management, academic mentoring and in-class support. LPS has a Coordinator of Tiered Support Services, in addition to interventionists and student Alleys who provide case management, academic mentoring and in-class support. LPS provides core-day intervention programming and one-on-one support for Tier 2 and 3 students. Additional supports include a site-based SARB process which includes community members and advocates to provide support to students struggling with attendance. Advisors, core-day teachers, clinicians, social workers and other staff members collaborate to provide wraparound services for students. Each student is served by an intervention counselor who follows the child throughout their time at LPS, and coordinates wrap-around services to ensure student success.

LPS's approach to student development includes engaging students with social-emotional curriculum that is relevant and rigorous, which supports students in developing a life dream in connection with their academic progress.

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 LPS Oakland R & D Campus:

Response from Leadership Public School:

At this time LPS does not serve students who would fall under early childhood education programs, we are a designated High School only school.

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 LPS Oakland R & D Campus:

Response from Leadership Public School:

LPS has implemented various strategies to facilitate effective transitions for students from middle school into high school by offering a Summer Bridge Program which provides an opportunity to administer diagnostic assessments, and orientation to a college going culture; where there is planning and goal setting for high
school. Additionally, all students create a postsecondary educational portfolio in which they collect academic artifacts over the four years while maintaining rigorous student achievement documents and measures.

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 LPS Oakland R & D Campus:

All Title I funds received are used to implement the various intervention programs to ensure student academic success.

Title I, Part A Contact

 Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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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 LPS Oakland R & D Campus:

Response from Leadership Public Schools:
LPS carefully monitors the degree to which teachers are appropriately assigned and fully credentialed by working closely with the LFS HR department. Not Applicable - LEA is a charter school.
Per the California Department of Education all LEAs applying for ESSA funds must complete this section of the LCAP Federal Addendum. This provision requires LEAs to analyze and compare data across school sites and therefore charter schools and single-school districts are not required to provide a substantive response.

Title I, Part A, Educator Equity Contact

https://www2.cde.ca.gov/lfpas/program/vew/8557
Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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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 LPS Oakland R & D Campus:

Response from Leadership Public School:
LPS ensures that systems are in place for professional development that is meaningful and effective. For professional development around Common Core State Standards (CCSS) LPS has created an implementation plan that addresses the following elements: timelines, milestones and who is responsible for the task at hand; plan for ongoing professional development of faculty and administration through site-based and off-site training; create an opportunity to visit other schools; plan and schedule for formal and informal observations of teachers to assess the observable level of fidelity and implementation of CCSS. Guided by the California Standards for the Teaching Profession(CSTP), we have implemented SMART goals and portfolios for faculty growth and development. In order to develop teacher leaders, LPS developed and implemented a content lead apprentice program for aspiring teacher leaders and form alumni who have returned to their community to join our school staff.

Prioritizing Funding
https://www2.cde.ca.gov/lcpsas/program/vlaw/8559
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 LPS Oakland R & D Campus:

With 97 % of Leadership Public School students identified as socioeconomically disadvantaged, LPS is a school-wide program (SWP) that ensures funds are allocated to targeted supports that serve all students. The $12,975 in Title II funding have been used to extend the BTSA fees for new teacher induction given a high number of new teachers in 2018-19.

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 LPS Oakland R & D Campus:

LPS Oakland regularly uses formative and interim assessment data as well as attendance, intervention and behavioral data to assess program progress and adjust professional development planning. Data are used by the following groups as a part of their regular PD planning process. The Instructional Leadership Team uses formative and interim assessment data to provide input into the ongoing Wednesday site PD. Principals and Academic Deans use both student data and instructional data from walkthroughs and coaching to inform both individual coaching plans and site PD. Aggregated student and instructional data is used during cross-site Principal and Instructional Leader PD to reflect on and adjust both Network PD and the site PD plan.

Title II, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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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 LPS Oakland R & D Campus:

For all teachers, on-going Network-wide Professional Development focuses on meeting the needs of diverse learner profiles, including Emerging Bilingual students. In course content, grade level, and other groupings, teachers design scaffolds to allow for increased access and success with rigorous work for Bilingual Students. Teachers interrogate common, collaboratively-designed assessments for access and revise assessments to allow students to show what they know and can do. Performance Assessments are designed to encourage deeper learning and develop Collaborative, Interpretive, and Productive language. English Language Development teachers attend the WestEd ELA-ELD Leadership Intensive Summer Institutes. These teachers engage in data analysis and reflection around the California ELD Standards, student writing, and other formative assessments. At a minimum of six times a year, they collaboratively plan for their students' needs.

