

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

LEA name:

Antelope Valley Union High School District

CDS code:

19642460000000

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 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.

THE AVUHSD's mission as stated in our LCAP is, "To provide a safe and secure learning environment that promotes a rigorous curriculum and enables our students to develop the necessary academic, technical, and work-related skills of the 21st century. We do this by ensuring that our faculty and staff are provided opportunities to further their development in areas such as innovative classroom teaching strategies and the use of technology in the classroom. We envision that every student who graduates will be prepared to pursue college and any career to which he or she aspires."

Our LCAP has the following goals:

Goal 1-Ensure that students are academically proficient and prepared for college and career

Goal 2-Provide a 21st Century learning environment and rigorous curriculum that allows students to have multiple experiences and opportunities for academic, collegiate, professional and personal growth

Goal 3-Cultivate a safe and secure, positive school culture that supports all students' personal and academic growth

Goal 4-Communicate effectively with all stakeholders and continue to build relationships in the community that help provide our students with innovative educational opportunities

Toward this end, since all of our schools are Title I with Schoolwide Programs, our strategy is to coordinate the braiding and layering of our state and federal funds to meet the goals and objectives in our LCAP that align with our SPSA's goals and actions, while satisfying respective state and federal requirements by law. Specifically, we use our federal funds to build, supplement, support, and enhance our state funding around our local priorities and initiatives, aligned to our mission, that drive our goals and actions, so that **all** of our students are prepared to pursue college and any career to which he or she aspires.

Initiatives- Our district has approximately ten major initiatives geared toward increasing equity and access to our students while being aligned with our mission and Graduate Student Profile.

Career Academy Pathways/Linked Learning- All of our comprehensive sites have Academy Pathway Options for students who are interested in pursuing a 4 year program of study, that integrates components of “Linked Learning.” Academy students have access to rigorous academics, career and technical education, work-based learning opportunities, and student supports. This includes courses that are university approved (UCCI) and/or articulated with Antelope Valley College, and courses that lead to certification and career advancement. The students of AVUHSD have the following pathway options to choose from: Engineering, Biomedical Science, Public Safety, Digital Design and Engineering, Engineering and Multimedia, Agriculture, and Health Careers. In addition to our academy pathway options, our Linked Learning initiative is slowly being implemented into core content classes as well, giving students the opportunity to apply their learning more frequently throughout the learning day.

Expansion of Counseling Services- One of our major LCAP initiatives that directly supports our LCAP goals, includes the expansion of our counseling services in order to lower counselor to student ratios, to better address the academic, social-emotional and college-career readiness needs of our students. As we implement our model of MTMDSS across the district, counselors will play a critical role in the identification of students in need of supports.

AVID/Naviance/AP/SAT- Another major initiative, created specifically to address the goal of College and Career Readiness is Advancement Via Individual Determination (AVID). AVID is a college readiness system that addresses four major components; Leadership, Culture, Systems and Instruction. AVID is implemented districtwide with approximately 10% of our students receiving extra support in the AVID elective. Naviance is a digital program that helps our students choose their college and career based on their individual interests. Our aim is to increase access to students by removing financial, logistical and exclusivity barriers that keep students from College and Career Readiness. Our district-wide AVID and Naviance implementations are linked with College Board, AP and SAT assessments. Financial barriers tied to this initiative, were represented in prohibitive charges for students who wished to take Advanced Placement tests. Logistical barriers were represented in transportation and time necessary for students who try to take Saturday SAT tests. Exclusivity barriers are represented with the PSAT only being offered to tenth graders.

AP Courses/College Board- Our district uses state funding to increase the number of AP course offerings and drive down the price of AP tests from \$95. to \$5. for each test taken. A student of low income can now take as many AP tests as they wish, with cost no longer being a concern or a barrier. Our district also pays for any student who cannot afford the \$5., as well. Additionally, our district works with College Board to offer the SAT during the school day for all juniors wishing to take it, so that finding transportation or spare time on the weekend, is no longer a barrier to our students and families.

PSAT/Formative Assessments/Tutoring-We also have used our state funding to expand the offerings of the PSAT from tenth grade only, to all students in eighth and ninth grade as well, which helps give teachers and students more feedback on determining which standards to address or skills to review in better preparation for the SAT. The results of the PSAT’s are used formatively, as benchmarks, by teachers and students to address skill gaps and link with various extended day tutoring opportunities.

Instructional Partners/Professional Learning/Digi Coach- We use our state funding to provide four student free days each school year that are set aside for professional learning for our teachers and administrators. We use our state and federal funding to provide teacher support and

implementation feedback through our instructional partners, site administrators and district administrative staff through the use of Digi-Coach, our digital tool that captures implementation data on classroom walk-throughs and provides summary reports. Teachers are given collaboration time, guidance and feedback on how to use the results of classroom walk-through reports and student assessments formatively in their decision making on lesson design, instructional delivery, student collaboration, technology integration, and intervention options in order to engage students more effectively and increase their ability to master challenging state standards.

