

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

LEA name:

Azusa Unified School District

CDS code:

19 64279 0000000

Link to the LCAP:

(optional)

www.azusa.org/lcap

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.

Azusa Unified School District will support student success by prioritizing student achievement and by working to close achievement gaps between student groups, particularly English learners, low-income, foster students, and students with disabilities. AUSD will continue job-embedded professional learning and coaching for teachers in all grade levels. Professional learning will focus on implementation of ELA/ELD, math, and other CCSS aligned content standards and frameworks. The district will continue to support technology improvements so that students have equitable access and instruction. AUSD will provide evidence-based intervention and support for English learners, low-income, foster youth, students with disabilities, and other students who require additional efforts to bring them to grade level. Students will be able to access college and career programs that include AVID, IB, AP, Early College Program, and Career Technical pathways. In particular, English learners, and low-income students will have access to college and career coursework and support services.

All students, particularly those who have been historically underserved, show increased achievement when parents and families are engaged in the education of their children. The district will continue to provide opportunities for all parents to be involved in the academic aspects of school, and to access and to step into leadership roles. These opportunities will be available in both English and Spanish, so that all parents, regardless of language preference, will be able to participate.

AUSD will also provide additional support for social and emotional needs of students, in particular, low-income, English learners, foster students, and students with disabilities. Increased wrap around services coupled with Positive Behavioral Intervention and Support systems will add to a positive school culture for students.

Azusa Unified will supplement the five LCAP goals with federal funding in order to further target achievement for students who are English learners, low-income students, and other high needs populations. Data on achievement of low-income, English learner, and other high needs students will be utilized to determine how best to use federal funds to supplement LCAP actions and services

directed toward increasing student achievement. Data indicating impact of professional learning opportunities will be used to determine best use of federal funds that will supplement professional development in the district.

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.

Azusa Unified School District works with purpose and passion to ensure that each and every student will be a problem solver, critical thinker, effective communicator, and a positive contributor to the community in Azusa and beyond. District staff is committed to participating in collaborative communities of practice that support data-driven, student-centered instruction and which exemplify the idea of a continuous cycle of improvement. The district and its community of parents, students, and staff value high academic expectations, offering many programs that serve to increase all students' achievement and preparation for college and careers. Use of federal funds align with and have been included in Azusa Unified School District's five LCAP goals. The district's five goals address all eight of the state priorities. Federal funds will continue to be used to supplement and enhance the programs developed to meet the district's goals. The district identifies use of federal funds by examining at-risk student populations at school sites, examining achievement levels, and monitoring data that reflects progress and impact of programs and services. Federal funds will continue to be disseminated based upon how best they can be used to supplement state-funded initiatives to better serve at-risk students.

The district's vision, mission, and goals will be regularly described and updated at multiple venues including site and district-based staff and community meetings and events. Examples of such venues include, School Site Council meetings, Board of Education meetings, School-based and District English Learner Advisory Committee Meetings, Superintendent's Roundtable, staff meetings, and site- and district-level parent curriculum and leadership meetings. The district will also utilize various forms of media, including websites and social media, to communicate progress toward meeting the district's goals to a broad range of stakeholders. Comprehensive reports on progress toward meeting district goals that include how federal funds are supplementing and enhancing programs will be presented formally to the Azusa Unified School District staff and community three times a year.

Each school will develop a Single Plan for Student Achievement (SPSA) that is aligned to the district's LCAP. School Site Councils will gain an understanding of the LCAP's five goals and make decisions for use of federal funds based upon alignment with the LCAP goals. A similar process will occur at the district level, using advisory groups such as the District English Learner Advisory Committee. In addition, collaboration between district staff who oversee implementation of LCAP actions/services with those who oversee implementation of Federal programs will occur to ensure that Federal funds are aligned to the district's goals and are not duplicating efforts. A coordinated implementation of district goals will take place so that use of federal funds becomes a part of the overall LCAP development and implementation.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

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

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Azusa Unified School District currently does not have disparities between the rates that low-income and minority students and all other students are being taught by ineffective, inexperienced, or out-of-field teachers. In order to determine whether we had disparities, the district used the process for data collection outlined on the CDE website at <https://www.cde.ca.gov/pd/ee/edequity/lcapaddendum.asp>. Our first step was to pull district and school data from the DataQuest web page, using the most recent data available (2017-18). Using the definitions of ineffective, inexperienced, and out-of-field teachers provided on the website along with DataQuest and local data district staff worked to identify teachers in each category and the school where they worked. Staff placed that data into an Excel spreadsheet, creating six tables identical in function to the tables provided for the Equity Gap Analysis.

The results of that analysis are shown for each question below.

