

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

**LEA Name**

Alameda Unified School District

**CDS Code:**

01 611190000000

**Link to the LCAP:**

*(optional)*

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**For which ESSA programs apply to your LEA?**

Choose From:

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

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

## Instructions

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

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

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

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

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

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

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

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

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

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

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

## Strategy

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

AUSD's strategy for using federal funding to supplement and enhance district efforts funded with state funds is detailed across the range of goals, actions, and services in the LCAP. In the most recent release of the California School Dashboard, the socioeconomically disadvantaged student subgroup in AUSD performed at the 'Yellow' level for three of the state indicators (Chronic Absenteeism, ELA, and Math) and 'Green' for the rest. The English Learner student subgroup, while 'Green' for Graduation Rate, is 'Yellow' for four indicators (ELA, Math, Suspension, and College and Career) and 'Orange' for Chronic Absenteeism. These identified needs drive the aligned use of both federal funding in support of these subgroups (Title 1, Part A for Socioeconomically Disadvantaged students and Title III, Part A for English Learners and Immigrant students) to the activities and services funded with state funds.

More specifically, in AUSD Title I, Part A activities and services are part of the district's ongoing implementation of a Multi-Tiered System of Supports (MTSS). The activities and services funded by Title 1 are in alignment with district and site efforts to establish a strong Tier 1 program both academically and behaviorally as well as building out Tier 2 and 3 resources in support of identified student needs. Title III, Part A activities and services are part of the district's ongoing implementation of a more robust English Language Development (ELD) program that delivers effective Integrated and Designated ELD as well as an effective program for immigrants/newcomers.

Title II, Part A funding is utilized to enhance the depth and breadth of professional development available to support the district's instructional initiatives. This has included a range of supports for teachers including coaching, conferences, and collaboration time. In 2021-22 Title II, Part A funding will provide aligned support for professional development to support curricular implementation in Math, ELA, Science, instructional technology and the district's overall Instructional Leadership Team.

## 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.

Alameda Unified School District's Local Control and Accountability Plan (LCAP) includes among the detailing of Goals, Actions, and Services the specific alignment of federal funds with activities funded by state and local funds. A number of efforts on the part of multiple staff support this ongoing alignment. Such efforts include:

1. Alignment of site-based use of Title 1 and LCFF Supplemental funding by School Site Council via the Single Plan for Student Achievement (SPSA).
2. Coordination of Parent/Guardian Liaison personnel efforts by the Coordinator of Family Involvement and Student Engagement.
3. Alignment of resources and efforts across Title 1, LCFF Supplemental, and Special Education (through the Extended School Year (ESY) Program) during summer school programming.
4. Support for collaboration of Title 1 Instructional coaches and intervention lead staff to align efforts across Title 1 Schoolwide program at the elementary level.
5. Engagement with principals to ensure alignment of Title 1 efforts across program components (including Professional Development and Alternative Supports) to districtwide implementation of Multi-Tiered System of Supports (MTSS).
6. Alignment of all Title II efforts to existing professional development in support of curricular implementation including but not limited to Inquiry by Design ELA program, Instructional Coaching, and Instructional Leadership Team activities.
7. Alignment of all Title III efforts by the Coordinator of Language and Literacy with activities supporting English Learners under LCFF Supplemental and general funding. This includes supplemental curricular supports, expansion of program options, and professional development.

## 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(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

N/A

## **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:**



AUSD has utilized the guidance provided within CDE's federal addendum resources to collect data on educator equity (<https://www.cde.ca.gov/pd/ee/edequity/capaddendum.asp>). Enrollment data, demographic data for low-income and 'minority' students, and teacher workforce data were all gathered from CDE's Data Quest web page using the instructions provided. Human Resources staff provided data on teacher effectiveness and out-of-field teachers. Below a summary provides the data for the four schools at the upper and lower end of the spectrum for percentage of 'minority' and low income students, respectively.

