

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

LEA name:

Alum Rock Union Elementary School District

CDS code:

43693690000000

Link to the LCAP:

(optional)

[Provide link.]

**For which ESSA programs
will your LEA apply?**

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

Title I, Part A
Title II Part A
Title III, Part A
Title IV, Part A

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

Instructions

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

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

The LEA must address the Strategy and Alignment prompts provided on the following page.

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

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

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

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

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

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

Alum Rock School District uses federal funds to supplement and enhance local priorities and initiatives written into our district's Local Control Accountability Plan. The federal resources serve a population of students that need additional support above the core. These funds are designed to close the achievement gap for our neediest students and ensure that they reach their full potential. The students served through the various categorical funds include economically disadvantaged students, students who lack English language proficiency, students at risk of failing, students experiencing trauma and homeless students. A comprehensive needs assessment is conducted based on a variety of data ranging from academic assessments, attendance data, suspension data and parent, student and staff surveys to allocate funding for supplemental services, programs and development of staff.

Commented [1]: Describe how we will use federal monies to support alignment

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.

Alum Rock staff engages in continuous cycles of improvement across the district. During our annual LCAP planning process, district staff engages in conversations with the various stakeholders in our community as an integral component of our program review. This information combined with results of our annual measurable outcomes, student assessment data and our comprehensive needs assessment allows us to align priorities for all students. Federal funds allow us to supplement the actions and services reflected in our district's LCAP. This funding allows us to provide additional services that address the learning gaps for disadvantaged and English learner students. In addition, utilizing federal funds for professional development builds capacity in teachers and provides strategies that help students reach their full potential. Furthermore, activities for supporting students'

social emotional needs and 21st Century skills are needs that are supported with district federal dollars.

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.

Alum Rock Union School District implements a well-rounded program of instruction to meet the academic needs of all students. As a way to ensure success for all students, ARUSD regularly engages in data analysis to identify students that may be at risk for academic failure. This information is then used to provide additional support and resources for individual students and schools in an effort to improve conditions for student learning. Supplemental funds are aligned to provide the following actions and services to support academic success of all students:

- i-Ready diagnostic district-wide to monitor students' progress towards meeting grade level standards
- Annually, staff spends time reviewing and analyzing test data as well as data from the dashboard to determine what supports need to be in place to support students' academic progress.
- Teachers are surveyed to get feedback on areas of support they need for professional development.

- Each Fall parents are notified if their child is at risk of failing. School sites offer additional interventions, homework centers and in-class supports to these students. As a regular practice, teachers meet one on one with the parents to discuss supports, additional accommodations to learning and possibly to recommend the student to the school Student Study Team (SST) for additional support.
- All district adopted curriculum include support components that provide additional guidance to English Learners, and students lagging behind academically. Teachers also use some small group instruction to be able to differentiate instruction for at risk students.
- Additional material to supplement adopted curriculum is purchased and used to support students.
- Release time for grade level collaboration, professional development and peer observations is provided.

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).

Alum Rock School District has a District PBIS team that meets regularly to discuss district-wide needs in the area of social-emotional learning and school climate. Recent analysis on suspension data and climate surveys demonstrate the need for a refinement of behavior support systems in our schools including PBIS. Currently, 10 schools are participating in Tier 2 and 3 PBIS training. District office staff has also worked with the District PBIS team to identify resources and services to support schools with improvement of school climate. In addition, this year we identified two more schools with the highest suspension rates and supported them with Restorative Justice training in an effort to use this approach as an alternative to suspension. Furthermore, funding is allocated in our District LCAP to support a counselor at our middle schools, counselor interns at our elementary schools and central and site-based School-Linked Services Coordinators. In addition to these services, we are in the process of revamping our Student Study Team (SST) process and RTI framework to provide the best support for students with more intensive needs

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.
- (C) professionals and, if appropriate, academic credit

Alum Rock Union School District is in the exploration stage for selecting a program that introduces a variety of careers including student interest surveys. Currently, we integrate College and Career Education into content areas where possible. Through some of our extended learning opportunities, career and technical education is an integrated component. All of our middle schools participate in College Day along with hosting a variety of college career days and college and university field trips.

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.