Minority students are not taught at higher rates than other students by ineffective teachers. We had no ineffective teachers, so there were no differences in rates.

Low-income students are not taught at higher rates than other students by ineffective teachers as there are no ineffective teachers.

In the district, we have 5.6 % inexperienced teachers. We have eighteen schools, with percentages of minority students ranging from 82% to 96%. In examining our data, there is no pattern of inexperienced teachers being more likely to teach at a school with a high minority enrollment.

Low-income students are not taught at higher rates than other students by inexperienced teachers.

The district has 0 out-of-field teachers indicating that low-income students are not taught at higher rates than other students.

Although we do not have disparities for either minority or low-income students, we will continue to monitor district data on a regular basis to ensure educator equity at all school sites. We remain committed ensuring all of our teachers are fully qualified and appropriately credentialed for their assignments. In order to continue to have zero ineffective teachers and of out-of-field teachers, we will continue implementing effective hiring practices which ensure our schools are staffed by fully credentialed teachers

Teacher certification and evaluation is monitored by the AUSD Human Resources Department throughout the school year. A process is in place where Human Resources personnel review teacher assignments and licensure several times a year. In the event that a student is taught for four or more weeks by a teacher who has not met state certification or licensure at the grade level or subject matter in which they are assigned, parents/families will be notified in writing by the Human Resources Department, in a language of preference. If disparities do emerge in the district, the Human Resources department will determine changes in assignment in order to rectify the situation.

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:

Azusa Unified School District has a Title I parent engagement policy that includes parents in development, revision, monitoring, and communication. The district will involve parents, including parents of English learners, migrant, low-income, homeless, foster youth, and students with disabilities in implementation of the Title I engagement plan and the review of Title I programs.

Azusa Unified School District will engage parents in an ongoing manner, including them in decision making at the school and district levels. School based parent committees, including School Site Councils (SSC) and English Learner Advisory Committees (ELAC), will meet regularly to collaborate on decision making for the school site. Title I funding decisions at the school site level will be brought to SSC and ELAC for review, discussion, and decision making. Schools will be supported in involving parents in decision making by the district. School plans will be developed in collaboration with the site-level parent committees and school leadership teams. The district will provide guidance, resources, and accountability measures that ensure schools are authentically engaging parents in decision making around Title I funding. This support will include surveys, use of social media and effective communication tools, and translation services. The district will provide for a Community Liaison at each school to support ongoing, meaningful, and two-way communication. Liaisons will bridge the home to school partnership. AUSD will provide opportunities for parents at all school sites to be trained as leaders in supporting students' academic achievement. This will be done primarily through the Families in School programs at each site. Teachers and principals will also participate in these groups, partnering with parents to engage them in the education of their students. The district will provide training to principals and teachers to build capacity in them to create strong parent-school partnerships. Parents provide input to the School Plan for Student Achievement through School Site Council and English Learner Advisory Committees utilizing data from California Dashboard, local assessments, and surveys. Evidence-based strategies are identified to support areas needing improvement at each school based on data. CSI and ATSI schools involve families in the same process, looking specifically at data points and criteria that determined sites' eligible for CSI and

ATSI. Schools identified eligible for CSI or ATSI will meet on a regular basis to exam quantitative and qualitative outcomes to measure effectiveness of evidence-based strategies implemented.

District level engagement groups will include the Parent Advisory Committee Plus, District English Learner Advisory Committee, Superintendent's Roundtable, and other parent forums developed to address specific interests, such as the Student Wellness Committee. These groups will have representatives from all schools and from all student groups, including English learners, low-income, foster, youth, and students with disabilities. These groups will regularly meet to review and provide input on district goals, budget decisions, the LCAP, and Title I program implementation. Two-way communication between the district and parents is a key element of the district- and school-level parent committees.

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:

Schoolwide programs are implemented at the TK-5 level. Targeted assistance programs are in place at all 6-8 and 9-12 schools. In all of the programs, students will be identified in various ways. In the early grades, teachers will conduct formal observations that may result in student identification for academic support. In grades 1-12, local and state assessment data will be regularly used to identify students most in need of services.

At the secondary level, students are identified for targeted assistance in English language arts if they are achieving below grade-level standards on the language arts portion of CAASPP, Reading Inventory assessment, and district benchmark assessments. Students are identified for targeted assistance in mathematics if they are achieving below grade-level on the mathematics portion of the CAASPP assessment and district mathematics benchmark assessments.

Parents will be included and consulted in the identification. Parents' understanding of state assessment data will be made possible through monthly principal meetings and family education programs.

