

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

LEA Name

Saratoga Union Elementary School District

CDS Code:

4369682

Link to the LCAP:

(optional)

<https://www.saratogausd.org/domain/711>

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

(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.

Saratoga Union School District's strategy for using federal funds (Titles 1, 2, and 3) to supplement and enhance local priorities or initiatives funded with the general fund is to enhance the educational program for all students by providing high-quality, standards-aligned instruction and instructional materials, as well as relevant professional development for all staff.

Specifically:

- * Title 1 Part A funds are used to provide 0.22 FTE of a Literacy Coach who provides reading intervention support for English learners and students who are reading below grade level (LCAP Goals 1.4 and 1.5);
- * Title 2 Part A funds are used to provide professional development and teacher support for all staff, which includes differentiated professional development, structured collaboration, and coaching focused on standards-based, data-driven instruction differentiated to meet the needs of all students (LCAP Goal 1.1); and
- * Title 3 (Immigrant and Limited English Proficient) funds are used to ensure that all classroom teachers provide Designated and Integrated English Language Development (ELD) instruction to English learners in their classrooms throughout the school day as required by state and federal law (LCAP Goal 1.5)

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.

Saratoga Union School District will align federal funds with activities funded by the general fund and across different federal grant programs by continuing our frequent collaboration among stakeholders and between departments. Additionally, we will analyze student performance data to ensure that all funds are targeted to address the needs of students. SUSD will continue to allocate federal funds according to the criteria set forth by the federal government:

- * Title 1 Part A: to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and State academic assessments;
- * Title 2 Part A: to provide high-quality professional development includes activities that improve and increase teachers' knowledge of the academic subjects the teachers teach; and
- * Title 3 (Immigrant and Limited English Proficient): to ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic attainment in English and to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet; and to promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.

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.

SUSD monitors students' progress in meeting the challenging state academic standards by:

- * implementing a well-rounded program of instruction to meet the academic needs of all students, as described in the LCAP;
- * identifying students who may be at risk for academic failure, and students who are performing below grade level. At the beginning of each academic year, administrators and teachers analyze data of state and local assessments, particularly in the area of reading. Instructional coaches meet frequently with classroom teachers and principals to develop action plans to participate in instructional coaching to address academic, behavior, and social-emotional needs of students;
- * providing additional assistance to students who are in need of academic, behavior, or social-emotional support. Specifically, SUSD staff participate in Student Study Teams to examine a student's academic, behavioral and social-emotional progress and concerns, and develop interventions with a problem-solving approach;
- * identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning, as described in the LCAP.

All programs are monitored annually and as needed by district staff by means of surveys, community engagement, and formative evaluation.

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).

Saratoga Union School District staff apply proactive strategies of Preventive Discipline (measures taken to preempt misbehavior by keeping students engaged) and Supportive Discipline (measures taken to assist students with self-control by helping them get back on task). In the event that these strategies are ineffective or there is a pattern of unmitigated or unsafe behavior, staff initiates Corrective Discipline (measures taken when students are not following classroom or school rules). SUSD suspension rates are very low at all schools and across all student groups.

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.

Not applicable

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.

At Saratoga Union School District (SUSD), our goal is that all of our students will reach high standards and will demonstrate upward movement in student achievement through Common Core State Standards (CCSS)- and NGSS-aligned instruction, assessment, and staff professional development. To meet this goal, teachers and administrators will continue to participate in relevant professional development and structured collaboration with a focus on using formative and summative assessments (SBAC, District-wide curriculum-based assessments), differentiating instruction to meet the needs of all students, and Visible Learning high impact strategies.

Specific professional development and collaboration topics that have been and will continue to be addressed include:

1. implementing the Next Generation Science Standards (NGSS) and increasing teachers' science content knowledge;
2. piloting ELA instructional materials for students who are reading below grade level;
3. integrating technology into the content areas;
4. integrating Science, Technology, Engineering, Arts and Math (STEAM) into the curriculum; and
5. grade-level team collaboration/coaching intervention cycles for students reading below grade-level.