Technology Expansion/ Replacement/Google-Another major initiative is to expand and replace technology throughout the district. We are lowering student to device ratios each year and we are ensuring that students and teachers have 21st Century Learning Environments in their classrooms, libraries and innovation labs. In order to effectively integrate technology with instruction, teachers and administrators are provided with professional development using a variety of Google tools and applications that help them manage their classroom, communicate effectively and engage students. AVUHSD teachers and administrators are encouraged to become Google certified and over half of our staff is now Google certified with many of our district administrators becoming Google Trainer of Trainers, so that we can sustain this initiative and continue to provide our students with effective teaching and learning environments through the implementation of challenging state standards coupled with the integration of technology.

Layering of State and Federal Funds-We coordinate the layering of state and federal funds on our technology initiative because the expense to lower student to device ratios to 4:1 districtwide while providing teacher professional development on the integration of technology, district-wide, is so high, we could not do it without the combination of multiple funding sources layered on top of each other starting with state and local funds, then using federal Title I funds. Federal funds are also used to provide additional technology support and staff development to those identified schools with the highest poverty and lowest state test scores in math, to further reduce the student to device ratio to 1:1.

Ancillary Instructional Materials-Our other major initiative is to use our state funds to provide our teachers with ancillary classroom instructional materials that support the implementation of state standards. Items such as lab equipment and hands-on materials that support project based learning and student collaboration have also been purchased across content areas including the arts and academy pathways to enhance conceptual learning. Federal funds are then used at the site level, in accordance with SSC and SPSA budgets to provide supplemental classroom instructional materials and supplies to further address the academic needs of struggling students.

MTMDSS-Lastly, perhaps one of our greatest initiatives this year, in support of all of our goals, is to implement a multi-tiered multi-dimensional system of supports (MTMDSS) that helps our schools address the academic, language, and social-emotional needs of our students. Having a better understanding of what our students need and when they need it, will help us in providing the right support at the right time that will help provide all of our students with a high quality, well-rounded education. PBIS is part of our district-wide effort that involves tiers of supports, but (MTMDSS) will provide more timely and targeted, comprehensive support. The MTMDSS framework involves a network of our community partners, families, counselors, teachers, site/district administrators, and support staff, working together, as a team to understand, identify, implement and monitor these tiers of support in a systematic way, through the use of data integrated into early warning detection systems, so that all students can be identified early, as needed, to access supports and experience success in graduating A-G compliant and being College and Career ready.

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.

As we review and refine our district initiatives, we analyze data and conduct needs assessments along the way that help us prioritize and align state and federal expenditures to address student needs across domains, in our various implementations and initiatives. Since all of our schools are Title I schools with Schoolwide Programs, alignment for us, means that our achievement goals and objectives are aligned between our district and school level plans. The actions and expenditures to meet those goals and objectives may vary from site to site depending on site based needs assessments, but all of our schools are headed in the same direction with the same finish line of “College and Career Readiness.” We coordinate the braiding and layering of our state and federal funds, to create a high quality teaching and learning experience, in support of a well-rounded education for our students. We use state funds to build a quality core program, that serves to address the needs of all students and identified student groups by increasing access and removing barriers to Postsecondary or College and Career Readiness. We coordinate the braiding and/or layering of our federal funds to build upon that effort by offering alternative interventions, expanding programs district-wide, or to fully implement and supplement initiatives that show evidence of supporting student academic progress.

Once we drill down to root causes from our comprehensive needs assessments, we use our funds accordingly. Title I funds are used to supplement state funds, either by providing alternative interventions, or to increase budget for full implementation, in order to address academic needs on meeting challenging state standards.

For example, tutoring is a part of increased services for all students. While targeted state funds pay for tutor.com, so that all students have the opportunity to receive on-line tutoring 24/7, some students need additional tutoring and/or prefer face to face tutoring, in order to be successful, which is then paid for with Title I funds.

While all students receive the benefits of AVID School-wide support, some students need the AVID elective to become College and Career Ready and to meet challenging state standards, so AVID Tutors and the AVID Coordinator is paid for with Title I Funds.

We also coordinate the braiding of state and federal funds to support district-wide academic initiatives that, without federal funds, could not be fully implemented. For example, Site Instructional Partners (IP’s), who support teachers on the implementation of state standards, could not be fully implemented at all sites, without braiding state and federal funds to ensure that all sites have multiple instructional partners who are able to address the needs of teachers by subject area in order to support and implement a well-rounded education.

