

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

LEA Name

Chrysalis Charter School

CDS Code:

45104540111674

Link to the LCAP:

(optional)

[Provide link.]

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title I, Part A
Title II, Part A
Title IV, Part A
Title V, Part B

In the following pages, ONLY complete the sections for the corresponding programs.

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.

Our goal is to continue to assist all students moving towards proficiency in reading and math as measured by iReady assessments, Smarter Balanced test scores, and other assessment instruments chosen by teachers (such as DRA). We have chosen to direct our federal funds towards 2 efforts:

1. Support our intervention program. All students currently receive intervention support 3 days per week for 30 minutes. All classroom teachers participate in the effort as well as additional teachers and paraprofessionals. Title II funds supports professional development and training in assessments and intervention curricula. We wish to increase that support to 40 minutes per session. We have several years worth of data suggesting that our existing intervention programs are effective in helping students grow academically.

2. Support a summer program. A recent PACE Continuous Improvement Brief from January, 2018 (by Mary Perry) suggests that summer learning loss disproportionately affects low income students, with low income students falling 2.5 to 3 years behind by fifth grade due to the cumulative effects of the achievement gap combined with summer slide. On our campus, our low income and at risk students showed a decline of 14.04 points in math (the equivalent of 3 months of school) and 10 points in language arts. We believe that a 4-week, half-day summer program for 15-16 students would reduce that summer slide. While the summer program would be open to all students, low income students who are at least 1 grade level below their peers in reading or math would receive priority.

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.

Our mission, and the one and only goal of our LCAP, is to "encourage the light within each student to shine brighter". Shining academically is a big part of that mission. We achieve that in many ways such as aligning our use of federal, state, and local funds to help students grow academically. The LCAP describes the following efforts that contribute to this: providing a stable community of highly qualified teachers (LCAP goal 1, action 4), maintain low student-staff ratio to allow for a significant amount of small group work and individualized attention (LCAP goal 1, action 11), provide targeted interventions to those students who are behind in reading and math (LCAP goal 1, action 14), and offer a 4 week summer program (LCAP goal 2, action 15).

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

See Goal 1, Action 14.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

See Annual Measurable Outcomes Metric/Indicator 4b.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Student classified as socioeconomically disadvantaged as defined by the California Department of Education.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A – We are a charter school

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).
Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

A close community is a central part of our charter and educational program. Families (parents, grandparents, uncles, aunts, younger and older siblings) are welcome and encouraged to participate in our school. They enrich the school program in many ways. They provide valuable assistance to our teachers; contribute to our school governance; organize events; give students a rich source of encouragement; and help build a warm, supporting community through their friendships. Families are expected (but not required) to contribute 40 hours of service to the school each year. We call ourselves the “Chrysalis family” because students, staff, families and alumni are all part of an extended family, working and learning together in service to a common mission.

ESSA Section 112(b)(3) – N/A since no schools are receiving Comprehensive or Targeted Support and Improvement.

ESSA Section 112(b)(7)

- The Parent and family engagement policy was developed by the Site Council with the input of the parent representatives there, presented to ALL families in two consecutive weekly newsletters for feedback, discussed at the annual “Coffee and Donuts” meeting with the Administrator, and ultimately passed by both the Site Council and Executive Board. The policy is reviewed annually and sent through the same review process described above, whether or not there are changes.
- Parents and guardians are informed about State standards, State and local assessments, ways to monitor their child’s progress, and ways to work with their children to improve achievement in the following ways: written information that accompanies annual State testing results sent to each child who was assessed, face-to-face communication in conjunction with twice yearly parent conferences, written information with three-times-yearly progress reports, periodic weekly newsletter information, and Student Success Team (SST) meetings with families as needed.
- We purchase a parent communication platform, Parent Square, to facilitate seamless communication with all our families in their preferred format (e-mail or text or smart phone app) and preferred language. We offer face-to-face help with new families to access this communication platform, and paper versions of communication if they are unable to access this information by e-mail, text or app.
- Staff are instructed in the value and utility of contributions of parents; in how to reach out to, communicate with, and work with parents; and in how to build ties between parents and the school in the following ways: our interview and hiring process, coaching and mentoring of new staff by supervisors, the peer mentoring that forms the core of our staff professional growth program, participation at community events like talent show and camping trips, feedback from parents and families, and feedback from the Administrator.
- Parental involvement programs and activities are coordinated with our family volunteer program and Parent Club (booster club). Community programs that support parents (like parenting classes, family counseling, and support groups) are regularly referred to families that might find them useful.
- We provide reasonable support for parents to get involved whenever requested. For example, parents occasionally need financial assistance to participate in school activities such as camping trips or rafting trips, and we do our best with limited financial resources to help families as necessary.
- We measure this in two ways as part of our LCAP Annual Measurable Outcomes: encouraging each family to contribute 40 volunteer hours per school year and counting participation at family events (rafting trip, camping trips, evening family gatherings, etc.).
- Once a year we collect feedback from parents and students via a brief school climate survey. The data is reviewed by the Site Council, teachers, and Executive Board and is incorporated into school governance documents.

