



LCAP Federal Addendum

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

June 22, 2023

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)

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 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.)

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.

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 educational partners 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 (as applicable)

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.

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.

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.

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:

The Alum Rock School District works to ensure that all students are taught by effective, experienced, and fully credentialed teachers. Each year the Department of Human Resources reviews each applicant to ensure all teachers have the credential and experience for their assigned placement. 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. Based on the data attained through the CDE website, 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. In addition, as part of the ConApp Reporting System our district completes a comparability report to ensure there are no disparities in student/teacher ratio across the sites. A District team consisting of representatives from Human Resources, Student Services and Academic Services coordinates staffing meetings with Principals on an annual basis to discuss the specific needs of the site. During these meetings, vacancies are discussed and HR supports in matching teachers to the needs of the site considering each candidate's experience, type of credential and language proficiency. The district actively recruits applicants for all positions and believes the competitive process results in the best candidate chosen for a site based on the needs of the school and works with Principals to ensure all students are taught by highly effective teachers. We currently have support in place for our Intern teachers or teachers on permit. Each teacher receives additional support through a mentor teacher assigned by our Academic Services Department. These teachers meet with their mentors to receive coaching support and attend regular teacher collaborative group meetings to analyze student data, inform instruction and discuss best practices with experienced teachers. If a 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 to address the gaps.

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).

Alum Rock Union School District believes in engaging our Educational Partners 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. Parent involvement is an integral step in developing the improvement plan for schools identified for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI). The LEA will establish/train a team to support the schools in their continuous improvement efforts. As a component of this support, information around CSI and ATSI will be presented at various parent meetings including district-level advisory committee meetings and others. Annual updates will be provided to the local governing board and plans will be made available via our district website. In addition, each school site will form a team that will support site administration for planning, reporting, and implementation of action plan. This team will include parent representatives from the designated CSI/ATSI schools. 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.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

At ARUSD we believe in engaging parents and arming them with information for helping their students make progress. Annually, our District Advisory Committee (DAC) provides input and participates in the development of our District Parent Engagement Policy. The policy is centered around the inclusion of parents as partners and valuing their contribution as part of a child's educational team. As part of this process, a plan for parent engagement activities including strategies for building capacity for all staff is aligned with the policy. The plan includes family involvement activities that improve student academic achievement and school performance, provide information for understanding State academic standards and coordination of strategies with other Federal, State and local programs. Once approved as part of this process, all Alum Rock families receive a copy of the District policy in three languages. An annual evaluation of the effectiveness of these programs is conducted as part of the development process. Every school in Alum Rock follows a similar process for developing their site parent involvement policy and plan through their school site councils. Teachers, support personnel and other school leaders are included in this process to ensure that strategies for outreach, communication and integration of parent involvement opportunities are included in the school's parent involvement policy. One of the mainstays of parent education in Alum Rock is our Parent University which is a semi annual event that focuses on providing information and resources to parents on a variety of topics that support student academic and socio-emotional development. In addition to Parent University, Alum Rock provides a variety of parent trainings throughout the year consisting of English as a Second Language, supporting students with special needs, parenting classes, computer education, bullying prevention, health education and more. Interpretation services are offered for all parenting classes to increase access for parents. 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. 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. Parent trainings are offered throughout the year and 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. Furthermore, additional support is prioritized for identified Migrant students including parent trainings and meetings, intervention programs, tutoring, and counseling services. These services provide students the additional support needed to stay on track for academic success. Parent participation is a focus area for Alum Rock. Our District values the input of parents in regards to the resources needed to support their students. Our Local Control Accountability Plan (LCAP) also reflects this priority by committing one of our goals to this effort. The input we receive as part of our annual LCAP development process is considered when developing our District Parent Involvement policy and plan. As a means for engaging parents with limited English proficiency, parents with disabilities and parents of migratory students, District schools and central office reach out to parents in a variety of ways including translation of documents, interpretation services at meetings and trainings, invitations by email, phone calls and outreach by school community liaisons. Our District's goal is to provide accommodations in a variety of ways to ensure access for parents.

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.

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. 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 development of the plan for the next school year. Included in these goals are actions and services that support students' academic and overall success.

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:

N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento 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 support. In addition, our school counselors and interns conduct regular check-ins with students to intervene when needed.

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.

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.

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:

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 sixth graders to their summer programs which serves as a bridge to middle school. 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.

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:

Alum Rock School District allocates Title I funds to a variety of supplemental components that support our overall programming geared towards improved school and student achievement. Professional development activities, enrichment and intervention programs including school year and summer programs, SEL and counselor support, parenting classes, Foster and McKinney Vento Youth support, supplemental technology initiatives, direct and indirect services, and salary differentials of instructional and administrative personnel that support Title I programming are all budgeted in this part of Title I.