State funds are used to pay for site and district support staff who provide professional development and who also identify and help monitor the progress of ELs. State and Federal Title III funds are used in combination, to split fund Bi-lingual Aides in order to provide direct services and support in the effort to increase reclassification and proficiency rates of ELs. This initiative could not be fully implemented at all sites without braiding state and Title III federal funds. Title I funds are used to fund the Long Term English Learner (LTEL) Action Plan by providing materials and supplies with staff development to teachers and administrators on how to address the needs of LTELs and increase their reclassification rates.

Technology initiatives could also not be fully implemented district-wide, without coordinating the layering of state and federal funds. In order to decrease ratios of computers to students, districtwide, state and federal funds are layered on top of each other starting with state funding so that all classrooms have decreased ratios of students to computers from the year before, over a multi-year plan. For example, Year 1- 5:1, Year 2- 4:1, Year 3, 3:1, etc. District Reservations for Federal Title I funds are then used to supplement this initiative by implementing 1:1 technology in math classes at high poverty, low achieving schools. Professional Development is provided on the integration of technology, instructional design and instructional delivery with support and feedback provided to teachers.

Title II funds are used to supplement site staff development on the implementation of state standards. While state funds are used for Induction and mentoring for new teachers and administrators, and also for site based professional development, via four paid student free days for teachers, Title II funds are used primarily to offer focused professional development to district and selected site staff who then in turn become trainer of trainers, providing ongoing professional development and feedback to the sites.

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
<p>3116(b)(3)</p> <p>The District English Learner Advisory Committee (DELAC) and English Learner Advisory Committees (ELACs) at each site in the AVUHSD promote active parent involvement and engagement. The DELAC has collaborated with the Title I Parent Committee, and will have regular meetings together. The DELAC has established a foundation to provide parents with leadership opportunities, to <i>lead</i> and <i>facilitate</i> parent workshop topics.</p> <p>Parents take an active leadership role to help other parents understand the LCAP, with specific focus on Reclassification, the EL Progress Indicator, the importance of the ELPAC exam, a general understanding of ELD Standards, and the impact on improvement among ELs in our district on the California Dashboard.</p>	<p>3, 6 (<i>as applicable</i>)</p> <p>The LEA will provide multiple opportunities for parent participation and training including: School Site Council, English Learner Advisory Committees, District Advisory Councils, Local Control Accountability Plan Committee, and Parent Education classes including CAFE parent training. Topics include how parents can support their child's education. Parent trainings will target specific needs of English Learners such understanding the ELPAC and CAASPP assessments and Reclassification criteria. Child care and translation are offered to provide a seamless presentation.</p> <p>ELs also participate in the California Assessment of Student Performance and Progress (CAASPP) system. ELs who have attended a school in the U.S. for less than 12 months are exempted from one administration of the state ELA assessment.</p> <p>The English Learner Progress Indicator (ELPI) measures the percent of EL students who are making progress toward English language proficiency from one year to the next on the CELDT and the number of ELs who were reclassified from EL to fluent English proficient in the prior year.</p>

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:

AVUHSD strives to provide all students with highly effective and experienced teachers who are specifically trained for the content area they teach. Each year, master schedules are reviewed by district staff from Ed Services and Personnel services to identify any classrooms that could be taught by ineffective, inexperienced, or out-of-field teachers or to identify teacher vacancies.

Currently all classrooms are taught by highly effective and experienced teachers who are specifically trained for the assignment they teach, so there are no disparities. New teachers gain experience quickly and are provided with support through the induction and mentoring program. They also have the support of site based instructional partners and mentors who are assigned to them from the site.

Most typically in our district, at the beginning of the year, there can be some teacher vacancies in math and science classes. The strong recruitment efforts of personnel services keep these vacancies to a minimum, but in the event that vacancies are identified, AVUHSD uses substitute teachers to immediately fill the vacancy and also contracts with Proximity Learning, a company who provides online teachers who are experienced, credentialed and trained specifically in their subject matter, to teach the class while the substitute teacher assists, until the vacancy is closed and a permanent teacher is hired.

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:

Our strategy to implement effective parent and family engagement, is to be intentional and systematic about building a strong partnership of educators, families and community members, districtwide, who share in the responsibility of student improvement and academic achievement, in order for our students to be prepared for school, college and career.

We do this work through the lens of a dual capacity-building framework in which we learn from each other as we engage our parents, families and community members in regular, meaningful, two-way communication. Our district Title I Parent Committee members share in the development of our district level parent involvement policy by sharing out effective strategies as well as challenges or barriers to family-school partnerships. Our district level parents review our current policies and programs to help us make determinations about how we can continue to support student achievement by providing more opportunities for effective parent and family communication practices and processes. Our district level parent involvement policy is distributed to parents at the beginning of each school year.

