

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

LEA name:

Alview-Dairyland Union School District

CDS code:

2065177

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

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

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

In order to fulfill the goals of the LCAP—preparing students for success in high school, higher education, and/or the job market; providing a clean, safe, and healthy environment; and fully engaging stakeholders, federal funds will be used to supplement and further enhance programs, materials, and professional development that are identified to meet those LCAP goals. Federal funds will be used to purchase programs for student standards mastery such as Study Island, Renaissance Learning, Typing.com, Spelling City, etc.

In addition, federal funds will be used to supplement teacher professional development and classroom instruction for intervention programs to support student learning goals. Professional development is planned for all certificated staff through "Kagan Workshops" to develop and reinforce engagement strategies. Teachers also will be supported with coaching from DataWorks on effective classroom management / engagements techniques. In addition, the District will offer professional development throughout the year on Google Classroom and other applications to maximize student technology use.

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 use of federal funds will be in direct alignment with state funds as we strive to achieve the three identified LCAP goals. Along with state-funded tutoring, federal funds will be applied to programs used in a tutoring or small group environment to scaffold student standards mastery. Examples include Renaissance Place, used as an assessment tool and a supplemental reading program. Study

Island is a program also purchased with federal funding that is used in a tutoring context to support student learning. In addition, Typing.com, is federally funded and is a tool used in conjunction with state-funded laptops to assist students with the skills needed to access the technology provided. Federal funds will also be aligned with state supplemental and concentration grants to provide training and professional development to support state-funded programs and materials such as STEM instruction and technology applications.

Overall, Federal funds are used to supplement state and locally funded activities that are designed to meet the goals of the LCAP.

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:

Although Alview-Dairyland is not a single school district, it consists only of two schools that are separated by grade level. Alview School houses students in grades K-3; Dairyland consists of 4th-8th grade students. As a result, our two campuses are grade-level specific; not neighborhood-based. Each grade level consists of two classrooms. Individual class rosters are created by district administration with a process to ensure that gender, ethnicity, EL status and socioeconomic diversity are equitable in each class. Once class rosters are created, administration conducts a data analysis to verify equal percentages of students groups in each classroom before rosters are posted and school begins. No individual schools or specific classrooms serve any higher percentage of minority or low-income students than others. All of ADUSD's teachers are fully-credentialed. Three of nineteen teachers are working as university interns and gaining experience while completing coursework. Those teachers are also closely monitored and evaluated by mentors and observed weekly by administrators. Two of the interns are housed at our Dairyland Campus; the other at Alview. Ongoing coaching and counseling takes place throughout the year for those inexperienced teachers. Based on the process of creating classroom rosters, minority and low income students are not placed in those classrooms at a higher rate than the rest of the student population. Alview-Dairyland currently employs no out-of-field teachers. See data below: In using CDE's data collection tool for educator equity, the following results were compiled: At our Alview Campus (grades K-3), 2021-22 enrollment was 152; 101 of which were low-income students (66.7%) and 88 of which were minority students (57.9%) At the Dairyland Campus (grades 4-8), 2021-22 enrollment was 235; 156 of which were low income students (66.5%) and 133 of which were minority students (57%) At both campuses, there are no ineffective, misassigned, or out-of-field teachers. There is one inexperienced teacher, however, at Alview and two at Dairyland. At Alview, there are eight teachers; the one inexperienced teacher (12.5%) possesses an intern credential and is assigned to a kindergarten classroom. There are two kindergarten classes at Alview. Rosters were created based on an equitable number of low income

