

# Local Control and Accountability Plan (LCAP) Federal Addendum

## Every Student Succeeds Act (ESSA)

### School year

2022-2023

### Date of Board Approval:

May 18, 2023

### LEA name:

Antelope Valley Union High School District

### CDS code:

19642460000000

### Link to the LCAP:

(optional)

[AVUHSD 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

## 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.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LEAs LCAP Federal Addendum does not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

**Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.**

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

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

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

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

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP. The Mission of the Antelope Valley Union High School District, as stated in our Local Control Accountability Plan (LCAP) is "To provide a safe and secure learning environment that promotes rigorous curriculum and enables our students to develop the necessary academic, technical, and work-related skills of the 21<sup>st</sup> century. We do this by ensuring that our faculty and staff are provided opportunities to further their development in areas such as innovative classroom teaching strategies and the use of technology in the classroom. We envision that every student who graduates will be prepared to pursue college and any career to which he/she aspires".

Our LCAP has the following goals:

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

Goal 2 – Provide a 21<sup>st</sup> Century learning environment and rigorous curriculum that allows students to have multiple experiences and opportunities for academic, collegiate, professional, and personal growth.

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

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

Goal 5 – Ensure that Students with Disabilities are being provided equitable access to resources related to College and Career Readiness, 21<sup>st</sup> Century Learning, and a safe and positive school climate.

Since all of our schools are Title I sites with Schoolwide Programs, our strategy is to coordinate the braiding and layering of our state and federal funds to meet the goals and objectives stated in our LCAP. Alignment is maintained with School Plans for Student Achievement (SPSAs) goals and actions, while ensuring compliance with all respective state and federal requirements by law.

Specifically, we leverage federal funding to build, supplement, support, and enhance our state resources in connection with our local priorities, and initiatives aligned to our mission and vision. Intentionality is placed on the achievement of our goals and actions so that ultimately, all of learners will become prepared to pursue college and any career to which they aspire.

The Antelope Valley Union High School District has nine major initiatives geared toward increasing equity and access for our students while maintaining alignment to our Mission statement and Graduate Student Profile.

### **A-G Completion:**

AVUHSD will strategically strengthen and expand existing district programs in order to increase the number of high school students, particularly unduplicated students and students with an IEP, who graduate with A-G eligibility. Programs and services to increase A-G completion are outlined in our LCAP and include an A-G communication plan for families, students, faculty, and staff, examining current grading policies for examples of “mastery grading” and grade improvement incentives, professional development for teachers, and examining scheduling practices.

### **Ancillary Instructional Materials:**

A major LEA initiative is to use state funds to provide teachers with ancillary classroom instructional materials that support state standards. Items such as lab equipment and hands-on materials that supplement project-based learning and student collaboration have been purchased across content areas, such as the arts and Academy pathways to enhance conceptual learning. Federal funds are then used at the site level, in accordance with School Site Council (SSC) and SPSA budgets, to provide supplemental classroom instructional materials and supplies to further address the academic needs of struggling students.

### **AVID / Naviance:**

Implemented specifically to address the goal of College and Career Readiness is Advancement via Individual Determination (AVID). AVID is a college readiness system that addresses four components – Leadership, Culture, Systems, and Instruction. All of our comprehensive sites have certified AVID programs. AVID strategies are implemented throughout the district, with about 13% of our students receiving additional support in an AVID elective class.

Naviance is a digital platform that helps our students plan their post-secondary path based on their strengths and interests. Our aim is to increase access for students by removing financial, logistical, and exclusivity barriers.

### **Career Academy Pathways / Linked Learning:**

The AVUHSD Career Technical Education programs include academy and pathway models that prepare all students for college and career through integrated programs of study that allow students to have a full range of post-secondary options after high school. Students in the academies learn within a small learning community of cohorted classes that follow the Linked Learning frameworks of

rigorous academic college prep courses, CTE courses, student support services and a continuum of work-based learning experiences. There is an academy at each of the district's comprehensive high schools focused on Engineering, Health Sciences, Public Services, Education/Social Services and/or Arts Media and Entertainment. The CTE pathways offer a 3-4 sequence of courses within a specific industry sector of Engineering/Manufacturing, Health Science, Agriculture, Transportation, Arts, Media and Entertainment and Information Technology. Every comprehensive high school and alternative schools offer at least one CTE pathway. The CTE program aligns with the mission/vision of the district and adheres to the essential elements of measurable quality indicators as identified from CDE and California Workforce Pathways Joint Advisory.

### **College Board:**

The AVUHSD administers the PSAT and SAT during the school day to minimize logistical barriers, such as transportation and time on Saturdays, for the purpose of taking these assessments. State funding has allowed us to expand the administration of the PSAT. The PSAT is administered once per year to 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders. The results of the PSATs give teachers and students feedback on determining which standards to address or skills to review to be better prepared for the SATs. The results are also used formatively to address skill gaps that can be supported in extended day tutoring opportunities.

The elimination of financial barriers is also tied to this initiative by off-setting the cost of Advanced Placement (AP) exams for students. Our district uses state funding to increase the number of AP course offerings as well as lower the cost of AP tests from \$95 to \$5 for each test taken. If a student cannot afford the \$5, our district will cover the cost. A low-income student can now take as many tests as they wish, with cost no longer being a concern or barrier.