Our district implements several strategies to build two-way communication and engagement, through parent and family surveys, digital applications and websites, community forums, school and district level committees, Back to School nights (2 per year), emphasizing 1st and 2nd semester class schedules with teacher/parent introductions and expectations. We have also hired key district and site level personnel who support us in this effort. At the district level, we have a Director of Communications and a Director of Community Partnerships. At the site level we have community attendance workers, additional administrators, counselors and support staff who reach out to parents, families and community partners frequently to provide support and information and to also get input and feedback on student improvement and academic achievement.

At the district level, our DELAC and District Title I Parent committee members attended the CAFE conference with us and are scheduled to attend California Title I conference in the Fall of 2018. Throughout the year, our parents have increased their understanding of State and Federal budget requirements, program goals and objectives, and of their role in the development and evaluation of school and district level plans and policies.

This year, we have seen our parents take a more active role in planning and organizing district level parent advisory meetings. The DELAC parents have actually started to give input on the DELAC agendas and take turns running the DELAC advisory meetings.

At the school level, our district reserves at least 90% of its 1% Parent Involvement Title I, Part A entitlement funds to allocate to schools, specifically for Parent and Family Engagement. All schools have active SSC's, ELAC's and other advisory councils, that provide input and inform decisions on school level Parent/Family Engagement policies and SPSA goals, actions and services. There is still much work yet to be done, to continue to create opportunities to engage more of our parents, families and community members at the site and district levels in meaningful, two-way communication, however, our strategies are beginning to show positive outcomes for capacity and for student improvement and academic achievement.

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:

All of our schools of the AVUHSD operate a Schoolwide Title I program that serves all students. As part of our schoolwide programs, each school conducts a comprehensive needs assessment annually as part of preparing their comprehensive schoolwide plan. Each school analyzes the results of state and local data, classroom observation results, teacher professional development evaluations and parent and stakeholder engagement and feedback forums to annually evaluate the goals, actions, services and objectives of the school level parent involvement policy and the schoolwide plan for student achievement.

During the comprehensive needs process, and throughout the year, special attention is paid to the needs of those students who are failing, or at-risk of failing, to meet the challenging State academic standards. As part of the LCAP process, the additional needs of identified student groups; English Learners, Low-Income and Foster students are addressed, as part of increased services. As part of the schoolwide process, Title I funds are used to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services that are required by law for Children with Disabilities and English learners.

Our schoolwide programs use evidenced based reform strategies such as Advancement via Individual Determination (AVID) and Instructional Partners (Coaches) districtwide to raise academic achievement and build college and career readiness for all students. Instructional Partners support effective instruction and are assigned teacher groups to offer differentiated support and feedback in the areas of curriculum, instructional strategies, lesson design and assessment practices. High quality Professional development coupled with implementation support and feedback from instructional

partners ensures that instruction is provided by highly effective teachers across content areas that allow our students to receive a well-rounded high quality educational experience.

Underperforming students are identified through GPA, lexile scores, state and local assessment results, and are provided supports through an MTMDSS framework process. Interventions such as Read 180, Math 180, Extended Day Tutoring, lower class sizes, small group instruction and Credit Retrieval options are offered at all schools.

English Learners are supported with evidenced based instructional methods and strategies that strengthen their academic program and are differentiated based on their English Proficiency Level. Additional focus is placed on Long Term English Learners and Reclassified English Learners by additional district and site personnel who track and monitor their progress and provide direct services. All ELs are supported with integrated and designated instruction on ELD standards, that aligns with their other challenging state standards implemented in their daily courses.

Students with special needs are provided with additional materials, supplies, strategies and supports from Title I funds that supplement their core program and help support their academic progress, A-G access, Graduation success rate, and College and Career readiness. "Facilitated IEP's" are implemented at all sites, with parents having a collaborative role with teachers and administrators in the process of developing IEP goals and objectives for their child. Feedback from parents on this initiative has been very positive as parents have shared that their questions and concerns are addressed sooner and more comprehensively. Even though our students with special needs' graduation rate performance level was "red" and their status "Very Low," at 65.9%, their change increased significantly- (+9.3%), as of the Fall of 2017 CA School Dashboard.

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:

There are a variety of goods and services provided to our homeless youth to support their access to and success in school. The AVUHSD's Director of Student Services serves as our homeless liaison. She partners with site and district staff, as well as community based partners and programs to help identify the number of homeless students per school and to provide a variety of supports including but not limited to clothes, backpacks, transportation to extracurricular school and community events, hygiene products, counseling services to address social emotional, as well as academic needs, digital online devices and tutoring services. Counselors monitor the academic progress of homeless youth throughout the school year to ensure they are provided with the necessary supports and interventions that will increase their opportunities for academic success.