and minority students. No one class has a higher percentage of low income or minority students; as a result, low income and minority students in kindergarten are not being taught by inexperienced teachers at a higher rate than the student population as a whole. The condition that created the need for an inexperienced teacher was difficulty in recruiting/hiring a fully credentialed teacher despite the district's efforts to do so. At Dairyland, there are eleven teachers; the two inexperienced teachers (18%) possess intern credentials and are assigned to sixth and seventh grade classrooms under the supervision of mentors in the same grade levels. Rosters for each class were created based on an equitable number of low income and minority students. No one class has a higher percentage of low income or minority students; low income and minority students in sixth and seventh grade are not being taught by inexperienced teachers at a rate higher than the rest of the 6th and 7th grade student population. The condition that created the need for inexperienced teachers (university interns) is the ongoing teacher shortage. SBAC results indicate that low-income students have equitable achievement in Math and ELA to the overall student population. Minority students, however, fell slightly behind due to English acquisition. Those students will continue to be supported with ELD classes and small-group intervention; all taught by qualified teachers. ADUSD engaged stakeholders through parent meetings, Staff/Board meetings, LCAP Committee and School Site Council meetings. In reviewing LCAP goals and associated programs with these stakeholders, all agreed that retaining high-quality teachers and continued intervention/ELD instruction are key in ensuring that the needs of low-income and minority students are met. As a result, a key provision of the LCAP is to provide experienced teachers with a longevity bonus to retain a quality teaching staff.

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 Parent and Family Engagement Policy was drafted by members of school administration, staff, and parents during multiple School Site Council meetings. The draft policy was then presented to ADUSD Parent Teacher Club where revisions and additions were made. The final version of the policy was approved both by School Site Council and the governing Board. The policy was distributed to all families through the student handbook (in English and Spanish) which was and continues to be distributed to all families the first day of school. The Parent and Family Engagement Policy is reviewed by School Site Council, Parent Teacher Club and the governing board on an annual basis. Our governing board and administration communicate the importance of parent partnerships in all aspects of ADUSD's educational offering. At the beginning of each school year, administration reviews the importance of parental ties with both schools during meetings with teachers and support staff. Teachers are expected to send home weekly classroom newsletters in dual language to inform parents of events and opportunities for input and participation. Teachers are assigned specific days to attend Parent Teacher Club meetings and are instructed to make every effort to achieve 100% attendance at parent teacher conferences (in the fall of 2021, there was a 98% conference participation rate). District administration includes parent communication/engagement as an expectation and part of teacher evaluations. The superintendent sends out monthly newsletters through which input is solicited for LCAP expenditures, policy, curriculum, etc. Alview-Dairyland

coordinates and solicits parent engagement through a multitude of programs. Although there is no preschool, parents are encouraged from the beginning of their child's TK/kindergarten year to participate in programs/activities funded and sponsored through other state and local programs. The school year begins with a "Back to School Barbecue"; a district tradition in which parents come to meet their child's teacher. That activity is followed up with opportunities to participate in approximately four informational nights each school year that enhance parent engagement and understanding of school programs and offerings; all of which are funded by state concentration and supplemental grants. This year's parent nights included information such as monitoring student academic progress through the student information system and presentations on students' mental health as well as social/emotional well-being. In addition, parents are encouraged to participate in LCAP committee meetings as well as School Site Council and DELAC committees. Through SSC, input is solicited for Title I expenditures and through DELAC, Title III funding decisions are made. ESL parents are also encouraged to attend English classes that are held weekly at the Dairyland campus funded through supplemental and concentration grants. All parent programs are communicated clearly through a multitude of venues. A monthly calendar is sent home in print that lists all upcoming activities and opportunities for parent involvement. The calendar is also posted to the District website along with a tab entitled "Upcoming Events". In addition, teachers send home weekly newsletters with the same information and the superintendent/principal provides further detail for participation opportunities in a monthly newsletter. Prior to all parent events, an "all-call" is made through Blackboard Connect. All verbal and written communication is provided in both English and Spanish. At parent information nights and through parent-teacher conferences, families are provided information on how to interpret student grade/progress reports. In the summer months, parents are provided specific days to access district computers and have one-on-one training to access the student information system and interpret the parent portal for real time student data. In addition, letters are sent home in both English and Spanish that provide detailed information on how to interpret student score reports for SBAC and ELPAC assessment results. During parent-teacher fall conferences, teachers also further elaborate on state and local assessment reports to provide parents with a clear understanding of their child's academic progress and status. For all parent information meetings, a Spanish translator is available. For handicapped family members, all school facilities are accessible and the school website is ADA compliant as a communication tool. For migrant families, the District hosts a monthly Parent Advisory Committee in which school events, information and participation opportunities are communicated to migrant parents. In development of the LCAP, parent/family input is solicited through four information nights, monthly Parent-Teacher Club meetings, and School Site Council/LCAP Committee meetings. Feedback is also gleaned through annual school climate surveys.