Alum Rock Union School District aligns funding to provide an array of actions and services to support the teaching of challenging State academic standards. Each year, staff completes a professional development needs assessment that helps to determine the professional development for the school year. Our district commits supplemental/concentration funding to support teachers with three professional development days before school begins in August. Some of the topics for these PD days include development of knowledge around CCSS, ELD Standards, Social-Emotional Learning and use of 21st Century Skills. Alum Rock also provides our new teachers with induction support to strengthen their teaching skills, centralized TOSAs to support district programs, professional development for designated 21st Century Programs, capacity building for administrators and funding to compensate our teachers that attend trainings after work hours. Furthermore, we offer a variety of extended learning opportunities, including intervention and enrichment programs, to provide additional support to students. Many of these programs include additional professional development for supporting struggling students.

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.

Due to the number of students classified English learners in TK-3, it is critical to provide strategic and foundational support to these students and their parents. Another area of need is with English Learner students who also have special needs. Providing support and education to these parents is essential for progress to be realized. At ARUSD we believe in engaging parents and arming them with information for helping their students make progress. Each year we work in partnership with our site principals, teachers and parents via an EL Liaison group that meets one time per month in addition to our regularly scheduled ELAC and DELAC meetings to consult and engage our stakeholders on meeting the needs of students. Each school has a parent representative on the District English Learner Advisory Committee (DELAC) as well as site English Learner Advisory Committee (ELAC). Parent education classes are offered on a regular basis at school sites and centrally through Parent University and parent meetings. The parent trainings consist of exposure to the ELD Standards/Framework/Roadmap, understanding of the ELPAC assessment and reclassification process, introduction to web-based apps that support language acquisition, and best practices for parents of English Learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

Title I, Part A provides formula grants to school districts, which then allocate a portion of these funds to individual Title I schools based on their number of low-income poor children. All schools in ARUSD are schoolwide program schools. The schools are identified based on the poverty rates from CALPADS on the October 1 Count Day. These poverty rates are used to establish the level of funding for each school.

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:

All schools in Alum Rock Union School District are designated as Title I Schoolwide Programs. Our District population serves 83% socioeconomically disadvantaged and 98% minority youth. Currently, we do not have disparities that result in low-income students and minority students being taught at higher rates by ineffective, inexperienced or out of field teachers. If this disparity presents itself in the future through program evaluation and data analysis, we would identify the need at the affected school sites and allocate additional resources for professional development, mentorship and support for these teachers to address the gaps.

Commented [2]: How do we identify and address teacher inequities? If we did have inequities, what is the process to resolve it?

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:

Alum Rock Union School District believes in engaging Stakeholders in a meaningful way that promotes a positive learning, working and community environment geared toward student achievement. We offer a variety of opportunities for parents to receive important information regarding their child's academic program and provide opportunities for involvement at school and at the District level.

The district encourages parent leadership and monitors parent participation in site-based advisory committee groups such as ELAC and School Site Council and District-level advisory committees such as DAC, DELAC and SPARC.

As a requirement for Title I funding, all schools discuss the Family Engagement Plan with their School Site Council and Parent Advisory groups to gather input for updating the plan. Once approved, it is shared with the school community through Mini Parent Universities, Principal's Coffees and Leadership meetings. During this same time, site administrators present information regarding Title I requirements and the programs and services offered in our District. Site administrators align the goals for parent engagement required under Title I with their LCAP goal centered around parent engagement. This alignment allows schools to allocate funding based on the needs of parents and families.

Our central office also provides opportunities for parents to attain the knowledge and skills to support their students' academic and social-emotional growth through parent trainings including classes in technology skills, Social Emotional Learning and English as a Second Language. Parent trainings are also becoming more common as an integrated component of student extended learning opportunities. In addition, translation and interpretation services provide access for parents with limited English skills. Furthermore, school community liaisons serve as a bridge between home and school and connect families to community resources.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