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We currently do not have any students that are from foster homes, group homes, homeless shelters, or community day programs. Eligible students are identified through the enrollment process. Should any such students enter our school, we would convene an SST meeting early in the school year to provide the best possible environment for the child.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

We currently have 4 students that qualify as homeless. Eligible students are identified through the enrollment process or when a change in housing status becomes known to school staff. The Executive Board has adopted a Homeless Student Policy to provide for their needs. Briefly, that policy designates the Administrator as the district liaison for homeless students to ensure that homeless students have full and equal opportunity to enroll and succeed at Chrysalis.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

We give our eighth-grade parents application and enrollment information from the Shasta County high schools that our students typically attend via our school communication system. We have a transition IEP meeting for any students that qualify for special education services. Some students who are advanced in math or language arts attend classes at the local high school in their eighth grade year. Several homeschool students attend classes at Shasta College.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We serve all students under a whole school coordinated model. We do not have a dedicated gifted and talented program. Students who are at or above grade level in reading and math receive interventions that challenge them to go beyond and enrich them academically. As stated previously, students who are advanced in math or language arts may attend classes at the local high school in their eighth grade year and several homeschool students attend classes at Shasta College.

We do not have a central school library program. All students develop digital literacy skills in the context of their regular classroom or homeschool settings. The Administrator recently attended a digital and information literacy conference to learn strategies for supporting teachers in digital and information literacy education.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program

ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions

ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs

ESSA SECTION 1423(5)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Chrysalis leads the way as one of a growing number of teacher-powered schools in the country (see www.Teacherpowered.org). Rather than teachers being contracted employees under the direction of an administration, we function as a teachers' co-op. Teachers oversee the budget, select and mentor fellow teachers, develop school policies, set the calendar and schedule, and much more. Teachers have far greater creative autonomy in the classroom than in most schools. In this model, teachers offer peer mentoring for one another, in addition to seeking out professional growth opportunities that help each individual continue to grow as an educator. When there is a collective need, the Administrator recruits professional development workshops and coaches to come to campus to provide training to all the staff. From 2017-2020, Title II funds are dedicated towards training teachers on intervention programs, curricula, and/or data collection or towards implementing a multi-tiered system of support for all students.

Prioritizing Funding

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our priority for these funds is to research the effectiveness and obtain professional development and training in assessments and curricula that support our intervention program. We work closely with the county co-op to refine and improve our program by identifying new research-based curricula, assessments, or strategies and training staff on those tools.

Data and Ongoing Consultation to Support Continuous Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our teachers and Site Council review student academic growth data and teacher surveys annually to ensure that the professional development teachers are receiving translates into student academic success.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

English Proficiency and Academic Achievement

ESSA SECTIONS 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:

- (C) 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
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title IV funds are rolled into Title I to support our intervention program and summer learning program. The program objectives and outcomes are described above in the Strategy section. Parts A-D are not applicable. We evaluate the effectiveness of our intervention program and summer learning program by monitoring the academic progress of our at-risk students (those who are at least 1 grade level below their peers on State or local assessments) and ensuring that they are making academic growth, and if not, that there is a plan to either change the intervention strategy, add additional supports, or assess for special education. The Site Council, Administrator, and special education director jointly participate in this annual evaluation effort. Their analysis is then reviewed by the teachers and Executive Board.