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

LEA Name

Mt. Pleasant School District

CDS Code:

43 69617 0000000)

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.

Current enrollment as of June 5, 2019, is 2,189, 75 percent Hispanic, 14.7 percent Asian, 3.2 percent White,1.1 percent Filipino, 1.6 percent Pacific Islander and 3 percent African American, 47% of the students are identified as English Learners. The district has an unduplicated disadvantaged student percentage of 86%, where 21% are English Learners, 40% are socioeconomically disadvantaged, and 10% have learning disabilities.

Mount Pleasant Elementary School District worked closely with stakeholders including the LCAP Committee composed of DELAC/ELAC parents, PTA, School Site Council, Certificated, and Classified Employees. Additional feedback was obtained during the Superintendent's meeting (coffee with the Superintendent); parents and community members attended the meetings.

In addition to having DELAC and ELAC parents on the LCAP Committee, goals related to English Language Learners were reviewed during the DELAC and ELAC meetings. The LCAP Committee worked carefully to evaluate the progress that had been made on each of the LCAP goals. The LCAP goals, metrics at each of the ELAC/DELAC meetings; the March 28 meeting was dedicated to reviewing the goals and actions of the ELCAP to address the needs of English Learners. DELAC parents presented to the board on May 24; parents shared their involvement with the LCAP and their recommendations.

The LCAP committee assessed the progress or degree of implementation by analyzing student data and reviewing each action item associated with each goal. The committee provided feedback and recommendations for possible next steps.

The current three-year LCAP is composed of five goals that address all of the eight state priority areas and are aligned with the District's Strategic Plan, the District Plan for English Learners, and all Single Plans for Student Achievement.

Goal 1 - Increase student success in English Language Arts/Literacy, Math, and Science by providing high-quality instruction that promotes college and career readiness with academic interventions and differentiated instruction to decrease the achievement gap.

Goal 2 - Prepare students to be college and career ready by increasing enrichment opportunities, increase use of technology and the 4Cs (Collaboration, Communication, Critical Thinking, and Creativity).

Goal 3 - Create a safe and supportive learning environment at all school sites where students attend and are connected to their schools.

Goal 4 - Decrease the percentage of students identified as Long Term English Learners (LTELs) by increasing the rate that English Learners (ELs) become proficient in English.

Goal 5 - Engage parents and families to support student success in school.

Based on the small percentage of students in the district that met or exceeded standards, the district decided to use state funds to supplement and enhance local priorities to improve teacher efficacy by providing coaching and mentoring support to teachers to better implement the newly adopted curriculum in English Language Arts, and Mathematics. The district is also using state funding to improve school climate, increase enrichment opportunities and the use of technology, decrease the percentage of Long Term English Learners and increase parent participation.

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.

The district is planning to use federal funds to supplement the district efforts in the following way:

- Provide additional professional development to support teachers with the implementation of the curriculum to support the needs of our diverse student population, especially our Latino subgroup, low socioeconomic, English Learners, and Special Education students.
- Provide reading intervention to students that are more than a year behind in reading to students in grades K-3rd grade
- Schedule parent meetings with parents to review the progress of English Learners that are not making adequate growth and are at risk of becoming Long-Term English Learners
- Provide after-school interventions and extended year interventions
- Provide workshops that parents have identified, such as early literacy, cyber safety, and social-emotional as well as discipline

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.

(A) The district was adopted a new math curriculum aligned to the California Common Core Standards, has also adopted a new curriculum for English Language Arts for 3-8th grade and in the Summer of 2019 will b purchasing a new curriculum for K-2 grade. The district will continue the science pilot through 2019-20 and will be purchasing supplemental materials to help teachers address the Next Generation Science Standards. Teachers will continue to receive training to implement each of the new adoptions.

(B) The district is monitoring student progress in the following ways:

- Placing the curriculum-embedded assessment online, attaching standards, providing teacher collaboration to analyze the assessment results and plan for instruction, including next steps for differentiation
- Use of formative assessments, the district is planning to work with each site administrator and Leadership team from each school site to use evidence-based practices to guide their decisions about teaching and learning

(C) The district is working at providing support to students during the school day by asking teachers to provide one-hour of universal access; this is when teachers and support staff provide small group instruction or one-on-one support to students based on their needs. The district is also adding technology and adopted computer programs for students to work on grade-level content based on their progress and goals.

(D) The district is providing coaching and mentoring support to new teachers and also additional training based on teachers needs during our Moonlight University; these are two-hour workshops after school, some of these are grade-level professional learning communities

(E) The district is providing extended learning opportunities, before school, after school, and during the Summer

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

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).