Teachers and administrators explore supplemental instructional materials in NGSS, ELA, ELD, Mathematics, Comprehensive Sexual Education, and STEAM in order to meet the needs of all learners, including English Learners and students with disabilities.

Teachers and administrators develop procedures for collecting and using formative data to drive instruction.

Our Innovative Learning Team, consisting of district administrators and Teachers on Special Assignment (TOSAs), provides coaching and support for all TK-8 grade teachers in implementing standards-aligned instruction and integrating instructional technology, coordinate professional development, and provide information regarding instructional materials.

Our Principals align their Single Plans for Student Achievement (SPSAs) to the district LCAP. They will use their site-based Title II budgets to provide increased opportunities for teachers to participate in professional development to meet their individual professional goals.

Professional development opportunities will be expanded by providing more differentiated options and summer and individual learning opportunities. These opportunities will be chosen based on teacher requests and surveys, district goals, and student performance data.

Through the combination of professional development activities listed above, SUSD provides research-based, standards-aligned, data-driven instruction, so that all of our students will be able to demonstrate upward movement in student achievement.

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.

Our District and school sites maintain effective communication, provide authentic processes to include input from all stakeholders, and offer opportunities for family engagement. We will continue to develop our comprehensive and strategic district communication plan which ensures effective and frequent communication with families through a variety of media; provides positive communication forums to inform parents of SUSD's successes and failures; and fosters partnerships between home and school. Promoting parent, family, and community engagement in the education of our English learners and immigrant students is an integral part of our plan.

57.5% of our English Learners speak Mandarin. In order to enhance communication with these parents and families, the district hired a Mandarin translator to provide written and oral translations for school and district meetings and communications. We provided, and will continue to provide and expand, Mandarin translation at many district events and workshops, including District English Level Advisory Committee (DELAC) meetings, internet safety parent workshops, and Comprehensive Sexuality Education (CSE) parent workshops. Other examples of communications that have been translated to/from Mandarin include: our annual Local Control Accountability Plan (LCAP) survey, the Community Math Study Group survey, California language proficiency test (CELDT/ELPAC) notifications, CAASPP assessment notifications, Annual Parental Notifications, county health notices, and notifications of important meetings. In addition, our district plans have been translated to Mandarin, including our Single Plans for Student Achievement, School Accountability Report Cards, and LCAP Executive Summary. The district and school sites' websites will continue to be upgraded to be more user-friendly and visually appealing. The websites include translation tools and are ADA accessible.

We continue to focus on increasing opportunities for parents to learn about Common Core State Standards (CCSS) instruction and how to support their children with homework, as well as increasing the number of parent workshops and guest speaker presentations, which focus on curriculum, social-emotional issues, and parenting issues. We will continue to reach out to our English Learner and immigrant parents and families to participate in these opportunities. The following parent education sessions were held during the course of the 2017-18 school year at various times (morning and evening sessions, some with Mandarin translation):

Digital Citizenship: two sessions

Community Math Study Group (focus groups or overview presentations of middle school math pathways and placement) for parent community: four sessions

Comprehensive Sexuality Education (including CA Healthy Youth Act, skill-building for parents, Positive Prevention Plus and CSE curriculum overview): 11 sessions

Kindergarten (Focus Group and New Parent Orientation): two sessions

Academic Summer School Parent Overview: one session

Educational Technology Plan Update: one session

English Language Development program for EL parents: one session

We will build on these sessions and add new sessions based on parent input and district goals.

We will also continue to provide opportunities for all parents, including parents of English Learners and immigrants, to attend informational meetings pertaining to district business, and to participate in the decision-making process by providing input and feedback. During the 2017-18 school year, we held quarterly DELAC meetings. We worked to improve parent participation by more flexible scheduling - afternoon meeting and one morning "Donuts with DELAC" meeting at each elementary school. We also emailed translated meeting invitations and sent home flyers with our English Learners. This has resulted in a slight increase in the number of parents attending meetings. We will continue to search for new ways to increase this participation.

We have begun the process of reviewing and revising the district EL Master Plan by creating a timeline of English Learner and immigrant actions. Our revised plan will include both our current and newly developed practices for promoting parent, family, and community engagement in the education of our English learners and immigrant students.

