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LFCMSA LCAP Federal Addendum Modifications – January, 2020

Strategy and Alignment

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 Los Feliz Charter Middle School for the Arts:

Los Feliz Charter Middle School for the Arts uses federal funding to supplement our local priorities as reflected in our LCAP. As reflected in our LCAP for 2019-20, we identified priority areas in student proficiency, attendance, school climate, and arts integration. Particular areas of focus in student proficiency include increasing the performance of all subgroups in mathematics, and increasing the performance of socio-economically disadvantaged, homeless/foster, and English Learner subgroups in English Language Arts. With school climate, we identified the need for continued education for students and parents on the Restorative Justice model. In addition, we need to continue to reduce the percentage of students whom qualify as chronically absent. With respect to school climate, much work has been done to support students’ Social-Emotional Learning, and we have identified the need for schoolwide training to create shared norms around how we respond to challenging behavior. We continued with the model of employing Art Specialists full time for our arts-integration program. LFCMSA’s strategy for using federal funds is to increase socio-economically disadvantaged, homeless/foster, and English learner student performance to the proficiency level. Because data reveals that the gap in mathematics is larger than the gap in English Language Arts, LFCMSA has focused Title I funding with a focus on mathematics as a preventative measure. LFCMSA uses federal funds to provide supplemental funding to support for Lesson Studies in math, as a job-embedded professional development model. It is also used to bring in paraprofessionals as additional support to help teachers differentiate instruction.

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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 Los Feliz Charter Middle School for the Arts:

LFCMSA uses federal consolidated programs, along with state funding, grants, and fundraising to implement our LCAP. To address the identified performance gaps, we use the following funding for specific actions in our LCAP plan. Federal funds will be used to support: Lesson Studies Professional Development in Mathematics Paraprofessional support in classrooms State and Local funds will be used to support the goals Math curriculum Math PD Lesson Studies PTA funding will be used to support school climate. Responsive Classroom training for the teaching staff. Noise reduction pilot

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Title I, Part A

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 Los Feliz Charter Middle School for the Arts:

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 Los Feliz Charter Middle School for the Arts:

LFCMSA encourages parents to volunteer in many ways, such as: within the classroom, attending field trips, sharing special skills, serving on committees, etc. There is no requirement to volunteer. To support our English Learner families, LFCMSA has hired bilingual outreach and office staff, and utilizes a parent communication system that has an embedded translation function. Because our percentage of EL students is below the 15% threshold for translation, we provide translation services upon request for documents that are not yet translated, and for parent teacher conferences. LFCMSA supports parental involvement of parents whose children receive Title I services by inviting and involving parents in the review, discussion, development and decision-making process in the creation of a local plan and general program improvement of Title I funded programs. Additionally, we strive to achieve strong parental involvement with the goal of improving student academic achievement and general school performance. The LFCMSA Board of Directors annually review and evaluate the content and effectiveness of this parental involvement policy. This policy is considered a working document that will be evolved according to the needs of LFCMSA and services offered to each school's Title I parents. We support involvement by educating teachers and staff about the differentiated needs represented in the Title I community. We continually work to improve our ability to provide access, and have developed systems that support needs such as academic support, translation, understanding state academic standards, equal partnership, etc. These are integrated in our professional development and we have an active lens on how we differentiate for our Title I community's needs. We do offer alternative solutions to ensure they have the same level of access. In addition, we are now able to ensure that information related to parents are translated, which has improved our ability to support Title I students. The Parent and Family engagement policy is distributed to parents via our school wide communication system Parent Square, and by hard copy to any families that do not have access to the Internet. We will provide assistance to parents in understanding topics such as challenging State academic standards, assessments, their right to know, and progress monitoring and support through a variety of ways: In our regular weekly newsletters that bring up timely topics and ways parents can support, parent meetings (e.g. math night), in person parent conferences, and a resource area on our website/Parent Square communication system. We have been encouraging parent involvement through specialized presentations (e.g. mathematics, social media impact, book studies on social emotional development, etc.) to help train parents on supporting their children's learning. For parents of students with disabilities we have specialized meetings to explain our special education program, and have point people whom are responsible for disseminating information about services the school can provide to support students with special needs, migratory, homeless, etc. We have provided accommodations for parents whenever possible, and the main accommodation that has presented itself as a need has been the providing support with translation. We have had visual impaired family members, and accommodations are made with mobility, seating, etc. to the extent possible to support access to information. We have often worked with individuals by asking how they are best accommodated. For migratory families, when able, we would work to create a plan for transitioning. (additional language) The parent education policy is distributed annually to all parents, and it is reviewed bi-annually by our board of directors, which also has parent representatives. Although our EL percentage is below the 15% threshold for mandatory translation, we provide translation services to limited English proficient families for many of our communication processes (e.g. weekly newsletters, parent conferences, etc.) and upon request when needed. We provide accommodations for family members with disabilities to ensure