All schools in Alum Rock Union School District are designated as Title I Schoolwide Programs. In order to support our neediest students, administrators attend an annual training on developing a School Plan for Student Achievement (SPSA) and the requirements for School Site Council (SSC) involvement and oversight. Administrators receive information on allowable expenses under Title I as a way to support and strengthen the academic program for disadvantaged students. Principals are advised to insert actions and services that increase the quality of learning time, support at risk students, involve parents, and enrich/accelerate the adopted curriculum. In addition, School Site Councils which include parents also attend a training on their roles and responsibilities under Title I as a way to build leadership capacity and participation in their schools. Annually, school site councils engage in program evaluation for actions and services included in their School Plan for Student Achievement (formerly known as Single School Plan for Student Achievement). As part of this process, School Site Council members analyze data including student data from standardized and formative assessments, survey data and any other pertinent local data. This process provides the

information and guidance for developing goals for the next school year. Included in these goals are actions and services that support students' academic and overall success.

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:

Alum Rock Union School District allocates Title I funding to provide support for homeless children and youths including services to support enrollment, attendance and academic progress at school. Some of the specific resources provided are school uniforms, school supplies, backpacks, shoes, transportation, linking students to additional resources in school and the wider community, priority registration in after school programs, summer programs and tutoring. In addition, our school counselors and interns conduct regular check-ins with students to intervene when needed.

Student Transitions

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order to facilitate a strong transition to TK and Kindergarten, we highly encourage students with minimal or no preschool experience to participate in our Bridge to TK/Kinder Summer Program. This program supports the whole family with transition to school including various parent workshops and classroom paras to lower class size. Elementary schools also host TK/Kindergarten orientations as a time to share information with parents on expectations, curriculum and ideas for effective transition to school.

For students transitioning from elementary to middle school, all middle schools provide student orientation events and parent orientations providing information on how to be successful in middle school. Middle Schools recruit incoming six graders to their summer programs around each school's focus. In addition, middle school counselors communicate with elementary counselors to better support students with unique needs. Master scheduling is done strategically to support students' academic needs.

All middle schools work with their local high school district to provide opportunities for high schools to come and present information on their school programs. Middle school counselors support students by collaborating with the high school counselors on high need students, such as, foster youth, homeless students, students with trauma, etc. In addition, we offer high school integrated math for students that qualify. Identified middle Long term English Learner students are offered a zero period as a way of supporting their reclassification to English proficiency before promoting to high school. Reclassification ensures that these students are able to access A-G classes in high school. All special education teachers plan intake meetings with high school teams to provide a smooth transition for these students. During Parent University and throughout the year, our Student Services Department provides specific presentations on A-G requirements to support students and parents.

Overall, our District has a college and career ready focus through a variety of activities such as College Day, participation in ALAS (Accelerating Latino/a Achievement and Success) conference and college campus visits. These activities bridge the gap for our neediest students that may not have access otherwise.

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:

On an annual bases ARUSD surveys teachers on their professional development needs as part of the CA Dashboard and at each site for district planning. Input is provided in areas of curriculum and CCSS needs, technology learning and teacher interests. Using the district LCAP priorities and site priorities the district sets out a professional development plan for all. The professional development offerings are delivered in a number of configurations - one time shot, PLC's, and workshop series. All professional development is centered around building our teachers capacity, improving teacher practices, engaging students and supporting the unique learning styles and needs of our students. Teachers give feedback on their learning and the relevance and usefulness of the trainings. Administrators participate in their own PLC around improvement science.

Commented [3]: +barbara.campbell@arUSD.org
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Take a look at this section. This is the section I will need your help with. We have limited amount of characters per section so be brief and speak in generalities. Do not mention specific agencies or contracts but the service we will provide. We need to remember to put in here things we may do and will have documentation to show if we are FPMd
Assigned to Barbara Campbell

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:

All professional development activities are designed to support improved classroom practice and yield improvements in student achievement. The district uses data from the CA Dashboard to look at the areas of need for professional development. We identify trends and needs for subgroups, areas of focus for curricular areas and overall needs for capacity building. We use a Differentiated Assistance lens and analyze the needs of our CSI/ATSI schools to allocate funding to high need schools and their staff. In addition, we use data from Panorama survey and the LCAP engagement meetings for identification of needs. District wide professional development are planned for areas identified by parents in areas such as Socio-Emotional Learning, methods for reducing the suspension rate, improving chronic absenteeism rates and school climate, etc. A curriculum council comes together to discuss potential professional development opportunities. At the end of the year we evaluate staff participations in the planned trainings.