The district is using the following to limit or avoid the removal of the students from the classroom:

- All district staff has been trained on implementing the BEST program, the adopted program to provide positive behavioral interventions and supports, the district is also implementing restorative justice practices, giving in-school suspensions, or Saturday school.
- The district hired Family Case Managers to support the students and families that have the highest needs (behavior or attendance). The Family Case Managers are a resource and advocates for the students to ensure that the social, health and academic needs are being met.
- For the 2019-20 school year, the district is planning to hire a Social Worker and two counselors to support the mental, emotional, physical needs of our most at-risk students.

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

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.

The district requires all grade-level to implement one Project Based Learning unit per trimester, the goal is to make learning relevant to the students, driven by the student's interest and connecting them to the community by using members of the community as experts.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

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.

The district will continue to use Title II funds to support new teachers to clear their teaching credential. New Teacher Mentors support new teachers through the induction program to clear their preliminary teaching credential. Besides providing technical support for teachers to clear their teaching credential, mentors offer two years of direct classroom support to improve teaching and learning practices aligned with the CA Standards for the teaching profession. Mentors guide teachers to use inquiry cycles and evidenced-based teaching to improve access to the challenging State academic standards, especially for the underserved populations.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

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

The district is planning the following:

- Schedule one-on-one meetings twice a year with parents whose students are at risk of becoming Long Term English learners, once in the fall to share data and create a plan and again in the Winter to evaluate the implementation of the plan, and make possible adjustments.

- The district is also planning to continue to directly communicate the criteria for reclassification to our Middle School students and support students to do a student leadership conference in the fall sharing their understanding of the redesignation criteria, their plan for redesignation before they move on to the High School, and the support they need to accomplish their goals. We want students to be a part of the redesignation process by not only sharing information but collaboratively identifying a plan of action with the school staff and the parents.

- Continue providing support for parents to attend the Academic Fairs by proving childcare, interpreting services, and some social event at each of the fairs.

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.

The district uses Title I, part A for schoolwide programs with the schools with the highest needs or the most significant percentage of students that qualify for free and reduced-price meals.

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 district participates in the annual personnel audit conducted by Santa Clara County to comply with the Williams Settlement. The district notifies parents if their students are being instructed by teachers who are not appropriately qualified to teach the subject. On a quarterly basis, the school board is informed of any complaints under the Williams Settlement; this includes teachers misassignments. Besides hiring mentors to help new teachers clear their credentials and become better teachers, the district is allocating funding to maintain and retain quality, and experienced teachers. Students with the most academic needs receive priority to attend the ASES After School Program.

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:

The district has a written parent involvement policy; the policy is distributed to parents annually at the beginning of each school year. Schools receiving Title I funds will review and share the Parent Compact (School Parental Involvement Policy) at their welcome back meetings and again at the first parent-teacher conference meeting. The School Parent Involvement Policy will be assessed in the spring using a parent survey; the results will be reviewed with parents and staff to make any necessary changes to the parent Compact or make adjustments to the activities used to increase parent and family engagement.

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:

For the 2019-20 school year, thee schools will receive Title I funds, the following programs will take place:

- Local School Plan aligned with the identified needs of the students they served, incorporating evidenced-based practices to address the needs of the staff and families to improve students academic achievement.
- Provide preschool services for four-year-olds and parent-child interactive activities
- Provide extended year learning opportunities and enrichment opportunities, examples (Math Elevate classes, Robotics summer camp, music, and art enrichment classes, and other summer school opportunities.
- Reading interventions during the school day
- Extended day learning opportunities

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:

The district provides the following services:

- Transportation, bus tickets, and sometimes other types of transportation to ensure that students can get to and from school and have access to the programs and resources that the school is offering.
- Assistance with school supplies, uniforms and other essential needs such as toiletries
- Laundry services - washer and dryer and supplies for students to have clean school clothes
- Case management support to coordinate wrap-around services
- Homeless students receive priority to participate in the ASES After School Program, known as MPAS After School

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:

The district office coordinates all registrations for early childhood education programs. The preschool teacher puts together a portfolio for each of the participating students, these portfolios are given to the receiving school principal and shared with the teachers that will be receiving the students. In the spring of every year, the Middle Schools conduct information meetings and field trips with the feeder High Schools. Three times a year, the district shares student information with the feeder high schools to ensure that students are placed in the right classrooms, this year we had follow-up meetings with the High School district staff and High School teachers to evaluate our transition efforts, we are planning to continue these meetings in the following years.

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:

Although the district is planning to use local grants for the following activities, the district may use Title I funds to continue or augment the following:

- Work with the City of San Jose to bring a Bridge Library to the community, work with bridge library to provide use of technology to the community, early literacy workshops for parents and also adult ESL classes.

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:

The district does not receive Title I, Part D funding.

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:

The district does not receive Title I, Part D funding.

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:

The district does not receive Title I, Part D funding.