#### Teacher Experience:

1. 3.1 percent of teachers at the four schools with the highest percentage of minority students have two or fewer years of teaching experience while . 7.4 percent of teachers in schools with the lowest percentage of minority students have two or fewer years of teaching experience. No significant equity gap was found.
2. 3.1 percent of teachers at the four schools with the highest percentage of low income students have two or fewer years of teaching experience while 7.4 percent of teachers in schools with the lowest percentage of low income students have two or fewer years of teaching experience. To address this and other identified staffing needs, the human resources department are reviewing hiring policies and practices to determine how additional flexibility can be introduced so that students with high percentages of socioeconomically disadvantaged students are prioritized in staffing experience and qualified staff. This includes looking a contract language that would support posting positions earlier which would limit movement in the district.

#### Teacher Effectiveness:

1. There are no teachers at the four schools with the highest percentage of minority students are misassigned or teaching without credentials while .41 percent of teachers in schools with the lowest percentage of minority students are misassigned or teaching without credentials. No significant equity gap was found.
2. There are no at the four schools with the highest percentage of low income students are misassigned or teaching without credentials while 0.41 percent of teachers in schools with the lowest percentage of low income students are misassigned or teaching without credentials. No significant equity gap was found.

#### Out-of-field Teachers:

1. .82 percent of teachers at the four schools with the highest percentage of minority students are out-of-field while 1.6 percent of teachers in schools with the lowest percentage of minority students are out-of-field. No significant equity gap was found.
2. .82 percent of teachers at the four schools with the highest percentage of low income students are out-of-field while 1.6 percent of teachers in schools with the lowest percentage of low income students are out-of-field. No significant equity gap was found.

## **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).

Beyond the work of the Parent/Guardian Liaisons, the principal and other site staff will continue to support the full range of parent/guardian/family engagement programs and activities at the sites including parent/guardian leadership in school governance, family/school events, effective communication, and parent/guardian/family education. At the schools identified for (CSI and ASTI) PTSA, SSC, and ELAC these meetings will be used to review data, determine site needs, and input from Parent/guardians in the creation of the Improvement plans.

A key component of the districtwide efforts to support parent/guardian/family engagement is the School Smarts program. This program, composed of a series of workshops lead by school staff, is designed to provide parents/guardians the training needed to effectively support their own student as well as empower them to act as leaders within the school community. At the secondary level the district offers parent university events which support parents/guardians/family members in understanding the college application and acceptance process including the important steps to take during grades 6-12 to prepare. During these sessions at the schools that have been identified for Comprehensive Support and Improvement, parents give input and participate in the development of the Improvement Plans.

In 21-22 we will also be working on implement dual capacity framework focused on effectively engaging with families in ways that lead to increased student achievement.

- Teams will understand how to align their family engagement practices with the achievement goals and priorities in their school improvement plan.
- Teams will understand how to evaluate their current family engagement activities and plan for improved outcomes.
- The school Principal, teachers, and families will understand how to support strong family partnerships at the school site