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:

The district operates a school-wide program in which delinquent and/or neglected children are identified by local agencies and placed in programs that serve the overall student population. These programs are enhanced by federally-funded curriculum/programs/instruction that best meet the educational needs of these students.

Neglected or delinquent children are served by standards-based curriculum and further supported by small-group intervention and tutoring support. They also have access to programs that enhance core curriculum such as Study Island, Renaissance Learning, Typing.com, etc. In addition, all students in the district have a laptop to access and engage the curriculum in all subject areas.

All at-risk students are identified each year through a combination of state and local assessment results. Teachers are trained each year in administering local reading assessments to determine areas of need in fluency, accuracy and comprehension. In addition, professional development is offered to support teachers in effective engagement and intervention strategies and programs to support students below grade-level in Language Arts and Math.

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:

Students identified as homeless are enrolled immediately without school records, etc. They have the opportunity to participate in all school-wide programs and receive school transportation as needed. The District provides a liaison to ensure federal nutrition programs are accessed and home visits are facilitated as needed. Homeless students' academic progress is monitored and success strategies are developed through student success team meetings upon enrollment.

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:

The District serves K-8 students and partners with local preschool and high school agencies to facilitate transitions. At the preschool level, ADUSD works in conjunction the Early Start program to identify at-risk students ages 0-3 and provides services for those students who qualify for special education from ages 3-5 (prior to the start of tk/kindergarten) The District also partners with local preschools to coordinate kindergarten registration and communicate the process for transition. For 8th grade students, ADUSD partners with local high schools to administer placement tests and provide students with information on college/career readiness and supplemental programs such as FFA, Band, Choir, AVID, etc. In addition, the district conducts articulation meetings with high school administration to review curriculum and student programs that help to facilitate student transitions.

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:

Students are identified as Gifted and Talented in grades 4-8 through state/local assessments, and teacher recommendations. Federal funds are used to enhance GATE programs at the Dairyland campus with a teacher stipend to facilitate a weekly after-school STEM program. A new library circulation program, Destiny, was purchased and is annually renewed with federal funding. In addition, all Renaissance renewals are funded by Title I funds; this program serves as an ELA supplement to encourage student independent reading.

Renaissance programs are accessed by students through LCAP-funded laptops to enhance and improve digital literacy.

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:

ADUSD 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

(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:

The District participates in university internship programs as well as BTSA for all beginning teachers and teacher interns. Ongoing professional development is provided for curriculum, instructional delivery, and technology during summer meetings and buy-back days. In addition, teachers participate in training offered by the local county office of education and pedagogical seminars provided by specialists based on interest and district-identified need.

Teachers are observed on a weekly basis for engagement techniques, lesson delivery, and classroom management. At the end of each semester, engagement data is reviewed and teachers are counseled on professional development needs. Teachers are also made aware of training through which university credits are offered as well as opportunities for administrative coursework offered by local colleges and county offices.

Alview-Dairyland has two administrators; a superintendent/principal and a vice-principal/curriculum director. The superintendent/principal participates in local professional development offered by Madera County Superintendent of Schools as well as conferences sponsored by SSDA and CSBA. Recent training has included a Facilities Conference and a leadership series offered through MCSOS and facilitated through Leadership Associates. The vice principal leads professional development initiatives and partners with the local county Superintendent of Schools for professional development and mentoring. All administrator professional development is determined through collaboration with the Board of Trustees.

The District's other management team members attend annual conferences and ongoing training for human resources, facilities, and transportation.

For all district employees, ongoing professional learning priorities are based on combination of data to identify needs and employees' input on training that enhances their effectiveness. For teachers, engagement data and assessment results drive professional development priorities. To assure equity for all students, Dashboard and SBAC results are used to identify student groups for which further engagement is necessary. Since the latest data indicates continued disparities between English-only and EL students, professional development includes strategies designed to specifically engage EL students as they transition through the language acquisition process. All teachers have annual training from Data Works to reinforce explicit direct instruction techniques that focus on EL student mastery. Through the engagement process, all student groups are provided optimal learning environments and realize a shared responsibility for achievement.

For management staff, facilities needs and ongoing department audits are the data used to maximize learning opportunities.