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 services Azusa Unified School District provides to homeless children and youths include transportation, supplemental school supplies, school clothing and shoes, backpacks, hygienic products, holiday family food baskets, blankets, and tickets for school social and celebratory events such as prom and Grad Night.

These services will continue to support homeless children and youth by providing reliable transportation (bus passes or other means of transportation) so that students can remain at their school of origin, maintain high levels of attendance, and move freely in the community. Affordability issues pose a barrier to students, the services will provide opportunities for homeless children and youths to participate in extracurricular activities and events in the manner offered to all other students, thus providing qualifying students the ability enjoy the full school experience. Additionally, by providing new school supplies, clothing, shoes, backpacks, and personal hygiene products the district reduces the occasions and conditions in which the potential stigma of homelessness may occur. Food baskets will be delivered at holiday times and provide a sense of compassion and community for the families who receive them as well as those who contribute to basket production and delivery.

A district Homeless Liaison will continue to support all work with homeless children and youths including community outreach that supports connecting families with other agencies that are able to help with family services and health needs. The liaison will provide professional development with respect to supporting homeless students to administrators and other school personnel. The Homeless liaison provides resources for social services, affordable housing, food banks, summer programs, tutoring, and domestic violence assistance. The Homeless Liaison will also connect families to medical, dental, and other health supports including transporting students to appointments for immunizations and other necessary health needs.

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:

California State Preschool is offered at eight elementary school sites in the district. Early Transitional Kindergarten (ETK) is also offered at all elementary sites in Azusa Unified School District. Preschool and ETK teachers across the district will collaborate on a regular basis to review Desired Results Developmental Profile (DRDP) and for curriculum planning. Both the preschool and ETK programs will benefit young students in being better prepared for kindergarten and beyond.

Kindergarten transition will be supported in various ways throughout the district. Camp ABC programs will be offered as a bridge for our early learners a week before school begins to help familiarize children and families with staff, routines, and expectations. District-wide Kindergarten Orientation events will provide families with information and help parents and families better prepare their children for kindergarten.

The transition from 5th grade to middle school will begin with a Fifth Grade Parent Night where middle school counselors and administrators present information about the various programs offered at the middle schools and answer questions parents and students may have. Middle school counselors will also support students by scheduling visits to elementary school sites to meet with students for academic planning. The counselors will meet with students and provide information about academic programs, electives, and activities. Students will be given an opportunity to have their questions answered and will be able to select their elective for the following year. In the spring, transitioning 5th graders will be transported to the middle school for an in-person visit, where they will have an opportunity to observe classrooms and meet teachers. Furthermore, the district Families in School program will offer a Middle School Transitions module for parents of fifth graders at all elementary school sites.

For students transitioning to high school, the district will host several 8th Grade parent education nights about high school and college readiness in order to assist parents in supporting their students' transition to high school. Counselors will meet with students to outline a four-year plan and to enroll 8th graders in courses for the following year. Furthermore, the district Families in School program will offer a High School Transitions module for parents of eighth graders at all middle school sites.

District high schools will coordinate college fairs, college visits, college application nights, and financial aid assistance events for families and students transitioning from high school to college and careers. All high school students will be offered opportunities to participate in the Early College Program, Advanced Placement courses, an International Baccalaureate program, ROP courses, and CTE pathways that lead to certifications. Furthermore, the district Families in School program will offer a College and Career Transitions module for high school parents at all school sites.

Students in grades six through twelve will have access to Naviance college and career planning software. Parents will also be able to access information on Naviance to support their student. Counselors in middle and high school will use Naviance to provide students career interest and strength surveys, to create academic plans, and to support transitions to institutes of higher education and careers.

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:

Summer school courses in will be offered to rising sixth, seventh, eighth, and ninth grade students who are long-term English learners and/or not meeting grade-level standards in English language arts and mathematics.

All schools, PK-12, will have a library and computer lab on site. Staff for libraries will be provided for all schools to support student access to library materials. Additionally, library staff support the use and organization of libraries. Beginning in elementary school, staff will guide students in learning to navigate the materials and understand the systems of organization used in the library. School libraries will receive funding through the district LCAP, Title I funds will supplement these LCAP funds to enhance libraries for at-risk students.

The computer labs will also be staffed with personnel that support students and families in developing digital literacy. In computer labs, students will have access to various software programs and hardware, this is in addition to technology that students utilize in classrooms. Computer labs will also be utilized to support parents and families by providing access and training with technology.

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:

Azusa Unified School District will continue to offer a system of professional growth and improvement that includes teaching staff, administrators, and paraprofessionals. A continuous cycle of inquiry informs the professional development that is provided to all staff. Professional learning will include the opportunities for inquiry and classroom-based instructional coaching which provides supplementary support for the implementation of academic standards and research-based pedagogy.