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.

Poverty criteria: students who are economically disadvantaged (low income), as determined by participation in the USDA's Free and Reduced Lunch Program

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:

This is not an issue in our district because all of our teachers are fully credentialed in all subject areas and all of our teachers receive ongoing professional development, including time for collaboration and coaching, to continue to build on their extensive teaching experience. The average teaching experience of teachers in our district is 13 years and we currently have no novice teachers.

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:

Saratoga Union School District (SUSD) has a very involved and dedicated parent community. Many parents generously contribute their valuable time, energy, and financial resources in order for our district to provide a stellar learning environment for our students. Our partnership with parents and the community translates into enriching learning opportunities and activities that set our district apart. The richness of the programs in Saratoga Union School District (SUSD) is made possible by the strong partnership between the schools, parents and the community-at-large.

The structure for parent involvement includes committees at both the district and site levels comprised of a cross section of parents representing English learners, students with disabilities, low income families, and all students. The committees also include stakeholders from the certificated and classified bargaining units, as well as site and district administrators.

Our District and school sites provide authentic processes to include input from all stakeholders and offer opportunities for family engagement. Our comprehensive and strategic district communication plan ensures effective and frequent communication with families through a variety of media, provides positive communication forums to inform parents of SUSD's successes and failures, and fosters partnerships between home and school.

We also seek to promote parent involvement in their children's learning by providing opportunities for parents to learn about Common Core State Standards (CCSS) instruction and how to support their children with homework, as well as parent workshops and guest speaker presentations, which focus on curriculum, social-emotional and parenting issues. We will continue to reach out to parents representing English learners, students with disabilities, low income families, and all students to participate in these opportunities.

The following parent education sessions were held during the course of the 2017-18 school year at various times (morning and evening sessions, some with Mandarin translation):

Digital Citizenship: two sessions

Community Math Study Group (focus groups or overview presentations of middle school math pathways and placement) for parent community: four sessions

Comprehensive Sexuality Education (including CA Healthy Youth Act, skill-building for parents, Positive Prevention Plus and CSE curriculum overview): 11 sessions

Kindergarten (Focus Group and New Parent Orientation): two sessions

Academic Summer School Parent Overview: one session

Educational Technology Plan Update: one session

English Language Development program for EL parents: one session

We will build on these sessions and add new sessions based on parent input and district goals.

We will also continue to provide opportunities for all parents to attend informational meetings pertaining to district business, and to participate in the decision-making process by providing input and feedback.

We continue to evaluate the effectiveness of our parent involvement activities through tracking attendance, parent surveys and other parent feedback and to improve our programs and offerings based on the feedback.

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:

Not applicable

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:

Saratoga Union School District's Homeless Policy states that the district's liaison (Assistant Superintendent for Educational Services) for homeless students ensures that:

1. Homeless students are identified by school personnel and through coordinated activities with other entities and agencies
2. Homeless students enroll in, and have a full and equal opportunity to succeed in, district schools
3. Homeless families and students receive educational services for which they are eligible
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children
5. Notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelters, and soup kitchens. Enrollment disputes are mediated in accordance with law, Board policy, and administrative regulation
7. Parents/guardians are fully informed of all transportation services

SUSD staff informs parents about their children's opportunities by posting information in the community and on the website. The policy includes a dispute resolution process.

Student Transitions

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

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:

None

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:

SUSD classroom teachers, instructional coaches, administrators, and other staff have opportunities, both during the school day and on weekly professional learning days, to collaborate with each other to improve student learning. This collaborative work is instrumental in maintaining consistency of curriculum design and implementation and sharing best practices. The District Leadership Team (DLT) meets monthly to review district professional learning opportunities and make recommendations. The Innovative Learning Team (ILT) meets weekly. It consists of administrators and Teachers on Special Assignment (TOSAs), who help facilitate professional learning through instructional coaching, presentations, and team support. SUSD provides many opportunities for ongoing professional learning. Teachers participate in three staff development days each year, in addition to weekly professional learning time. In addition, our teachers and other staff are encouraged to take advantage of extensive training opportunities within the district and on their own. Teachers frequently provide input and feedback about trainings and their needs by means of surveys and feedback forms.