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Our Title 1 Parent Engagement Policy was developed jointly with each school site's SSC, Title 1 Advisory teams, Leadership Teams, and PTAs during the first meetings of the year (held in September). The policy is distributed in the following ways: during orientation days, schools' welcome packets, electronically via newsletters, parent-teacher conferences, and available in the school's main office. Our Title 1 school sites provide assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments in a variety of ways including parent training nights facilitated by counselors and ELAC site representatives, Parent Liaisons and ELD para professionals provide 1:1 support in parent's home language (Spanish primarily), Home language support provided through our multilingual Aeries communication. This year all parents were texted a link to a video in their preferred language. This video explained their own child's CAASPP test scores and provided information on how parents can help their child in identified areas. Parents learn to monitor their child's progress and work with educators to improve the achievement of their children during monthly ELAC educational parent meetings, literacy nights, and state testing support nights. Our Title 1 school sites provide materials and training to help parents to work with their children to improve their children's achievement to foster parental involvement via school and classroom newsletters (now translated automatically with new Aeries automatically translated messaging), coffee with the principal, STEAM nights, via SART Breakfasts, literacy nights, videos highlighting specific home supports, math homework scannable worksheets for parent support, access to tech programs such as RAZ kids and Edmentum for home use, FASTalk (curriculum aligned activities via text to families in their home language), ELAC sponsored Parent University- workshop on Common Core Math and how to help your child, monthly PTA newsletter, and use of school platforms at home. Our school district has adopted and works to implement several Equity and Inclusion practices, for example, we have focused on Restorative Practice training for staff, community, and families in an effort to establish and build community, trust and rapport. AUSD is also implementing Facing History and Ourselves as part of our district-wide commitment towards building awareness of race, class, privilege, ability/disability, and other characteristics that moves us apart vs closer by identifying our common humanity. This work is supporting to educate teachers, specialized instructional support personnel, principals, school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. Our district has created parent letters and documents that teachers can use to help explain core curriculum, assessments, and SEL competencies. Our teachers, ELD staff, Parent Liaisons and administration teams work very closely with our PTAs, participate in our Monthly Family Cafes, SSC meetings. Most recently, AUSD launched a family education program called Parenting Greatly that intentionally seeks to ask families what they would need to hear, see to feel welcomed in their schools. Families are also asked what PTAs and SSCs could do to help them feel included in leadership or decision making committees. The feedback collected is shared back with decision making teams and this summer 2020, we will also launch our first Leadership Summit to address inclusion and validation of the various cultures and contributions our families make through our school district. AUSD is also beginning partnerships with National Equity Project and Kingmakers of Oakland to support professional development for our teachers (including our Title 1 site teachers) on culturally responsive practices. Our Title 1 school sites provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand through the following activities: ELAC, STEAM Nights, Aeries Communication, Newsletters, Facebook, Aeries Communication, Family information nights on specific educational/ standards topics, Principal/Classroom Newsletters, Literacy events, Back to School Night, and Title 1 Information Night, and Special Education Nights coordinated by our Districtwide Alameda Special Parent Education Committee hosting speakers covering topics related to students with

## **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.

In order to provide opportunities for all children at our SWP sites, specifically our English Language Learners, Students with Disabilities, Students who receive Free or Reduced Lunch, and Students who are in Foster Care, and sub-groups who are not meeting proficiency, sites have specific goals identified around their unduplicated groups as well as their lowest performing sub-groups (this includes African American, and Filipino students). Each site has identified strategies based upon their site-specific data.

Small Group Instruction and Interventions for students who are not meeting proficiency in ELA and Math: Intervention Support, data analysis and reading and math differentiation (i.e.: strategic and intensive learning groups), Provide Instructional Support for small group intervention support and individualized intervention plans, student study team & behavior intervention team processes for struggling and at-risk students, Common Planning and Implementation of Intervention Support for Language Arts and Math including Differentiation (ELA, Math, Designated & integrated ELD, strategic learning groups/platooning, Blended Learning) Professional Development & School-wide and Grade Level Teacher Collaboration for planning and organization for integrated units of study Innovative Plan (Global Learning, STEM curriculum, Social Emotional Learning), Build a schedule that allows for students to be build at times that will limit the effect on tier 1 instruction, Meet with grade level teams every 6 weeks to change groupings based on data, Bring in staff trainer for Culturally Responsive Teaching and Learning. Explore book study over summer or the school year.

English Language Development supporting our English Language Learners: Intervention Support for Language Arts Differentiation (ELA, Designated & integrated ELD, strategic learning groups/platooning, Blended Learning), Monitoring/supporting the implementation of the district's Designated ELD curriculum, purchasing Books and Materials to support After School Intervention for ELA and Math, Modify a school walkthrough tool to include equitable access for LEP students (Integrated ELD), Teacher Walkthroughs to use the tool and see each other, Professional Development using data from walkthrough tools as well as integrated ELD, Integrated ELD instruction training series, Create Master Schedule to support ELD rotations and continue to implement a 30 minute ELD rotation 4 or 5x per week Utilize best practices and appropriate curriculum consistently for EL students, Conduct walk through observations focused on EL strategies being implemented in classrooms, Create Fall and Spring PD opportunities for teachers to engage with District EL coaches.

Increasing STEM and Innovation programs supporting our African American, English Language Learners, and Socio-economically disadvantaged students: Integrate Technology and Software to support Innovative Plan, teaching for common core ELA, ELD, Math and Blended Learning opportunities/ online subscription for reading and math intervention & acceleration, Coaching and Supports for STEM Learning/Innovative Plan, Supplies purchased for STEM Learning, Continue to implement STEAM lessons in STEAM Studio, bring more lessons to classrooms Use Master Schedule to prioritize first instruction and create RTI periods for students to have targeted support in the areas of need.

