

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

LEA name:

Alpha: José Hernández School

CDS code:

43 10439 0129213

Link to the LCAP:

(optional)

[Provide link.]

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

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

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

Title I, Part A, Title III, Part A

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

Instructions

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

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

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

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

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

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

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

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

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

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

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

Strategy

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

As it is reflected in the LCAP, Alpha Public Schools uses supplemental funding to improve services by providing additional supports to address challenges that disproportionately impact socioeconomically disadvantaged students, english learners, and foster youth.

This year, Alpha went through an intensive annual priority planning process for 2019-20 that was closely linked to the LCAP and overall budgeting process, and included many stakeholder voices. Our annual process spanned December through June, and we identified two priority areas for the school: 1) a focus on our literacy program, which includes adoption of a new curriculum and training around the curriculum, and 2) a focus on our english language development program, in order to ensure that our large English Learner population is well-served. These two priority areas are integrated in our LCAP goals below, mostly in goal #1 and #2.

The five LCAP goals are as follows:

LCAP Goal #1: All students will receive high-quality comprehensive instruction toward mastery of the Common Core State Standards, with a focus on Literacy & English Language Development.

LCAP Goal #2: Increase achievement for all students, with a particular focus on accelerating learning outcomes for Literacy and English Language Learners and other target groups to close the achievement gap

LCAP Goal #3: Create a welcoming learning environment where students will feel safe, motivated, and challenged.

LCAP Goal #4: Engage parents through communication and collaboration to promote student success

LCAP Goal #5: Support all students in accessing and excelling in college.

The LCAP goals mentioned above inform how we have allocated supplemental and title funding.

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.

Through the comprehensive annual priority/LCAP planning process mentioned above, we have identified overall priorities/goals, metrics, strategies, and time/resource budgeting in partnership with a wide range of stakeholders and based on performance strengths and gaps in data. Through this intensive planning process, we were particularly intentional about aligning our resources, and the source of those resources around our identified priority areas. As a result, while much of the money resources we applied to our priorities included LCFF general funds, when our priorities were applicable to Title I and Title III, we supplemented our actions with these federal funds. These services were designed to support focus group students in realizing academic growth on metrics aligned within LCAP goals.

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.

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	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:

N/A

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

We consider Parent and Family Engagement as a key condition for success to be able to achieve our mission of building the academic and leadership competencies our scholars need to succeed in college and beyond. Our school involves families in a number of ways. We consider the leadership of families in our school site council (SSC) to be critical towards helping us set and then progress monitor towards our goals. In addition, our English Language Advisory Council provides input and direction on our priority area around our English Language Development program. Both our SSC and ELAC are vital in helping us create a parent and family engagement plan, a school-family compact, and LCAP each year. In addition, the use of our Title funding is developed by and approved by our families each year. All families are invited to these meetings, and all meeting agendas are posted at

least 72 hours in advance on our website and in our main offices, and materials shared after the meeting (in multiple languages). All family meetings include instant translation (spanish), are scheduled both during the day and in the evening, and most provide food and child care.

In addition, we utilize the following methods to ensure that we are in partnership with our family community:

-A weekly newsletter is sent home and also posted on our website/social media.

-Each month, the principal holds cafecitos/coffee chats in the morning and evening as an open forum to discuss strengths/concerns with the school leader.

-Family workshops are provided each year, with a wide range of topics, including college preparation, how to best support your child in math/reading/writing/etc, anti-bullying, and positive behavior management.

-Alpha also has a parent learning center, which provides a wide range of resources for our families, including parent leadership trainings, free english and computer classes, family counseling services, and emergency services (e.g. loss of housing). The parent learning center has developed a alpha parent app, which includes important information including calendar, schedules, access to student grades and attendance, and ability to enter volunteer hours.

-We survey our families twice a year (middle of year, and end of year) so that we can collect additional information about how we are serving our community.

-In addition, we have a parent volunteer system, which allows our families to volunteer their time over the course of the year in a number of different ways. We celebrate and award families for increasing levels of parent hours.