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:

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:

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:

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:

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:

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:

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:

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:

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:

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:

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:

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:

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 to assist with district and site planning. Input is provided in areas of curriculum and CCSS needs, technology learning and teacher interests. Administrators participate in their own PLC around improvement science. On an annual basis, Alum Rock offers professional development for teachers to delve into districtwide initiatives and curricular components to learn about teacher selected topics and/or site level focus areas. During these PDs, teachers strengthen their knowledge on a variety of topics such as Project-based learning using technology integration, guided reading, instructional techniques and other district initiatives. Teachers complete surveys and give feedback on their learning and the relevance and usefulness of the trainings. Professional growth is monitored through use of these surveys, classroom walkthroughs and attendance at trainings. Teachers have an opportunity during the evaluation process to discuss plans for professional development and growth in this area. Smarter balanced, CA Dashboard and local diagnostic assessments data are used to help plan our PD offerings. The district aligns the LCAP and site priorities to develop a professional development plan for all. The professional development offerings are delivered in a number of configurations - one time, 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. In addition, during the preparation for completing the local indicators (Priority 2), teachers are given an opportunity to provide feedback on the topics of interest for professional development, how well PD offerings support their teaching of the CCSS and how effectively these opportunities are preparing them as teachers. At the end of each PLC, teachers are given surveys to evaluate the effectiveness of the specific workshop and inform future offerings. In terms of new teacher support, Alum Rock teachers are provided a mentor who guides them through the induction process. New teachers who do not qualify for induction receive an onsite mentor who supports with instruction and management. Participating teachers take surveys at the end of the year and each present their inquiry project as a culmination of the process. Principals receive professional development through our monthly Instructional Leadership PLC in partnership with professional agencies. Topics such as school improvement, needs assessments, best practices and equity are addressed. Each site creates an action plan to guide them through different inquiry cycles throughout the year. Two times a year, site leaders and their Instructional Leadership Team come together for capacity building and planning. New site administrators receive coaching and mentorship from a professional agency. In addition, Assistant Principals are part of a monthly professional learning community led by our Academic Services team. Furthermore, teams of Principals have been able to attend leadership institutes to develop their practice. As part of their professional growth, leaders receive feedback during their annual evaluation process with the Superintendent and Assistant Superintendent with a focus on academic growth and their Dashboard data.

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:

Our district uses identified areas from the CA Dashboard as a focus and the root causes from our needs assessment process to develop capacity building and professional development activities for our principals. Strategic plans are created across departments to address student needs. We identify trends and seek to utilize research-based professional development in an effort 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 develop Plan-Do-Study-Act (PDSA) cycles. Each CSI school and ATSI school, conducts a needs assessment with all educational partners using data from SBAC, CA Dashboard and local formative and diagnostic assessments. Each school through their root cause analysis determines areas of focus tied to the LCAP areas of focus and District priorities to write their school plan for student achievement (SPSA). Goals established are a direct result of the needs assessment work with their educational partners. Educational partner groups include parents, staff, school site council/ELAC and students. On an annual basis, programs and actions stated in the plans are evaluated for effectiveness. Based on these site level plans, PD is planned for staff meetings, etc. As part of our annual LCAP development process and program evaluation, Alum Rock regularly includes a variety of district educational partners (i.e. parents, teachers, administrators, members of various bargaining units, community partners, students and partners from professional organizations) at our community forums, advisory committee meetings and other district meetings in an effort to gather input around program effectiveness. Parent, student and staff surveys are an additional data source we consider when developing improvement plans. Alum Rock coordinates professional learning activities with teacher capacity building as a way to prepare teachers to lead activities such as STEAM showcase, District Spelling Bee, and VAPA showcases, etc. In order to encourage professional growth among our teaching staff, a variety of our professional development activities for teachers are developed and given by teachers using the Trainer of Trainers approach.

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 Dual Immersion are planned for and developed to provide a unique approach for language acquisition. There is a blend of workshops, half-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.

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:

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.

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:

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. 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. Folders are updated annually at the school sites 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 increased levels of support and funding to improve the academic achievement and digital literacy of all students. Alum Rock has a robust input process for our educational partners which includes participation from students, teachers, administrators, District office personnel, parents, and community members. In addition, the metrics used for our LCAP annual evaluation provide us with information to analyze the effectiveness of programs and activities as well as underscoring additional needs. Our Local Control Accountability Plan (LCAP) includes goals and activities that align with the components of the Title IV grant which further strengthens the need for supplemental support in the areas of academic enrichment opportunities and programs, socio-emotional support and development and capacity building for the use of technology as an instructional tool. The feedback from our annual LCAP Forums continues to highlight the need for support in the aforementioned areas.

Some of the planned activities under the Title IV grant include the following:

1. Activities to support well rounded educational opportunities include but are not limited to accelerated learning opportunities and/or enrichment programs that appeal to the varying learning styles and needs of students including VAPA and STEM programs. Offering these extended learning opportunities to students will improve student satisfaction with the academic program in Alum Rock as well positively affect academic performance for participating students.
2. Activities to support safe and healthy students include but are not limited to those that strengthen and develop students' socioemotional development and support improved school climate such as programs that provide alternatives to suspension, leadership development programs for students, socioemotional trainings, and trainings in restorative justice. These activities will assist with the efforts to lower suspension rates and chronic absenteeism cases in Alum Rock as well as increase climate survey ratings among students.
3. Activities that support the effective use of technology by providing professional development for the use of technology in classrooms, strengthening our tech infrastructure to stay current with the new technology and offering specialized courses in technology for students and their teachers. These activities will assist with efforts to increase use of technology and for technology to become a common classroom tool for all students in Alum Rock.

Evaluation of program effectiveness is a standard practice in Alum Rock through parent/student/staff surveys, programmatic evaluation surveys and the needs assessment conducted through our annual LCAP development process.