equitable access to the best of our abilities. For families of migratory children, we provide opportunities to meet to discuss specific needs to ensure minimal disruption in their education.

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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 Los Feliz Charter Middle School for the Arts:

Through our Single Plan for Student Achievement (SPSA), we are able to determine student progress overall and within specific subgroups, such as Title 1 students. The School Site Council (SSC) is responsible for the development, review, and update of the SPSA each year. In addition, it determines goals and action steps in order to address the needs of Title 1 students. Supplemental services are primarily based upon student academic performance, and also engagement in and access to the educational program. The school uses achievement data in English Language Arts and mathematics to identify students for supplemental services. This data is then utilized by the administration, teachers, parents, paraprofessionals, and intervention staff to support the students' learning. We support families through individualized academic support systems via differentiated instruction and interventions, Student Success and Progress Team meetings, Multi-Tiered systems of support, and Socio-emotional Learning interventions. We currently do not have any programs for neglected or delinquent children: n/a

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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 Los Feliz Charter Middle School for the Arts:

The school uses achievement data, through schoolwide benchmark assessments, in English Language Arts and mathematics to identify students for supplemental services. This data is utilized by the administration, teachers, parents, paraprofessionals, and intervention staff to support the students' learning. Teacher use student progress data to inform instruction, administration uses data to determine resources and teacher training needs, paraprofessionals and other staff utilize the data to support the students in the classrooms. We support families through individualized academic support systems via differentiated instruction and interventions, Student Success and Progress Team meetings, Multi-Tiered systems of support, and Socio-emotional Learning interventions.

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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 Los Feliz Charter Middle School for the Arts:

Annually, LFCMSA sets aside Title I funding to provide additional support for homeless students for transportation, and other identified needs. We have a designated homeless liaison that supports identified students/families. (additional response) We provide additional services to homeless students, such as enrollment support (e.g. accommodations to paperwork requirements), support with transportation, provide school supplies, intervention services, social emotional support, counseling, etc.

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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 Los Feliz Charter Middle School for the Arts:

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 Los Feliz Charter Middle School for the Arts:

n/a

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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 Los Feliz Charter Middle School for the Arts:

n/a

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Title I, Part A, Educator Equity

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 Los Feliz Charter Middle School for the Arts:

Not applicable. LEA is a charter school.

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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.

Response from Los Feliz Charter Middle School for the Arts:

Induction: In order support "New to LFCSA" staff in delivering our rich curricula, LFCSA employs a pre-service professional development. The focus of this pre-service is to provide training in the curricular methods that focus on our core values, and unique methods. Any new team member, regardless of years of teaching, is provided this training. Induction takes place 3 weeks before the start of the academic year. The induction spans 2-3 days.