All strategies are designed to ensure that all families have access, information, and authentic engagement around ensuring that our entire student body and each subgroup have access to a high quality and comprehensive education at Alpha.

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:

Alpha operates as a schoolwide program, focused on or LCAP goals described below:

-LCAP Goal #1: All students will receive high-quality comprehensive instruction toward mastery of the Common Core State Standards, with a focus on Literacy & English Language Development.

-LCAP Goal #2: Increase achievement for all students, with a particular focus on accelerating learning outcomes for Literacy and English Language Learners and other target groups to close the achievement gap

-LCAP Goal #3: Create a welcoming learning environment where students will feel safe, motivated, and challenged.

-LCAP Goal #4: Engage parents through communication and collaboration to promote student success

-LCAP Goal #5: Support all students in accessing and excelling in college.

The creation of our goals is a result of our annual priority planning process, and in particular, in 2019-20 is focused on improving literacy instruction and our English Language Development program. Goal #1 describes many of our inputs related to providing a comprehensive education for all of our students. Our students follow a CCSS-aligned standards-based curriculum, using Eureka for Math, a network-wide novel study curriculum for 5-8 ELA, Wonders in K-4 ELA, Fountas & Pinnell curriculum for K-6, and Study Sync ELA for 7-8.

In particular, as described in our LCAP but also summarized here, we will use our Title 1, Part A funds to primarily to 1) help support staffing for smaller pull-out groups of identified struggling learners during a daily intervention block and 2) support of students in a campus supervisor role to provide targeted socio-emotional and cultural support and coaching for students.

-Teacher Residents: Alpha: JH students will receive additional support from Teacher Residents who are in classrooms daily providing additional assistance and small group instruction to students who are in danger of meeting state academic standards. They are additional supports beyond the teachers of record for a given class to provide additional support to students who need it most.

-Associate Teachers are primarily focused on small group instruction though their work in the REACH block. Each block is a teacher-led small group focused on gaps that students have that keep them from being successful in their normal math class. The REACH block is designed to rapidly improve outcomes for our lowest quartile of students in math.

-Instruction Coaches facilitate the intellectual and professional development of teachers with a focus on improving the student achievement and proficiency of Alpha students. They provide weekly observations of all teachers in their content area.

-Campus Supervisor will provide additional SEL and coaching support services to students in need, around grades, attendance, and behavior.

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:

Alpha, in accordance with the McKinney-Vento Act, has adopted a McKinney-Vento policy. This policy ensures that homeless children are identified, provided equal access to the core program, and has appointed a school liaison who helps support the execution of these policies and that the rights of homeless children are protected. The policy is located here:

https://docs.google.com/document/d/1DbFDh2wZbs_fVv2dAtf-iTik1JX92i71Kc2EM5IXknY/edit?ts=58fe40d8.

This complete policy is included in the family-student handbook that is sent home to every family each year. Homeless students are provided comparable services offered to other students, and may include transportation, general and specialized education, title I, and school nutrition services.

Student Transitions

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

As described in our LCAP Goal #5, Alpha is committed to supporting the transition from Middle School to High School by employing a number of strategies.

-The use of advisory will be used as a space for students to cover a range of topics, including college access, career options, and the importance of academic and leadership skills in achieving success.

-Development of a college Trip Scope and Sequence for students in grade 7 and 8, ensuring that every student is seeing several colleges that meet their academic qualifications during their tenure at Alpha. Colleges will be selected for visits that have a high admission rate for Alpha students and that have high graduation rates for students of color.

-Frequent lunch with HS leaders in order to answer questions about what to expect in High school and how to best prepare.

-Family events with information sessions with Alpha's HS principal to learn more about the program and how to maximize the 8th grade year.

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:

N/A

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:

N/A

Formal Agreements

ESSA SECTION 1423(2)

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

One of the school's two priority areas for 2019-20, described in goal 2 (action 2.2) describes improving our English Language Development program. Strategies specific to EL professional development, targeted towards both teachers, and school leaders includes developing a monthly scope and sequence of designated ELD professional development for teachers, and bi-monthly professional development for leaders. These PDs will be led by a new role, the school-based ELD specialist, and the network-based Director of Student Services.