A New Teacher Induction Program will support eligible teachers by providing the second tier of the teacher credentialing system in addition to providing comprehensive support for beginning teachers. This program will be delivered in collaboration with the Los Angeles County Office of Education.

The district will provide teaching staff professional development and ongoing support in the implementation of district initiatives. Administrators will be invited to participate in the same professional learning opportunities as teachers in order to ensure an organizational-wide understanding of the expectations for teaching and learning and to support instructional leadership.

Administrators will attend monthly Instructional Leader sessions to further develop their leadership to provide professional learning in a collaborative environment. Within the context of the Instructional Leader sessions, principals will participate in their own professional learning communities. New principals will be further supported by an assigned mentor with whom they meet on a regular basis. There are additional New Principal Meetings that will be facilitated by the Assistant Superintendent of Educational Services and the Director of Curriculum and Instruction. New administrators who are seeking to clear their credentials will be involved in an Administrative Services Clear Induction Program.

Finally, all district managers and administrators will participate in an annual Leadership Retreat to build coherent, district-wide structures and to develop leadership to further student learning at their sites and throughout the district.

Paraprofessionals will also have opportunities for professional learning. They will participate in district-wide trainings as well as site and assignment-specific professional development sessions. The district will provide training for paraprofessionals to further their skills in supporting student learning.

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:

State and local assessment data along with free and reduced lunch counts will be used to inform the prioritization of funds for schools as 14 of our 16 school sites are high poverty. These data will include CAASPP, ELPAC, as well as district assessments in language arts, mathematics, and language development.

Additionally, the district will meet with schools identified for comprehensive support and improvement and targeted support and improvement on an on-going basis to review progress per local formative and summative assessments in order to determine needs. Additional funding will be directed to these sites in order to support professional development for staff in identified areas of need, specifically to support evidence-based strategies identified in school plans.

Survey data collected from all stakeholders will be reviewed by the district to help guide decision making for allocation of funds. In addition, information gathered from various parent and community stakeholder groups (ie. DELAC, PAC+, Superintendent's Roundtable) will also be utilized to support the prioritization process.

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:

Data around student academic achievement will be examined on a regular basis at the school site and district level to help determine the professional learning needs for teachers and administrators. Data from district common assessments will be examined three times a year for English Language Arts and mathematics. Teachers will work in professional learning communities to address student learning needs identified through the assessment data. Data from other student monitoring programs will also be utilized to identify areas of growth and need.

Administrators meet three times a year to use common observation protocols to examine instructional practices at sites and participate in administrator professional learning communities to support a continuous cycle of improvement.

Data from staff surveys will indicate the quality and usefulness of the professional learning offered by the district. Title II programs will work in conjunction with other district programs and funding to address and extend professional learning.

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:

Azusa Unified School District will provide supplemental, evidence-based professional development to teachers, administrators, and paraprofessionals to increase the academic achievement of English learners (ELs). Instructional coaching and professional development will focus on addressing the specific learning needs of English learners, long-term English learners, as well as redesignated English learners in response to data collected through ELPAC, CAASPP, and local assessments. Additional targeted support will be provided to supplement the core program.

Contracted personnel will work with teachers in designated and integrated English Language Development instruction at school sites to enhance the academic achievement of ELs by coaching in strategies that promote academic language acquisition. A four Saturday series was provided to teachers in utilizing the Next Generation Science Standards and English Language Development standards in tandem with the adopted language arts curriculum to develop hands-on units of study that promote academic discourse. An emphasis was placed on developing complex prompts that would support students in sustaining academic conversations around text and experiential learning. On-going coaching is provided by English Language Arts/ English Language Development Teachers on Special Assignment.

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:

Azusa Unified is committed to ensuring immigrant children and youth are provided with enhanced educational opportunities and experiences. All school sites will have a community liaison and a parent center where immigrant families will be able to access academic and social support for students. Azusa Unified will also partner with Azusa Pacific University and McKinley Children's Center to provide counseling services at school sites. Immigrant students and families will be able to

receive social and emotional support through these partnerships. A district community liaison and homeless liaison provide immigrant families with access to clothing, school supplies, medical, and dental resources as needed.

Newcomer programs are available for immigrant students at various school sites. The program is differentiated by need and are provided for EL immigrant and non-EL immigrant students. Our newcomer classes serve as a short-term program for immigrant students to support language development, literacy, and social acculturation. Currently 100% of our immigrant students are also EL. Funds will supplement these programs by supporting additional language tutors, instruction aides, and primary language resources. Supplemental summer school programs are provided for newcomer students to provide academic support and earn addition credits.