Summer Institute: Each year, the week prior to the start of the year, teachers, aides, intervention/special education staff, afterschool instructors, etc., attend the "Summer Institute" training. During the Institute, we provide differentiated training to the various teams, and schoolwide we review our progress, discuss new goals, and collaboratively troubleshoot schoolwide issues. The Summer Institute serves as both a training and team building opportunity. Ongoing Professional Development Models During the year, grade level teams and peer-to-peer support is naturally embedded in our planning time. In addition, LFCSA creates a differentiated professional development plan (see LCAP) that addresses both teacher professional development as well as student academic needs. At the individual level, cognitive coaching is used to help individuals identify areas of growth, plan for growth, and reflect on change. In order to deliver a constructivist, arts-integrated, project-based curricula, we have structured two hours of professional development/planning time weekly. In addition, our Pupil Free days also serve as professional development time to address schoolwide needs. Professional Learning Communities (PLC) This type of professional development is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. LFCSA uses this model to implement a school wide effort focused on improving student outcomes. Grade level teams meet on at the beginning of the year to review data, determine an area of focus, and create a SMART goal (Sustainable, Measurable, Attainable, Results-Oriented, and Time Bound) action plan. Within this action plan, teachers determine instructional practices, materials, and lessons that are to be investigated to help address the identified area of need. The process is cyclical and iterative. Teachers meet to review progress in their action plan at least twice during the year, and at the end of the year, they meet to reflect on the successes and challenges that deepened their individual and collective learning. Lesson Studies Lesson study is a professional development process that teachers engage in to examine their practice, with the goal of becoming more effective. Throughout the year, teacher teams collaborate on studying specific lesson topics to improve their curriculum development and instructional delivery. These studies focus on a small number of "study lessons" which are topics selected by the team based on needs identified from both student assessment data and areas of challenge in instructional delivery. The process involves planning, teaching, observing, and critiquing the lessons. To provide focus and direction to this work, the teachers select an overarching goal and related research question that they want to explore. This research question then serves to guide their work on all the lesson studies. While working on a study lesson, teachers jointly draw up a detailed plan for the lesson, which one of the teachers uses to teach the lesson in a real classroom (as other group members observe the lesson). The group then comes together to discuss their observations of the lesson. Often, the group revises the lesson, and another teacher implements it in a second classroom, while group members again look on. The group will come together again to discuss the observed instruction. Finally, the teachers produce a report of what their study lessons have taught them, particularly with respect to their research question. The process is iterative and teachers continue to study the topic until they determine the need to change to a subsequent topic. Professional Growth for Principals and other school leaders: The system of professional development and improvement for school leaders includes accessing conferences, specifically identified trainings based on role responsibilities, and a 360 evaluation system to gather feedback areas of strength and growth. For example, our Executive Director attends the annual California Charter Schools Association (CCSA) conference in order to stay current on charter school issues and trends; the Principal and

Assistant principal attend conferences (e.g. NCTM, CCSA) and trainings offer by the State, County, and Authorizing District; the Director of Student Support Services (Special Education) regularly attends trainings offered through our SELPA as well as topics offered by the County and State.

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 Los Feliz Charter Middle School for the Arts:

Los Feliz is a Charter School

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 Los Feliz Charter Middle School for the Arts:

LFCMSA is a newly approved charter school that receives funding under the California Department of Education's Public Charter Schools Grant Program. One requirement for grant recipients is to complete an external review of the school. The school utilized an external agency (The Learning Collective) for the review. The review process consisted of a 2.5 day on site review as well as a half day strategic planning session focused on continuous improvement. The findings from the report prioritize the next steps that will be implemented during the 2019-2020 school year. As a professional learning community, we utilize an ongoing process in which teachers and administrators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for our students. We utilize an ongoing process that fosters continual improvement by: Gathering evidence of current levels of student learning; Developing strategies and ideas to build on strengths and address weaknesses in that learning; Implementing those strategies and ideas; Analyzing the impact of the changes to discover what was effective and what was not; Applying new knowledge in the next cycle of continuous improvement. The School Site Council and Board of Directors review academic data at least 3 times a year. The School Site Council coordinates its Title II, Part A activities with other related strategies, programs, and activities as delineated in the LCAP plan and School Site plans to ensure that resources are aligned for efficiency and effectiveness. Teachers analyze data throughout the year, both formally and informally. As grade level teams, data about current instructional practices and the levels of achievement of the students are utilized to inform the development of S.M.A.R.T. goal action plans for identified areas of need. Along with the data, teams also explore both best practices in teaching and best practices in learning to help inform the activities in the action plan. Progress towards S.M.A.R.T. goals is monitored at various times in the year, with a culminating reporting of results towards the end of the year. The time spans between monitoring points are determined by the action plan, where some actions may have a quick action and can be revisited within a few weeks, to a longer span that may require monitoring by trimester. To track student achievement data, teachers, administrators, and related service providers, we use a data software system to enter, disaggregate, analyze, and report student performance. This will occur, at various intervals, usually at the end of units, and at a minimum, by trimester. Administrators are able to monitor schoolwide progress along with significant subgroups, minimally by trimester through our data software system. In addition, with this program teachers also have the capacity to create both formative and summative assessments aligned to CCSS from the item test bank. Results from data analysis are used to inform instruction, create intervention groups, and to report on student progress three times a year. Teacher teams are expected to formally monitor their S.M.A.R.T. goal progress during the pupil free days scheduled during the year. Pupil Free days are often a combination of professional development, planning, progress monitoring, and reflection on team and schoolwide goals. Each team's progress on its plans is monitored by the grade level chair and administration by trimester. We have created an infrastructure that allows for ongoing consultation of our work via data from surveys (one of which is our annual stakeholder survey given to parents, students and staff), committee work, and

student achievement data. Stakeholders are consulted in a variety of ways, from our Annual survey (all stakeholders including students), School Site Council, Board of Directors, school committees (i.e. Safety Wellness, Curriculum, Social Emotional Learning, etc.) which also consist of parents and employees. These sources of data and decision making groups contribute towards the selection, implementation, evaluation, and review of Title II funded activities. Survey data is collected annually, and our School Site Council meets monthly and has 1 all day retreat, other committees meet monthly or bi-monthly.

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.

Response from Los Feliz Charter Middle School for the Arts:

Much of the needs assessment work was done in parallel to the work done in the development of the SPSA and LCAP. Los Feliz Charter Middle School for the Arts has a process that engages and educates stakeholders on the SPSA and LCAP. This engagement took place throughout the year in a variety of formats such as regularly scheduled Leadership meetings, School Site Council meetings, PTA meetings, parent workshops, school committees, as well as the Annual Stakeholder Survey which included parents, students, and staff. Regular open meetings of the School Site Council and presentations to the Governing Board along with website postings, messaging software, and an LCAP infographic provided opportunities for public review and reporting on the SPSA and LCAP. The School Site Council (SSC) was involved with the monitoring and revision of the LCAP throughout the year, and the development of the SPSA. The SSC began with reviewing the current year LCAP followed by an all-day retreat to conduct classroom observations, create subcommittees to monitor specific initiatives (e.g. attendance, communication, diversity/inclusion), and discuss the process of monitoring the actions in the 2018-19 school year. The SSC regularly engaged with current school data and prioritized feedback from other stakeholder groups, parents, Curriculum Committee, Social Emotional Learning Committee, PTA, room parents, the Annual Stakeholder Survey, etc. The school sent the draft LCAP goals to the community and held meetings to solicit feedback and review priority areas identified by various stakeholder groups. The information was reviewed by the Site Council on June 10, 2019. It then recommended the goals/actions and expenditures in a draft SPSA & LCAP to the LFCSA Board of the Directors on June 26, 2019 for approval. The LFCSA Board of Directors approved the plans without revision. For this year, we will support the content areas of well-rounded education, and safe and healthy students by funding training of staff in Responsive Classroom. This program supports the improvement of school culture and climate, and the norming of shared expectations aligned with PBIS. In addition, the funds will be used to support the training of staff regarding arts integration, as well as staffing of arts specialists in music, dance, and visual arts,

which are core components of our educational program. The effectiveness the activities will be measured in a few ways: Continual improvement the percentage of students meeting and exceeding standards in CAASPP, CAST, ELPAC and Fitnessgram; feedback from parents, staff, and students in our Annual Stakeholder Survey; consultant feedback on the implementation of our math and SEL programs; increased attendance rates illustrating desire to come to school to learn.

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