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 SECTION 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

As mentioned above, one of the school's two priority areas for 2019-20, described in goal 2 (action 2.2) describes improving our English Language Development program. We recognize that we need a high quality English Language Development program that ensures the following:

- Students, staff, and families attend and engage in language acquisition development opportunities
- ELs have stronger access to core instruction through designated and integrated supports
- We have a consistent reclassification rate

As a result, we have initiated a four year ELD program implementation plan, which includes the following "bottom lines":

Year 1:

- All level 1 and 2 English Learners are receiving a minimum of 120 minutes of designated supports per week, during a typical 5 day week
- Teachers incorporate integrated ELD strategies shared during professional development into daily lessons

Year 2:

- All designated ELD teachers are implementing agreed upon parts of the curriculum during daily lessons
- Teachers incorporate integrated ELD strategies shared during professional development into daily lessons

Year 3:

- All teachers (designated and otherwise) engage in data analysis for ELs
- All SLTs engage in data analysis for ELs to support program improvement

Year 4:

All schools will deliver on an ELD program that successfully identifies, monitors, and exits EL students within 3 years by effectively providing a structured continuum of services that all staff are thoroughly trained in implementing. The program will contain a clear plan for monitoring program effectiveness using student outcomes that will be communicated to all stakeholders.

In order to reach our aims at the end of this plan, we will focus in year 1 on some building our enabling systems, which include:

-Purchasing and adopting a designated curriculum, Dataworks, to support small group instruction on English Language Development Standards for our highest needs English Language Learners.

-Addition of an English Language Development specialist at the school to do provide designated instruction and teacher support for integrated ELD.

-We will also be increasing teacher capacity for how to best support our English Learners while instructing on Common Core State Standards through development on integrated supports, through improved progress monitoring and a PD scope and sequence for teachers and school leaders.

-Accountability around systems for re-classification, communication to families, and progress monitoring.

English Proficiency and Academic Achievement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our ultimate goals for our English Learners are as follows:

SAFE: English Learners at Alpha will use the English language to communicate their learning, taking risks to do so. Students in all of our classes will be held to practicing the English language through reading, writing, speaking, and listening. The process of using language to communicate will be celebrated and students will be pushed to continuously improve their communication through frequent feedback.

MOTIVATED: English Learners at Alpha will use the English language to express emotions. Students will have exposure to appropriate colloquial phrases, idioms, and similes that support their expression of emotions. Students will use these phrases in both academic and non-academic settings when communicating with peers and staff.

CHALLENGED: English Learners at Alpha will do the same critical thinking as their grade level peers. Students will own the cognitive work in the classroom, while teachers act as facilitators of their learning. Students will be given reading, writing, speaking and listening scaffolds (appropriate to their language acquisition level) to do same critical thinking as their English only or Reclassified Fluent English Proficient peers.

In year 1, we will focus on the following progress monitoring strategies:

-Network and School Leadership Teams will conduct weekly audits to monitor designated lesson pacing starting in September;

-Network and School Leadership Teams will begin monthly site walkthroughs of all ELA and math classes to monitor teacher implementation of integrated ELD strategies after Data Day in January.

For year 1, we will focus mostly on our implementation goals, based on the strategies developed above:

-95% of teachers score ""Moving Forward"" according to the walkthrough tool

-100% of designated instruction teachers complete at least 3 lessons per week according to the walkthrough tool (equating to 120 minutes on a typical 5 day week)

-In a quarterly TNTP pulse survey, 80% of teachers report receiving consistent support, development, and accountability for key implementation indicators from leaders.

As an initial outcome in year 1 (included in our LCAP), we aim to have at least 25% of students increase one level in ELPAC. We anticipate adjusting this up once we receive a clear baseline for future years.

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:

N/A