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:

As a Differentiated Assistance district we use the areas we are identified in as a focus and the root causes from our needs assessment process to focus our capacity building and professional development for our principals. Strategic plans are created across departments to address student needs. We look at the trends and try to find wide reaching research-based professional development in an effort to develop capacity to support our most disadvantaged students. Site leaders participate in professional development around improvement science as a means to focus the work at the sites and plan Plan-Do-Study-Act (PDSA) cycles.

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:

Professional development to teachers, principals and partner stakeholders is differentiated to best meet the needs of participants. PD is aligned to language domains (i.e., speaking, listening, reading and writing) and is high-yield and foundational to planning. Alternative programs such as Two Way

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What's the process we use as a District (PD)
--Dashboard data
--Look at data
--Look at student's needs
--Trends

Commented [5]: +barbara.campbell@arUSD.org
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+ivan.montes@arUSD.org

How are we going to use data and Differentiated Assistance process to support improvement. How do we support CSI schools?
Assigned to Barbara Campbell

Dual Immersion are planned for and developed to provide a unique approach for language acquisition. There is a blend of workshops, short-day and full day sessions to meet our learning goals. We facilitate a number of PDs in house as well as partner with our local county office of education for professional learning for our stakeholders. DELAC leaders receive trainings to inform, educate and develop leadership skills in all areas relevant to their English Learner student's academic program.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Alum Rock Union School District provides the following to ensure that our English Learner students have a high quality, standards-aligned program based on scientific research. We provide both before and after school interventions and extended day instruction for students identified as English learners. During this supplemental instructional time, we have used common core aligned supplemental instructional materials that are designed for supporting students' language development in English many times using the support of web-based programs. Summer programs are offered for targeted students needing additional support with language acquisition in English. Additionally, we have worked in partnership with our site principals, teachers and parents via an EL Liaison group that meets one time per month in addition to our regularly scheduled ELAC and DELAC meetings to consult and engage our stakeholders on meeting the needs of students. We actively use data to measure changes in student achievement both at the site and district levels. We also have multiple data sessions with parents and stakeholders to best design a support program for students.

Commented [6]: plus...how do we also involve parents?
+ivan.montes@arUSD.org
Assigned to Ivan Montes

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title III funds are centrally managed to maximize services in areas of most need based on student assessment data, staff input and needs assessment. Resources, services and training is planned through Academic Services. To ensure that schools assist students identified as English learners in meeting state standards we actively monitor designated ELD times to target the needs of students.

Commented [7]: How will we monitor ELs and hold schools accountable to monitor progress?
+ivan.montes@arUSD.org
Assigned to Ivan Montes

This is a protected time during the instructional day. Additionally, we provide ongoing professional learning opportunities for teachers on our CA CCSS standards and well as the CA ELD standards to support their scaffolding and planning of standards during their integrated ELD lessons. For accountability purposes sites actively monitor students' literacy development via interim assessments 3 times yearly (i.e., beginning-, middle- and end-of-year). Teachers and site administrators engage in inquiry cycles around student learning to surface what is working and what may be enhanced to maximize student learning. At the school sites, folders are updated annually to monitor student English Language Development progress.

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:

The Student Support and Academic Enrichment Grant under ESSA, Title IV, Part A is intended to improve students' academic achievement by increasing the capacity of local educational agencies (LEAs), and local communities to provide all students with access to a well-rounded education, support for safe and healthy students, and support the effective use of technology to improve the academic achievement and digital literacy of all students.

Alum Rock Union School District will investigate the best use of these funds including the following:

1. Activities to support well-rounded educational opportunities:
 - a. Accelerated learning opportunities
 - b. Enrichment Programs
 - c. VAPA and STEM Programs

2. Activities to support safe and healthy students:

- a. Programs that support improved school climate
- b. Programs that provide alternatives to suspension
- c. Leadership development programs for students
- d. Additional opportunities for students to be involved in movement and physical activity
- e. Additional opportunities for Social Emotional Learning training and/or programs

3. Activities that support the effective use of technology

- a. Professional development for the use of technology in classrooms
- b. Tech infrastructure
- c. Specialized courses in technology