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:

The district does not receive Title I, Part D funding.

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:

The district does not receive Title I, Part D funding.

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:

The district does not receive Title I, Part D funding.

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:

The district does not receive Title I, Part D funding.

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:

The district does not receive Title I, Part D funding.

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:

The district does not receive Title I, Part D funding.

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:

The district does not receive Title I, Part D funding.

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:

The district does not receive Title I, Part D funding.

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:

The district does not receive Title I, Part D funding.

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:

The district provides induction support for all teachers and principals that need to clear their credential. The district provides two years of mentoring and coaching support to help teachers clear their credential through the Silicon Valley New Teacher Center. Teachers use the CA standards for the teaching profession and principals use the CA standards for school leaders to evaluate their growth.

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:

The district's unduplicated counts under the Local Control Accountability plan is 86%, and it provides districtwide services to support the improvement activities under Section 1111(d). Title II funds are used to assist the district's commitment to providing mentoring and coaching support for every new teacher or principals that need to clear their credential; this is one of the LCAP actions in goal one which aims to improve student achievement. LCAP goals are reviewed annually, the district has an LCAP committee composed of parents, administrators, classified, and certificated staff.

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:

The district uses multiple data sources to evaluate Title II, part A activities, such as:

- Annual personnel audit conducted by the Santa Clara County Office of education to identify teacher misassignments
- Yearly personnel report describing our teaching staff: number of certificated positions, years of experience, new hires, teachers that left the district and the reasons

why

- Student achievement using local and state assessments
- Staff and parent surveys to identify staff needs for professional development and get the perspective from the staff and parents on school and district climate
- The district also hosts community meetings with the superintendent

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:

In addition to providing professional development to implement the adopted curriculum aligned to the CA Common Core Standards, the district offers ongoing professional development to ensure that English Learners have access to the grade level curriculum. For example, the district has partnered with the Santa Clara County Office of Education to provide training to teachers and administrators in understanding the difference between designated and integrated ELD using the states ELA and ELD framework. The district also includes training specific to the curriculum adoptions to ensure that teachers implement strategies or program components that are intended to support the needs of English Learners. The district's ELD Coach provides ongoing professional development, this person meets with grade level teams during the grade-level or department collaboration meetings. Collaboration meetings are release time that grade-level or departments receive during the school day to engage in inquiry cycles to evaluate student progress, and use evidence-based practices to plan next instructional moves. The ELD coach assists teachers with identifying the next instructional steps to address the identified needs of English Learners.

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:

The district provides extended year services to immigrant children and youth; the district usually provides a four-week program during the summer. All immigrant students are invited to participate, the purpose of the summer program is to actively engage students with activities, usually a project-based unit that is on high interest to the students to provide a safe learning environment for students to practice their English skills and become familiar with their community.

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:

The district requires that all students received integrated and designated ELD instruction. ELD students are group by language proficiency levels for designated ELD. To provide access to grade level curriculum teachers integrate strategies when teaching grade-level content to provide access to all language level proficiencies. The district is planning to use Title III funds to:

- Fund for ELD coach (Teacher on Special Assignment) to meet with teachers during grade-level and department meetings. ELD coach will assist teachers to use the language assessments, along with other state and local assessments to identify strengths and needs of English Learners and help teachers to use the evidence of these assessments to inform their teaching and plan for next instructional steps to address the identified needs.

- Have one-on-one meetings with parents of students who are not meeting adequate yearly growth and are at risk of becoming Long-Term English Language Learners. Meetings will be held twice, once in the fall to share information and create a plan, and again in the winter to evaluate the implementation of the plan and make any adjustments.

- Provide training to teachers to help them implement specific strategies and program components of the new English Language Arts adoption to provide access to a rigorous curriculum.

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:

Goal Four of the district LCAP is specific to monitoring the progress of English Learners. Annually the district will be evaluating the progress of English Learners on the ELPAC to assess English proficiency and State Assessments (SBAC) to help determine how students are progressing in meeting the challenging State academic standards. This goal will also evaluate the redesignation rates and the increase or decrease of Long-Term English Learners. For specific activities to address the needs of English Learners, please see previous section (Title III Programs and Activities
ESSA SECTIONS 3116(b)(1). Schools will use the LCAP goals to align their School Plan goals.

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 district is planning to use funds to fund activities related to supporting safe and healthy students under Section 4108. District staff will be coordinating with existing partners (Alum Rock Counseling Services, Foothill Family Clinic) and other organizations to bring resources and training to school staff and parents to improve the school and classroom learning environment to enhance the conditions for student learning; such activities may include instruction on:

- improving schoolwide positive behavioral interventions;
- continue to prove trauma-informed practices in classroom management;
- continue to implement restorative justice practices to decrease suspension rates.