Increasing our capacity to meet the needs of our Student with Disabilities: Bolster our Teacher Hourly Budget to allow for training and support outside of regular staff meetings, Modify a school walkthrough tool to include equitable access for students with disabilities, Co-Teaching and Push In support makes up 40% of special education instruction, Limit use of replacement curriculum and give access to Tier 1 curriculum, Adhere to CCC lesson guides and train resources teacher on the curriculum to support, Create Master Schedule to ensure that students with disabilities are being supported as much as possible towards achieving grade level standards, Continue with STAR lab to support all students in a schoolwide RTI model for reading acceleration., Ensure resource program is using replacement curriculum and keeping up with grade level standards, or supporting students within their classrooms.

Monitoring effectiveness with our Stakeholders: Schedule monthly Coffee's with Principal, Administer family input survey, Provide ongoing communication through REMIND, robo and newsletters, Invite ELL families to participate in ELAC, create other spaces and places for families to provide input.

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:**

N/A

**Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Alameda Unified School District helps McKinney Vento families by providing backpacks and school supplies, transportation via bus passes when requested for the children to get to and from school, and assistance with accessing supports from the community such as Dine and Connect, free laundry services, Safe Space parking program, emergency hotel vouchers, mental health referrals, physical health and dental referrals, etc. The Coordinator of Student Support Services provides McKinney Vento trainings to the enrollment team, school attendance clerks, school office managers, school admin teams, and other support staff to ensure that staff can recognize and help identify homeless youth in order to provide them with assistance. The Coordinator of Student Support Services also meets monthly with the City of Alameda's Homeless Outreach Team and the City of Alameda's Collaborative for Children, Youth and their Families team to ensure collaboration and coordination of care within the City of Alameda. These meetings help with referrals to Alameda Unified for McKinney Vento student enrollment. Additionally, these partners post McKinney Vento enrollment posters in their facilities that give information on how to enroll in Alameda Unified if they are a homeless family. Homeless youth have case management and wrap-around services provided to them through the Intervention Lead at their home school. The Intervention Lead monitors and provides supports around the student's attendance, academic achievement, social-emotional wellbeing, and their basic needs.

**Student Transitions**

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

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

N/A

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## TITLE I, PART D

### Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

### Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

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)

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

**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:**

AUSD's induction programs for teachers and administrators provide a clear path toward clearance of credentialing as well as overall professional growth and improvement.

For teachers, induction is managed by Human Resources staff and supports teachers over the course of two years towards obtaining their full, clear credential. This includes the support provided by a full-time teacher on special assignment who work specifically with new teachers to guide them through the induction process. Ongoing, teachers who require additional support are able to volunteer or may be referred to the Peer Assistance and Review (PAR) program. This pairs the teacher with an identified, exemplary teacher through a professional growth process. Most recently, district staff and members of the Alameda Education Association (AEA) have engaged in a multi-year committee process to redesign the contractual evaluation process for AUSD. This work is culminating in a set of final recommendations and revision of Collective Bargaining Agreement article language that will guide implementation in the coming year. Changes to the existing process include the use of more detailed and targeted rubrics to guide goal setting, increased professional development for administrators and teachers to ensure consistency in observations/evaluations, and differentiated options for teachers to demonstrate growth.

For principals and other administrative leaders, AUSD supports staff through their commission-approved Administrative Services induction program as well as providing additional support when identified. New administrators are also provided the opportunity to partner with a veteran administrator for mentorship. Ongoing, administrators are provided additional supports as identified. These may include formal coaching. All administrators are provided ongoing professional development to support growth and improvement. This takes place through summer professional development days, monthly Instructional Leadership Team meetings, monthly K-12 site administrator PD meetings, and monthly Management Team meetings.

In addition we have expanded our ability to offer distributed leadership opportunities for teachers at school sites. We have coordinated systems and teaming structures across the district to include teachers to participate in expanded leadership capacity opportunities. We also expanded the amount of teacher stipends to include leadership roles and opportunities to learn and develop leadership skills.

### **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The professional development activities funded by Title II, Part A are available to staff from all schools. Aligned to the actions/services under state funded activities, priority consideration is given to schools with the highest percentage of socioeconomically disadvantaged students.