For all employee groups, staff development is evaluated annually by administration and the District Management Team to determine effectiveness. State and local student assessment results as well as teacher evaluations and school climate survey data are considered in determining continuation of exiting training initiatives or needs for alternative training. In all cases, professional development opportunities are designed to increase students' capacity to learn and thrive through the goals of the LCAP.

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:

Since ADUSD has no schools on TSI or SCI, funding is prioritized based on data analysis of state and local assessments as well as teacher input for areas of targeted professional growth. Funding is dispersed evenly to each school site and/or teacher based on input and areas of need. Professional growth needs are discussed at two staff meetings each year. At those meetings, input is gleaned for district-wide initiatives for which further training is necessary. This year, teachers expressed a need for further technology training which is planned for summer meetings. In addition, teachers are counseled individually and student data is used to identify priorities for individuals to provide support to ensure equity in meeting student learning needs

In addition to assessment data, professional development priorities are also determined by stakeholder input such as the school climate survey, school site council recommendations, and parent-teacher club feedback.

The effectiveness of all professional development is reviewed by administration and the Board of Trustees annually. Part of state and local assessment data analysis is the determination of staff development needs to address areas in which specific student groups' learning needs are identified

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:

Administration and teaching staff analyze SBAC data at the beginning of the year to identify claims areas in which ELA and Math results indicate student needs. Local assessments in ELA are given 3 times a year to measure student needs for comprehension, fluency and accuracy support. In addition, students' mastery of technology is assessed on a formal and informal basis. Results are reviewed with the director of technology who provides support to teachers and students to enhance technological skills. Results in both academic and technological data are used to determine professional development needs.

Through two formal meetings and individual counseling, teachers provide input on Title II-A funded activities. Other stakeholders have the opportunity to provide input on areas of professional development at monthly School Site Council, LCAP Committee, and Parent-Teacher Club meetings. The school climate survey is also used as a tool to glean information from stakeholders on needed areas of further support.

Title II-Part A funded activities are coordinated with district initiatives on an ongoing basis. For example, 1:1 student laptop ratios have necessitated the need for further technology training including "Google Docs". A new NGSS Science curriculum has also driven the need for planned

professional development at back to school meetings. The superintendent and curriculum director meet throughout the year to coordinate professional development needs with district initiatives.

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:

Teachers and paraprofessionals receive professional development on student engagement techniques that support EL students. Data Works provides annual staff training and individualized coaching for teachers to appeal to the multiple modalities that scaffold EL instruction. Also, through our ELA program, training is provided for the ELD components by the research-based McGraw-Hill “Wonders” program. Teachers are monitored and when needed, coached weekly on overall student engagement; more specifically engagement for EL students. All teachers have Multiple Subject Credentials with either an EL emphasis or CLAD authorization and have been trained in SDAIE strategies.

Almost all teachers have attended or are scheduled to attend “Kagan” training offered locally to enhance engagement techniques specifically for English Learners. To ensure implementation of strategies provided by Data Works and Kagan, teachers are monitored weekly for ongoing and lasting engagement techniques to scaffold 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 operates two schools separated by grade level demographics; Alview serves K-3 and Dairyland serves grades 4-8. Due to the length of the language acquisition process, Alview has a higher percentage of EL students and enhanced instructional opportunities are focused there proportionately.

In accordance with the District’s Master Plan for English Learners, once students are identified as ELs, they are assessed and placed in ELD instruction. At both campuses, ELD instruction follows an RTI model and students are monitored for appropriate placement based on evolving need. EL students are further supported in small-group intervention classes to further increase instructional opportunities. All teachers at both campuses offer tutoring after school one-two times on a weekly basis to further reinforce EL students’ grade level standards mastery.

All educational opportunities are reviewed on an ongoing basis by the DELAC committee, School Site Council, and certificated staff to ensure their effectiveness in the English Language acquisition process.

After-school tutoring is funded through state supplemental and concentration grants while ELD and intervention instruction is funded through Title III, Part A. Both funding sources are ongoing to ensure the sustainability of the enhanced educational opportunities for English Learners.