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 AVUHSD coordinates with institutions of higher education to promote effective and positive transitions after high school to college. Currently, we are working with the Antelope Valley College (AVC), our local junior college to encourage the use of multiple measures to determine student placement in classes, such as high school GPA and course assessments, rather than singular measures used in isolation to determine placement, such as the entrance exam. Our AVID elective and Academy Pathway students receive priority registration at AVC.

We have also expanded our AP course offerings and Academy Pathway offerings that are university approved (UCCI) and/or articulated with AVC, so that more of our students can earn college credits from their high school classes. We also offer dual enrollment options for students who wish to take college classes while in high school. Our Director of Post- Secondary Options and Work Based Learning continues to foster articulation with colleges throughout the school year. We have expanded our number of counselors each year in order to increase student access to dual and concurrent enrollment opportunities including AP classes.

Additionally, each comprehensive high school implements a “Roadshow,” in the Spring of each year, where a team of teachers, students, administrators and counselors visit their feeder middle schools. These “Roadshows,” provide middle school students with information about A-G and graduation requirements, AP and elective options, Academy Pathway descriptions, and intervention/ support resources available to them.

AVUHSD Directors and Coordinators in Math/Science and ELA/Social Studies articulate monthly with our feeder districts to share ideas and solve problems, make instructional decisions, and share strategies that support cohesive practices and successful transitions from Kindergarten through twelfth (K-12) while increasing student achievement.

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:

Our district has used state funding to transform school libraries into digital media centers and innovation labs, where students have 1:1 digital access and collaborative spaces to learn, innovate, solve problems and communicate with their peers and teachers. We have changed the furniture from a library setting to more of a College Campus Community Center, with relaxed seating arrangements and small group common areas equipped with technology and enclosed glass panes that students can write on with markers. Our digital media centers are providing a safe place for our students to meet with friends, read, study and collaborate before, during and after the school day.

We use our federal funds to provide digital devices and teacher tutors after the school day in our digital media centers so that all student have access to success in their coursework and in mastering challenging state standards.

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

What is the LEA's system for supporting new teachers, principals, and school leaders?

TEACHERS

The Local Education Agency (LEA) is an accredited program sponsor of the California Commission on Teacher Credentialing (CCTC) for clearing preliminary teaching credentials in general and special education. In this capacity, it operates its own teacher induction program, known as Antelope Valley Teacher Induction (AVTI), led by the induction and professional development coordinator.

Consequently, under the auspices of the California Teacher Induction standards, a structured system is established to support the professional learning of beginning teachers. The credentialing analyst informs the AVTI coordinator of beginning teacher eligibility, that being, a preliminary credential, and the teachers are immediately assigned to mentors and enrolled in the program. Mentors communicate with the teachers weekly to monitor the progress of classroom management, curriculum and instruction as well as social and emotional well-being. Professional learning records, mentor logs, and teacher inquiry-based projects indicate that teachers set professional growth goals and aim to meet them during the induction period and beyond. Set within a micro-credential system, the induction journey enables a learning cycle that includes instructional context, self-assessment, inquiry and reflection.

Teachers who are not eligible for induction, such as interns and pre-interns are provided with a mentor who works closely with the university supervisor to assist the teacher in developing pedagogical skills.

PRINCIPALS and SCHOOL LEADERS

While the district does not have an induction program, it partners with the Kern County Office Superintendent of Schools to offer the California Administrative Services Credential to new administrators during their first two years. Administrators select 3 California Professional Standards

for Educational Leaders (CPSELs) per year as their focus areas and, in conjunction with a district-appointed coach, identify projects that demonstrate their competence in each area.

Ongoing Professional Growth and Development for Teachers and Administrators throughout their Career

In addition to curriculum-based professional development, such as textbook, state standards and programs for academic intervention, the district offers a number of professional learning series in the fall, winter and summer seasons. These professional learning opportunities include trainings on instructional strategies, technology and teacher space collaboration.

Administrators meet once per month for administrator professional development series where they are trained in data analysis, teacher and student support as well as in technology integration.

Building Leadership Capacity of Teachers, Principals, and School Leaders

Teachers who are exemplary in their practice are given opportunities to become instructional partners and teacher mentors. Instructional coaches have release periods to support on-site teachers with instructional strategies and support district curricular initiatives. Emphasis is given to English learners and classrooms with at-risk learners. Instructional coaches are trained once per quarter in various areas, such as coaching practices, data analysis and technology. Teacher mentors support beginning teachers and are trained in the addressing the teacher development phases of new teachers.

The district offers Aspiring Administrators workshops to create a pipeline to management for teachers and teacher leaders. These workshops give an overview and introduce current staff to leadership principles, technology standards and responsibilities. Furthermore, the District has an Administration Intern program where potential future administrators are given release periods to intern in various administrative capacities. These efforts have been successful in creating a pool of administrators.