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 LPS Oakland R & D Campus:

Leadership Public School place students in classes based on their ELPAC levels (where applicable). Additionally, the ELD Coordinator monitors the progress of newly reclassified students four years after their formal reclassification. LPS, through their English Language Development Coordinator and the implementation of a structured English immersion program has been able to successfully reclassify a high number of English Language students as being English proficient. English Language Development instruction occurs within our intervention model. During this time, students receive designated instructional support. Integrated English Language Development occurs during the normal core day, as all English Language Learners (ELs) are enrolled in Structured English immersion Classes. Additional intervention supports have also been reviewed and put into place through LPS's Academic Intervention Support team. This team, through the use of data, has identified the current academic assessment of where our English Learning students are struggling in order to support administrators and teacher leaders to provide instruction that meets the specific needs of the ELs they serve.

Title III Programs and Activities

ESSA SECTION 3116(b)(1):
Describe the effective programs and activities, including language instruction educational programs, proceedings 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 LPS Oakland R & D Campus:

Approach to Instruction
90% of our students come from homes where English is not the first language. Instructionally and in terms of family engagement and school culture, LPS recognizes and builds on the assets of multilingualism and multiculturalism as part of 21st Century College and Career Readiness. We purposefully build feelings of belonging around our students' identities (through Summer Bridge, Freshman Retreat, Advisory blocks, regular cultural and individual celebrations) and work to strengthen and expand these identities as we grow our students' academic language development and overall readiness for college and career paths that will enable them to lead choice-filled lives. We rely on multiple measures to match our identified English Learners with the optimal instructional program. F1 PAC, MAP, local benchmarks, and measures such as E.L. Achieve's "Gapfinder" and the Language Analysis Framework for Writing are employed as placement diagnostics.

The LPS ELL Program supports students with access to and support for the core curriculum, strategic support, and tailored English Language Development. In addition, Home Academic Language development is supported by our Spanish for Native Speakers classes. Access to the core content is facilitated by: thematic approaches to content, a variety of instructional inputs including, for example, video and varied text sets as catalogued in the Common Spine a variety of assessment formats including performance assessments of varied length and complexity consistent, on-going formative assessment and student feedback collaborative learning structures, including peer support in Home Languages as appropriate explicit attention to academic discourse forms and vocabulary (integrated ELD).
Strategic support is offered to students in tutorial periods, office hours, after-school and vacation intervention programs, and with online learning options. In addition, Designated ELD offers intensive support to Emerging and Expanding students. Our programmatic design comes from the research referenced in the California ELA-ELD Framework, Reparable Harm, a publication of Californians Together.

Instructional Schedule
In effort to support each student with the specific and unique needs they have, all students and their families meet with counselors to discuss their needs after enrollment. As a part of this conversation, counselors and academic advisors identify early needs and diagnostic assessments in order to ensure appropriate placement. During this meeting, LPS Oakland staff work with the family to identify the level of primary language and previous English instruction to determine the depth of program placement. The LPS Oakland general program is designed specifically with English Language Learners in mind and most English Learners with a “Expanding” level English skills will be placed in mainstream classes. The use of diagnostic assessments are essential to determine whether a student should be placed in English Language Development classes. Placement in ELD classes and/or Newcomer classes are all determined in partnership with students and their families. Should the diagnostic reveal and/or family request ELD placements, counselors will make develop the appropriate schedule prior to placement. True newcomers, or students who have recently arrived in the United States within the last six months without previous English instruction, have a modified schedule (two periods out of a six period day) to increase the exposure of sheltered English instruction. Newcomers also take A-G courses to support students in being able to make adequate progress on A-G graduation requirements while participating in more intensive English instruction.

Pathways to A-G
LPS is committed to supporting all students in completing their A-G course work. In order to support newcomers, we have designed a model course progression.

Here is one sample scenario that allows a Newcomer to fulfill A-G requirements: Newcomers who enter school with beginning proficiency levels in English may take a five-year path to graduation. They may take two periods of ELD in their first year, and one period of Sheltered English with one period of ELD in year 2. In years 3 and 4, students will continue to take ELD while completing sophomore and junior English. In their fifth year, students may take senior English. In their first years at LPS, Newcomers may take less language-dependent classes such as Visual Arts, Fitness, and some other electives. Spanish speakers may also maintain and extend their academic literacy by taking Spanish for Native Speakers in these years. By their third year, Newcomers will begin taking grade-level content-area courses in science and/or social studies (where possible with sheltered instruction/Integrated ELD), receiving additional support through Designated ELD.