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:

ELD instruction takes place in small group settings in which the ELD components of McGraw-Hill's "Wonders" program are used. Teachers and paraprofessional that lead small group instruction are trained in engagement activities that support the language acquisition process; specifically, Data Work's EDI strategies. EL students are further supported as needed with small group intervention instruction and after-school tutoring in ELA and Math. SBAC results and local assessments are analyzed to determine gaps between EL student performance and those of the overall student population. RTI strategies are used to respond to those results and properly place students in appropriate ELD instructional groups.

District administration collaborates with parents represented in the DELAC committee to develop the Master Plan for English Learners and shares the goals and strategies from that plan with staff and the Board of Trustees. Further EL parent involvement is encouraged through weekly adult ESL classes offered in our District library. Through the ESL class, parents also have an opportunity to provide input to staff on the educational programs that serve their EL students' needs.

After an unsuccessful digital survey in 2018, the District submitted a written School Climate survey in Spanish to all EL parents in 2019 and continued through 2022. The response rate in the Spring of 2022 was approximately 88%--the written format will continue to serve as a tool to glean EL parent input. EL parents are always encourage to attend LCAP Committee and Parent Teacher Club meetings to provide feedback on current programs and input on future endeavors for their students.

Stakeholders are informed of past and present uses of Title III funding through the posted plan on the District website, DELAC committee and the Site Council EL Liaison. Feedback and input are welcomed at each venue. Any concerns or suggestions from these sources are noted and appropriately disseminated to administration for review and consideration. Concerns of individual parents are considered and a combination of ELPAC, SBAC, and local assessment results are used as metrics to review the input.

During the language acquisition process, local assessments to measure students' comprehension, accuracy and fluency are administered three times each year. Those local milestones are key in determining the effectiveness of EL instructional opportunities. Newcomers are assessed on a monthly basis using similar metrics to determine their need for further support or deployment in a general education setting. ELD specialists and paraprofessionals collaborate with teachers and administration on an ongoing basis to determine optimal settings for newcomers to be deployed to the general education setting with support.

Participants in District EL programs have shown academic success as measured by the high reclassification rate and success of RFEPS as measured by SBAC results. Most identify the small group instruction as a key in building the confidence and English competency needed to successfully migrate to the general education setting and become fully English proficient.

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:

Based on the SPSA for each school, goal number 2 indicates that students will demonstrate progress toward English proficiency by growing one ELPAC level annually. The strategies to achieve this goal are described above—ELD instruction based on an RTI model. Teachers will receive instruction on ELD standards as well as ongoing collaboration to monitor student growth and appropriate placement in the program. In addition, ELPAC data will be monitored to assess effectiveness of the ELD program and areas of need for EL students. Ongoing collaboration will take place between teachers and parents to closely monitor and communicate English Language Acquisition progress.

In addition to ensure the EL students are meeting the challenging state standards, SBAC and local reading assessments will be monitored. Based on assessment results, EL students not meeting state standards will be placed in small-group intervention classes and offered after-school tutoring opportunities.

Results of programs will be measured by ELPAC results as well as SBAC and Dashboard data. Dashboard data indicates academic progress of ELs in both Mathematics and ELA. That data is communicated to staff, Board of Trustees, and parent groups. Both school sites will be accountable to achieve SPSA goal #2. If results indicate that EL students are not achieving success with English acquisition and/or state standards mastery, District administration will make necessary program and/or staffing adjustments.

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:

Title IV, Part A funding will be transferred to Title I. The activities and programs funded by Title IV, Part A, are as follows:

After consultation with staff, SSC, Parent-Teacher Club, and LCAP committees, the District has implemented several programs to promote a well-rounded education for all students. We partner with county and state agencies including Early Start and Head Start to facilitate a smooth transition from preschool to kindergarten. For our 8th grade students, we work closely with the local high school staff to provide information on college and career readiness and prepare students for high school opportunities.

At the Dairyland campus, students have the opportunity to participate in a concert and marching band program as well as an after-school art class. Also, ADUSD partners with the Community Science Network to provide weekly STEM instruction in a mobile unit.

The District promotes character development through Project Wisdom and PBIS. An anti-drug and anti-smoking curriculum is used at every grade level through the Mendez Foundation—Too Good for Drugs.

Every student has access to technology at school. Both campuses have laptop computers for students to access core curriculum and supplemental programs on a 1:2 basis.

The effectiveness of these programs is monitored through formal and informal assessment and student academic success at the secondary level.