Evaluating Systems of Professional Growth and Improvement Including Adjustments to ensure Continuous Improvement in the System

The formal evaluation process is directed by the collective bargaining agreements for both certificated and classified staff. The majority of evaluations are completed within the timelines of these agreements. The effectiveness of the evaluations and feedback employees receive is dependent on the site administrators' follow-up actions. Data is collected on the evaluations. Informal classroom visits for certificated staff include DigiCoach walk-throughs in which the District's Ed Services team participate. These walk-throughs are not a formal evaluation process but give the district team a snapshot of the school sites' classroom pedagogy and helps inform site and district decisions on improving professional development. It also allows the district team to support site administration in their goals to provide targeted feedback that improves instructional environments. The opportunity for the Ed Services team to collaborate and communicate with the sites in this process helps the district team to address the LCAP from a district wide perspective.

Title II funded Professional Development Activities that Supplement and Enhance the District Professional Development Program

Title II funded professional development activities are intentionally planned to offer professional development to key district and site teachers and administrators who are then responsible for training teachers and administrators at the site level.

Title II funded activities work in concert with state funded professional development offerings such that, federal funding pays for a limited number of key district and site personnel to attend conferences, participate in workshops or hire professional consultants, so that these key personnel can then deliver these trainings district-wide, to all teachers and administrators, as needed at the site level. State funding covers professional development offered district-wide during 4 student free days per year, and also before and after school day, or on Saturdays, where state funding can cover the participants' time outside of the school day to attend the trainings. State and Federal funding work together to build in internal systems and processes that connect the professional development to implementation via feedback and follow-up loops that support continuous improvement.

The district implements systems and strategies to ensure that Comprehensive Professional Learning includes a cycle of continuous improvement. Teachers and administrators who receive training, also receive processing and collaboration time, implementation expectations, frequent feedback and follow-up support. The following systems and strategies are supported with both state and federal funds:

*External Sources of PD- Outside of district/consultant is connected to district expectations for implementation and internal sources of follow-up. Most typically an initial group is sent, with expectations for follow-up to internal sources

*Internal Sources- Job Categories-Personnel is assigned ahead of time to provide initial internal PD and follow-up PD from external PD-Job-TIMS-IP- Dept Chairs, District Coordinators, District Administrators. This PD is connected to external PD, but put in district/site context

*Internal Personal- Job Categories-Personnel is assigned ahead of time to provide follow-up coaching and feedback on external or internal PD- Instructional Partners, District Directors, District Coordinators, CBO, Site Administrators

*Internal Systems and Processes-Communication Structure-The structure is set up ahead of time to reinforce the PD with Coaching and Feedback. Examples include- Go To experts- informal questions and answer, Classroom Observations, Peer Collaboration, Mentor meetings, Staff meetings, Department meetings-AVID Site Team Meetings, Job alike meetings such as Instructional Partners, Computer technicians, Budget technicians, Title I Coordinators, AVID Coordinators, Admin Series

*Coaching/feedback is connected to PD expectations for implementation and provided in small group settings and/or one-on-one. It is based on observational evidence and differentiated to the needs of the group and/or individual. The feedback is two-way between both groups and/or individuals.

Examples of Federal Title I, Title II and Title III funded Professional Development offerings include but are not limited to the following:

AVID, ICLE-Digital Leadership and Learning, Project Based Learning, Read 180, Catapult, LACOE, Literacy, NGSS, State and National Title I, ISTE, Title III Accountability Conf., CISK, etc.

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:

Currently there are no schools identified for comprehensive support and improvement activities or for targeted support and improvement activities. The district is currently receiving technical assistance for its performance on Graduation and Suspension rates, as Graduation Rates for “Students with Disabilities,” was identified on the dashboard with a performance level “Red,” compared to the District’s “All Student” performance level of “Green.” The district’s performance level for Suspension Rates, for “All students,” was identified on the dashboard as “Red.”

High poverty schools have priority to receive additional professional development offerings that support effective learning environments with evidenced based practices. Additional supports will be provided to address the specific needs of teachers as they implement instructional strategies, through instructional partners who will provide coaching and feedback frequently for continuous improvement.

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:

AVUHSD uses multiple kinds of data to foster a cycle of continuous improvement. The district and each school site use quantitative outcome data- such as state and local assessments, perception data, such as teacher evaluations and stakeholder surveys and qualitative data- such as classroom observation data. We triangulate this data during the comprehensive needs assessment process to drill down to root causes of non-performance, for both students and teachers. The district then uses this information, based on the results of the comprehensive needs assessment process, to prioritize professional development offerings, district-wide and per school.