In 19-20 and 20-21 the majority of the instructional coaching in the district will be funded through LCFF Supplemental resources, focusing this support at schools with high percentages of unduplicated pupils. These staff will ultimately be able to provide increased amounts of professional development to these sites, some of which will align and overlap with efforts funded through Title II, Part A, as they are the primary method of PD delivery.

## **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:**

AUSD annually monitors student outcomes via the range of indicators identified in the LCAP. In 2018-19 a new screening/diagnostic assessment system was implemented. Since this time we have used this data to engage in collaborative discussion to identify student needs and, ultimately, professional development to support teachers in meeting those needs.

A grant-funded Data Coordinator position was added through the end of 2019-20. This has become a permanent position which is funded partially from LCFF supplemental dollars and general fund dollars. The work of this position includes a breadth and depth of training for administrators and leadership teams in the continuous improvement process. This has supported the SPSA process and is a key facet of the decision-making process with regards to professional development needed to improve student outcomes.

Key forums for ongoing consultation with teachers are designated workgroups, community roundtables, and contractually defined committees (Evaluation, Technology, Academic). These groups provide input that directly or indirectly inform professional development. Similarly, input from administrators is solicited through leaders of the local chapter of the Association of California School Administrators (ACSA) and input from other bargaining groups through their leadership. Also measuring the effectiveness of professional development are surveys soliciting teacher/admin (participant) feedback. District staff also routinely assess the level of implementation of various curricular components.

## **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:**

Effective professional development specific to English Learner needs in AUSD is provided in multiple ways. A key component of professional development for EL needs are 3-5 day training series to support delivery of integrated and/or designated ELD. These span a semester and are delivered by instructional coaches via sub-release time for teachers. Participants are engaged in supplemental professional development in the form of collaboration sessions after school in which they receive support to apply their learning.

Instructional coaches also deliver professional development at sites during staff meetings, grade-level team or department meetings, and 1 on 1 for teachers. 1 on 1 support can include model lessons, collaborative lesson design, visits with debriefs following, and lesson study at sites. Instructional coaches are themselves engaged in professional growth through a regular network meeting and through conference/training opportunities.

Additional professional development in support of English Learners includes PD to support implementation of specific programs such as the expanded newcomer curriculum and the recently developed Long Term English Learner elective options. Administrators are also provided PD to support their work with ELs through the ILT/Admin PD venue.

### **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:**

AUSD continues to expand the newcomer program options for students. These programs includes expanded course options to engage newcomers in more rigorous core content. These classrooms have also been provided with supplemental technology (in the form of chromebooks) and instructional materials. Specific newcomer curriculum is being developed ongoing.

### **Title III Programs and Activities**

ESSA SECTIONS 3116(b)(1)

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

As described above, a significant activity under Title III, Part A has and will continue to be professional development in service of effective integrated and designated ELD instruction. Additional activities in support of this effort have included curriculum development and enhancement of materials. In past years this was primarily focused on the new K-5 English Language Arts (ELA) adoption. Instructional coaches and other staff have been provided time to develop ELD lessons articulated to the new K-5 curriculum that embody the instructional strategies focused on in cohort training. ELD staff also identified specific texts within the new adoption that were only provided in teacher copies and purchased individual student copies for ELs to use during instruction. At the secondary level staff have been provided time and resources to develop and implement a course for Long Term English Learners (LTELs) at the high school level. Following the success of this model, staff are developing comparable curriculum for the middle school level. This course, titled Social Justice and Youth Empowerment, provides the necessary Designated ELD instruction while engaging students in a high-interest curriculum including community action. Overall, AUSD will continue to develop lessons/curriculum for ELD articulated to newly adopted curricula and continue to expand the options and revise existing courses at the secondary level for all ELs and especially LTELs.

### **English Proficiency and Academic Achievement**

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

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

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

AUSD does not currently allocated Title III, Part A funds directly to individual schools sites. The activities and program described above are funded districtwide to support English Learners across all schools. As detailed in the LCAP, AUSD will continue to evaluate the district's implementation of effective designated and integrated ELD instruction as well as the academic and behavioral outcomes of English Learners at all schools.

## TITLE IV, PART A

### Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A