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:

In order to strategically increase English language proficiency and the academic achievement of English learners, Azusa Unified School District will implement supplemental programs and supports for English learners. Additional sections of intervention will be provided for English learners in grades TK-12 to address language acquisition and academic achievement.

The district will continue to offer an elementary dual immersion program in Spanish and English to support English learner language acquisition to two languages. This program will expand annually by grade level so that students will graduate high school qualifying for the State Seal of Biliteracy. Professional development for dual immersion staff will be supported through Title III to increase understanding of the Common Core Standards in Spanish and support instructional strategies specific to dual immersion classrooms. Supplemental instructional materials will be provided to ensure student access to authentic literature, poetry, and music.

ELA/ELD specialists will work with teachers serving students in Structured English Immersion programs by developing expertise in providing both daily designated ELD and integrated ELD throughout the school day. Instructional coaching will be offered and takes place across the various language programs available in the district including, Dual Language instruction, Structured English Immersion, Specifically Designed Academic Instruction in English, and mainstream English classes.

Parents will be informed of the various language programs available throughout the district through the language assessment office. Parent meetings will be held at several locations and times throughout the school year. Parents also may attend information and support meetings at their local school site. Parent engagement opportunities and workshops will support parents in understanding state standards, curriculum, and ways to support their students' academic achievement.

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:

Elementary and secondary schools assess English language acquisition progress through the use of English Language Proficiency Assessment California (ELPAC) as well as local assessments which include: common formative assessments, LAS Links, and the district adopted ELD curriculum assessments.

English Learner progress will be monitored through the use of Aeries, Illuminate, and ELlevation to ensure EL students are progressing linguistically and academically. Administrators, teachers, and support teachers will utilize data to identify the instructional needs of EL student(s), inform integrated and designated ELD instruction, and inform needs for professional development. Further, the English Learner Services department will continue to monitor the ELD groups and schedules. Utilizing ELlevation, ELPAC data, and state and local assessments, the English learner services department will monitor EL and RFEP progress. The department will oversee the implementation of assessments used to monitor academic achievement. Additionally, staff will monitor students who are at risk of becoming Long-Term English Learners (LTELs). Catch-up plans will be developed in collaboration with site EL Contacts for students not making adequate progress. ELD schedules will be collected each trimester by the EL department to ensure student access to daily designated ELD at the elementary level. At the secondary level, course schedules will be examined for all English learners at the semester to ensure that all EL students are placed in an ELD class. D and F reports will be examined at the trimester to ensure integrated ELD support is being provided in content area courses.

Azusa Unified School District is committed to providing a high-quality instructional program for English learners. This includes professional development opportunities, supplemental materials, and intervention programs designed to ensure that English learners make adequate yearly progress in developing English proficiency as measured by ELPAC and SBAC achievement levels.

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:

In developing a plan that includes all stakeholders, Azusa Unified School District will collaborate with community members, parents of students including the parents of English language learners, staff, and students.

Azusa Unified School District will continue to expand efforts to support safe and healthy students by addressing student mental health needs. The district will continue partnerships with the McKinley Children's Center and Azusa Pacific University who will provide site-based therapists to support the mental health needs of all students. Practices that promote safe and healthy students will be integrated into school programs that address bullying, harassment, restorative justice, and drug and violence prevention. A teacher on special assignment will work to support schools in Positive Behavior Intervention Supports, safety, and restorative justice. Thirty percent of the district Title IV funds will be allocated to supporting safe and healthy students.

The district will continue its efforts to build technological capacity. Azusa Unified plans to continue promoting the digital literacy of all students in order to ensure that all students build the capacities necessary to thrive as 21st century citizens and workforce contributors. The district will continue to support high-quality professional development in technology for staff that will enhance student learning and engagement to improve academic achievement. Thirty percent of the district Title IV funds will be directed to supporting the effective use of technology.

Well-rounded educational opportunities will be provided to students by increased access to foreign language courses, arts, and music education. New supplemental materials will be adopted to strengthen instruction in social sciences. Students will be provided access to accelerated learning opportunities including AP courses, IB programs, and early college program. AP, SAT, and PSAT exam fees will be funded for all students. College and career counseling will be provided to students beginning in elementary school. College nights and workshops that support student admission and financial aid will be offered to parents and students to increase access to higher education. Forty percent of the district Title IV funds will be allocated to providing students a well-rounded education.

Parent advisory committees, site staff, and district administrators will annually examine various data sources including; the California Healthy Kids Survey data, District Annual Survey data, California Dashboard, participation and scoring reports to evaluate the effectiveness of the activities implemented.