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

The Antelope Valley Union High School District will develop professional development that targets the needs of Long-Term English Learners, which represent 80% of the 2,000 English Learners in the district. PD will be provided to classroom teachers who work with LTELs, along with Instructional Partners, and Administrators overseeing each site's EL program. During 2018-19, our LEA will launch a Long-Term English Learner Action Plan with goals to improve instruction for LTELs, increase their English Language Proficiency performance on the annual ELPAC exam, and achieve a higher rate of Reclassification rate among LTELs.

One of the key resources for professional development are the B.E.L.I.E.F. modules (Blueprints for Effective Leadership and Instruction for our English Learners' Future), professional learning modules developed by the California ELA/ELD Curriculum and Instruction Subcommittee (CISC). Each module addresses a cornerstone topic with free resources aligned with the ELD standards, Designated ELD, Integrated ELD, ELs in Special Education, and Instructional Strategies.

The B.E.L.I.E.F. modules provide an ideal opportunity for follow-through accountability, including classroom implementation, observations, debrief and reflection, and opportunities to improve teaching. Modules include "Laying the Foundation," "Framing the Context for Instruction," "Building up the Frame," "Constructing Instruction," "Inspecting the Program," "Walkthroughs and Finishes," and "Personalizing the Program." Additional Modules are specifically designed to address ELs in Special Education and supporting the needs of Long-Term ELs. The district office will provide support and guidance for each site in the district to provide ongoing PD aligned with the Modules.

PD is designed with purposeful follow-through accountability. Each EL focused PD will involve a systemic plan with structured follow-up activities to measure the implementation of PD content, to ensure a positive and lasting impact on the teachers' performance with LTELs. During 2018-19, the district office will support the EL PD with a focus on Math instruction, to help math teachers working with EL students to improve their scores on the California Assessment of Student Performance and Progress (CAASPP) system.

EL-specific DigiCoach site visits will be implemented to observe and support teachers working with LTELs.

AVUHSD expects consistent implementation of Designated and Integrated ELD across all content areas from site to site and classroom to classroom. Teachers will use strategies learned by participating in the B.E.L.I.E.F. modules and apply their methodology to their subject's core curriculum. All English Learners will receive support until they achieve Reclassification.

EL Monitoring is implemented at each site for each EL *before* Reclassification and four (4) years *after* Reclassification (or until graduation). Administrators will monitor and evaluate the implementation of integrated and designated ELD on a regular basis.

Title III:

- Each school will provide at least two, one-hour PDs that focus only on ELs (other funds)
- Monthly 2-hour training of schools' EL Site Program Advisors (Provided by district-other funds)
- Quarterly all-day training of ELD teachers (Provided by district-other funds)
- Quarterly 3-hour training of school bilingual support staff (Provided by district)
- Annual District Special Ed Conference Workshops with a focus on ELs
- One-on-One Coaching for ELD teachers

Conferences (CABE, CAASFEP, Accountability Leadership Institute, etc.)
Monthly training of program Director (provided by LACOE's Bilingual/EL Directors' Network)

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:

Approximately 200 students, or 20% of the district's EL population, are immigrant children and youth.

ELD instruction will promote Designated ELD and an integrated and interdisciplinary approach to literacy and language instruction based on the ELD standards. Our English Learners will be provided with appropriate scaffolds, that allow EL's at all English levels to develop English Language Proficiency, as measured on the annual ELPAC exam. Immigrant ELD students will further their capacity to develop high-level thinking and meaningful engagement with complex, cognitively demanding academic tasks in English. This will allow all English Learners to consistently move up one proficiency level each year as measured by the ELPAC.

EL Program Site Advisors implement EL Monitoring for all Immigrant students to build relationships, discuss academic progress, suggest interventions and EL tutoring, and ensure each student is making progress toward graduation, and is college-and-career ready. EL Monitoring is implemented at each site for each EL *before* Reclassification and two (2) years *after* Reclassification (or until graduation). Administrators will monitor and evaluate the implementation of integrated and designated ELD on a regular basis.

Bilingual Instructional Aides are at each school to provide supplemental support to immigrant ELs in ELD and core subjects to ensure access to a broad course of study and to assist the EL students in acquiring English proficiency and academic success.

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:

The AVUHSD provides a diverse range of comprehensive academic programs with ongoing professional development for teachers to embed the ELD Standards, and learn to apply Integrate ELD across all subjects to meet the needs of ELs, from immigrant ELD students to Long-Term ELs.

To ensure ELs meet the California State Standards, teachers participate in trainings that address the ELD Standards, with opportunities for teachers to design lesson plans aligned with their subject's State Standards and the ELD Standards.

Our LEA implements strategies and alternative supports through Title I to target the needs of Long Term ELs in order to increase the number of ELs completing A-G requirements, meeting proficiency targets and Reclassification goals.