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:

Not applicable

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:

Annual assessment data are reviewed and analyzed by Saratoga Union School District (SUSD) administrators, teachers, and the Board of Trustees. The data include: suspension and expulsion data; California Assessment of Student Performance and Progress (CAASPP) assessment results comprised of California Standards Test in Science (CST), California Alternate Performance Assessment (CAPA), and Smarter Balanced Assessment Consortium SBAC); California English Language Development Test (CELDT) data; English Learner (EL) reclassification trends; parent/student survey results; and local assessment measures of student progress, i.e., writing, reading, and math performance assessments. (Refer to Local Control and Accountability Plan (LCAP) Data Dashboard in the Appendix) Local Control and Accountability Plan (LCAP) Goals are written and revised to align with each school's Single Plan for Student Achievement (SPSA), the Saratoga Union School District (SUSD) Strategic Plan, and Local Education Agency Plan (LEAP) with input from the Saratoga Union School District (SUSD) Board of Trustees, and District and Site Leadership. The data analysis and District goals are presented to the School Site Councils (SCCs), the District English Learner Advisory Committee (DELAC), and used at the site level to create the Single Plan for Student Achievement (SPSA). Parents provide input when determining priorities to align goals with site and district action plans.

Teachers, professional staff, and classified staff participate in differentiated professional development, structured collaboration, and coaching focused on standards-based, data-driven instruction differentiated to meet the needs of all students.

The District Learning Team (DLT) and site Teacher Leaders, composed of teachers and administrators, collect data regarding District PD needs and provide input on District PD choices.

TK-5 teachers administer pre-and post- curriculum- based assessments, receive training on how to upload assessment results to a district site, and participate in PD collaboration sessions to analyze data, plan instruction, and provide timely feedback to students. TK-3 teachers will receive coaching on differentiation and data-driven instruction.

Principals and teachers track and monitor academic performance data of these student groups to provide differentiated support as necessary to improve their performance. Educators and parents participate in SST meetings and parent conferences to collaborate together.

Saratoga Union School District (SUSD) teachers and administrators use a data management tool to access student data to target students' instructional needs in Math and Literacy (LCAP Goal 1.3).

Saratoga Union School District (SUSD) teachers and administrators identify and use effective Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) diagnostic, formative and interim assessment tools. These data will inform targeted instruction. Students in grades 5 and 6 will take a multiple-measures placement/diagnostic math assessment to inform their placement in middle school math courses (LCAP Goal 1.6).

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:

All Saratoga Union School District teachers are Crosscultural, Language, and Academic Development (CLAD) certified and provide students with Designated and Integrated English Language Development (ELD) instruction. All teachers have access to individualized coaching, as needed, to meet the needs of their English Learners. All Saratoga teachers, principals, and school leaders have been provided with professional development workshops on implementing the California ELD standards and framework. In addition, our EL Teachers and aides receive additional instruction and collaborate weekly to review data and plan instruction to meet the needs of our English learners at different levels of language proficiency. These teachers also collaborate with classroom teachers to meet their students' needs.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

SUSD provides enhanced instructional opportunities for immigrant children and youth by means of each school's PTA and the district's DELAC. Some of the opportunities include parent buddies and personalized invitations to school and district events.

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:

All English Learners receive both Integrated and Designation English Language Development instruction, as required by law. In addition, the district provides a four week EL Academy during the summer for English Learners. The program is for rising 4th to 8th grade students and is based on English proficiency level. It provides project-based English language instruction for English Learners and focuses on improving reading, writing, and speaking skills and developing academic language.

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:

- (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:

The district tracks the progress of all English Learners through a combination of formative and summative assessments and monitoring. At the elementary level, all ELD lessons are logged, including the standard focus of each lesson and any assessment results. Classroom teachers complete monitoring forms twice yearly to provide data on student progress in both English proficiency and in mastering academic standards. Members of the EL Team and/or the middle school counseling staff follow up with teachers of students who are not showing adequate progress, to provide coaching support and/or help plan and implement additional interventions.