Assessment & Placement
In addition to the ELPAC, the language and literacy needs of Emergent Bilingual students are assessed three times**

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 LPS Oakland R & D Campus:

An important component of our mission is to create access to core content for all students. Access to the core content is facilitated by:
- thematic approaches to content
- a variety of instructional inputs including, for example, video and varied text sets as catalogued in the Common Spine
- a variety of assessment formats including performance assessments of varied length and complexity consistent, on-going formative assessment and feedback to students
- cooperative learning structures increase access to the curriculum and give students multiple opportunities to interact in meaningful ways with content and one another
- support in the student's first language as appropriate
- explicit attention to academic discourse forms and vocabulary (Integrated ELD)
- setting learner-specific expectations and goals appropriate to the student's stage of language development
- constructivist instructional approaches such as the reading-as-problem solving approach of Reading Apprenticeship and cooperative learning structures increase access to the curriculum and give students multiple opportunities to interact in meaningful ways with content and one another.

The English 3D Curriculum allows Long-Term English Learners to benefit from Designated ELD focused on augmenting Academic Language, particularly Productive forms. Beginning and Intermediate ELD courses use National Geographic's EDGE Curriculum to support thematic vocabulary development, reading in many different genres, and learning about how English works.

**For 3116(b)1**

year by the MAP. Students at the Emerging and Expanding levels programmed in ELD classes also take a benchmark exam three times a year as an interim progress-monitoring assessment. Intensive small group intervention happens within these classes for students who demonstrate a need. Also within ELD classes, teachers flexibly use a variety of formative assessment measures such as the WIDA Can Do Descriptors, the Matrix of Grammatical Forms, E.L. Achieve's Gapfinder, and the Language Analysis Framework for Writing. These assessments guide intensive instruction individually or in small groups. For Emerging Bilingual students who demonstrate a particular need in Reading, we offer Reading Intervention courses which utilize the Read 180 Universal curriculum. Parents are informed of overall student progress during student-led conferences three times per year. They are also informed of student ELPAC scores and program placement each year. Given the significant representation of parents of English Language Learners (both current and reclassified) the school voted to merge the School Site Council and English Learner Advisory Committee in 2013.

Student Services & Support

We are grateful and proud of our partnership with Children's Hospital Oakland (CHO), which provides mental health and other supports for all of our students, including a high number of our EL students. This year we have increased our ELD programming to support EL students in the classroom through an intentional four-year graduation sequence. This includes offering a block ELD class for newcomer students, an Advanced ELD course, and a multilingual Theatre course. Additionally, our ELD instructor collaborates across disciplines to support teachers in ensuring that content is accessible for EL and newcomer students. With the addition of an Intervention Counselor this school year, we are also looking to create support groups for specific student populations, including our EL students. We are eager to explore a partnership with Castlemont high school to consider how we can collectively support the newcomer students in East Oakland.

In our Newcomer Student Ally, we have a bilingual staff person dedicated to helping address the specific academic needs of our students who have arrived in the U.S. in the past three years. The Ally forges and
maintains strong relationships with students and their families, and connects them with social, material, and community resources.

Our intentionality in course sequencing for our EL students is aimed at supporting our ELD students in being an integral part of our school community. We believe that our newcomers should graduate on track with their peers and be eligible for a UC or CSU, just as the rest of their peers. While creating specific academic courses for ELD students, we continue to integrate ELD students into mixed Advisory classes to ensure that they have a support network of students from a variety of learner profiles and backgrounds. We also continue to prioritize cycles of inquiry and professional learning around best practices to support EL students. At LPS we also refer to this group of students as Emerging Bilingual students rather than English Learners, as we believe that utilizing asset-based language about students has a strong impact on mindsets and supports for various student groups.

All school communication (letters and auto dialers) are sent in English and Spanish.

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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.

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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 LPS Oakland R & D Campus:

LPS Oakland places a high value on building an academic, college-going culture; a sense of belonging and teamwork; and both joy and responsibility. One of the venues for achieving this is the overnight Freshman Leadership Retreat held every year at UC Santa Cruz. The $7,800 supports the retreat, in particular the
Title IV, Part A Contact

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