English teachers participate ELA/ELD curriculum mapping with SpringBoard ELA/ELD, the district's core ELA/ELD text. In addition, teachers with Structured English Immersion classes participate in quarterly trainings with a focus on the Edge, the district's core ELD curriculum. Edge is a comprehensive curriculum designed to advance the English proficiency levels among EL students, specifically for Immigrant ELs in the ELD classes, as well as Long-Term ELs.

Long Term EL Instructional Partners are highly recommended for each site, in order to support teachers working with LTELs. With Title III and Title I funds, the district office will submit a proposal to fund Long Term EL Instructional Partners during 2018-19. Palmdale High School has piloted a LTEL Instructional Partner to provide on-site PD and assist the EL program and administrators during the Federal Program Monitoring process.

AVID classes welcome EL students to enroll and learn successful study skills, cultivate goals to guide them toward graduation, and prepare themselves to be college and career ready.

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:

Title III funds are used for supplemental materials and supplies that support the district's core language instruction program. EL Authorized Teachers support EL students by providing direct services and differentiated interventions during the ELD class and core content classes to help accelerate the rate at which these students acquire English and to provide access to the core. The EL authorized teachers need supplemental materials and supplies, including technology to support the implementation of the ELD standards in both the Designated ELD classes and to teachers providing Integrated ELD in the core subjects, with a focus to support Long-Term ELs.

The English Learner Roadmap, passed by the State Board of Education on July 12, 2017 has been adopted and embedded into the AVUHSD 2018-19 LCAP. The EL Roadmap provides essential guidance to assist classroom teachers, Instructional Partners, administrators, and certificated and classified staff working with ELs to understand and welcome the diverse population of ELs in the district.

Sites are held accountable to meet individually with each EL students, quarterly. EL Program Site Advisors use their release periods strategically to meet with EL students to discuss grades, academic progress, goals to graduate, post-secondary goals, and build productive relationships.

Bilingual Instructional Aides support the EL Authorized teachers by providing additional progress monitoring of EL's by running reports to identify and strategically target year 1 and year 2 immigrant EL students, LTELs and other English learners needing an intensive level of support.

The LEA highly promotes parent, family, and community engagement in the education of English Learners. Ongoing support is provided to schools in their effort to increase parent participation amongst the parents of EL Students.

Monthly DELAC workshops are scheduled for 2018-19. Each DELAC meeting begins with parent leaders attending a planning meeting, to discuss topics for the agenda. The LEA wants parents to develop leadership qualities, to serve as role models for parents of ELs, and to inform the parents of each site's EL program services, and guidance to understand the Reclassification.

The district also provides Title III funds for parents to attend conferences focused on how parents can support their children as they become proficient in English, and meet the challenging state academic standards (CABE Mini-Conference for Parents).

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:

Our Title IV application was developed in consultation with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community based organizations, and charter school staff, as part of our LCAP community forum and stakeholder engagement process. Since our stakeholder surveys and community forums already address questions having to do with the needs of our students and staff associated with academics, social emotional supports, behavioral interventions and supports, technology, visual and performing arts, and academy pathways it was convenient to use our LCAP process in addition to our District Title I and DELAC processes to address student needs regarding the use of Title IV funds to supplement state funds in the areas of conditions for learning, well-rounded education, and technology.

Title IV Budget entitlement estimates approximately \$225,000 for fy 17-18 and 18-19 combined.

Stakeholder feedback indicated the need to increase services and support for PBIS implementation at all sites. Next year, all sites will be equipped with the SWISS system, which is a database that tracks and categorizes behavioral referrals and classroom redirect interventions by teachers. Title IV funds will be used to support teachers with professional learning as they learn how to analyze behavior data and apply social-emotional supports and strategies in the classroom in the effort of reducing exclusionary disciplinary practices.

MTMDSS including PBIS- \$75,000- Social-Emotional Supports- Conditions for Learning

Stakeholder feedback indicated a need to expand the visual and performing arts pathway programs at the sites in order for more students to participate and have the materials and supplies they need to experience a well-rounded education that includes enrichment in the visual and performing arts. State funds will pay for the expansion of pathways while Federal Title IV funds will be used to purchase supplemental materials and supplies that will further enrich the program.

Academy Visual and Performing Arts Pathways- \$100,000- Well Rounded Education

Stakeholder feedback has indicated that teachers need to continue to be supported in their efforts to integrate technology while implementing challenging state standards. We will coordinate the braiding of State funds with Title I funds, Title II funds and Title IV funds to support teachers with additional professional development and technology access in the classroom.

Expand Technology-\$50,000- Technology access with professional development

Overall anticipated outcomes from these additional supports and enhancements would be increased student engagement and attendance rates, and a decrease in suspension rates as measured on the California School Dashboard.

Throughout the year, effectiveness will be evaluated through local assessments such as DigiCoach walkthroughs that measure student engagement, attendance reports that track chronic truancy and behavioral reports that track classroom referrals and suspensions.