### **Counseling Services Expansion:**

Another major initiative that directly supports LCAP goals is the expansion of counseling services with additional counselors, in order to lower the counselor-to-student ratio to better address the academic, social/emotional, and college and career readiness needs of our students. As we fully implement Multi-Tiered Systems of Support (MTSS) across the district, counselors will continue to play a critical role in the identification of students in need of various supports.

### **Multi-Tiered System of Support (MTSS):**

The greatest initiative this year, in support of all of our LCAP goals, is to implement a Multi-Tiered System of Support (MTSS) that assists our schools in addressing our Common Assurances – behavioral, academic, and social-emotional needs of our students. Having a better understanding of what our students need and when they need it, will help us in providing the right support at the right time for a high quality, well-rounded education. The MTSS framework includes a network of community partners, families, counselors, teachers, site/district administrators, and support staff, working together, as a team, to understand, identify, implement and monitor these tiers of support in a systematic way. Through the use of data, integrated into early warning detection systems, all students can be identified early, as needed, to access supports and experience success in graduating A-G compliant and being College and Career ready.

### **Professional Development / Instructional Partners:**

State funding is used to provide four student-free days each school year that are set aside for professional development for teachers, classified staff, and administrators.

State and federal funding is used to provide teacher support and feedback from Instructional Partners, site administrators, and district administrative staff through the use of DigiCoach, a digital tool that captures implementation data on classroom walk-throughs and provides summary reports. Teachers are given guidance and feedback, as well as collaboration time, on how to use the results of walk-through reports and student assessments to use in their decision making, as it applies to lesson design, instructional delivery, student collaboration, technology integration, and intervention options, in order to engage students more effectively and increase their ability to master challenging state standards.

### **Technology Expansion and Replacement:**

The use of technology is an essential component of the Antelope Valley Union High School District's initiatives. Throughout the COVID pandemic, the district strategically leveraged federal emergency and state funds resulting in a student-to-device ratio of 1 to 1. In addition, the district maintained the required number of devices in each classroom for all students to have access to a device. The district also supports technology at home through a student device handout program to students who do not have the required technology at home. Students are provided internet access if they do not have ample access at home. Furthermore, the district provides digital access to all textbooks (eBooks) and an extensive library of third-party software systems. In order to maintain and upgrade technology to current and future standards, the district will continue to leverage state and federal funds to provide these services to students and teachers.

In order to effectively integrate technology with instruction, teachers and administrators are provided with professional development using a variety of Google tools and applications that help them manage their classrooms, communicate effectively, and engage students. AVUHSD teachers and administrators are encouraged to become Google certified and over half of the staff is Google certified, with many district staff becoming Google Trainer of Trainers. The district will continue to create both synchronous and asynchronous professional development to sustain technology training.

## **Alignment**

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

As we review and refine our district initiatives, we analyze data and conduct needs assessments along the way that help us prioritize and align state and federal expenditures to address student needs across domains, in our various implementations and initiatives.

Since all of AVUHSD schools are Title I schools with Schoolwide Programs, alignment means that our achievement goals and objectives are aligned between our district and school level plans. The actions and expenditures to meet those goals and objectives may vary from site-to-site, depending on site-based needs assessments, however, all of our schools are headed in the same direction with the same finish line of College and Career Readiness.

Interdepartmental partners within the LEA coordinate the braiding and layering of our state and federal funds, to create a high-quality teaching and learning experience, in support of a well-rounded education for our students. We use state funds to build a quality core program that serves to address the needs of all students and identified student groups by increasing access and removing barriers to Post-secondary or College and Career Readiness. We coordinate the braiding and/or layering of our federal funds to build upon that effort by offering alternative interventions, expanding programs district-wide, or fully implementing and supplementing initiatives that show evidence of supporting student academic progress.

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

For example, tutoring is a part of increased services for all students. While targeted state funds pay for tutor.com, so that all students have the opportunity to receive on-line tutoring 24/7, some students need additional tutoring and/or prefer face-to-face tutoring in order to be successful, which is then paid for with Title I funds. While all students receive the benefits of AVID school-wide support, some students need the AVID elective to become College and Career Ready and to meet challenging state standards, so AVID Tutors and the AVID Coordinator is paid for with Title I Funds.

We also coordinate the braiding of state and federal funds to support district-wide academic initiatives that, without federal funds, could not be fully implemented. For example, site Instructional Partners (IPs), who support teachers on the implementation of state standards, could not be fully implemented at all sites, without both state and federal funds, which ensures that all sites have multiple instructional partners who are able to address the needs of teachers by subject area who can support and implement a well-rounded education for students.

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

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

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

## ESSA Provisions Addressed Within the LCAP

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

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

#### Overuse in Discipline Practices that Remove Students from the Classroom

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

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

#### Career Technical and Work-based Opportunities

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

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

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

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

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

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
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.

School Site	Total Enrollment	Low Income Enrollment	% Low Income Students	Minority Enrollment	% Minority Students	Total Teachers	# of Ineffective/Misassigned Teachers	% Ineffective/Misassigned Teachers	Number of Inexperienced Teachers	% of Inexperienced Teachers
AAV	638	352	55%	186	83%	4	1	25%	0	0%
AVHS	1458	1252	86%	1497	96%	66	1	2%	2	3%
DWHS	714	623	87%	346	92%	13	0	0%	2	15%
EC-AVC & SV	464	250	54%	401	88%	18	0	0%	0	0%
EHS	2744	2136	78%	2507	95%	100	8	8%	10	10%

<b>HHS</b>	2844	1609	57%	2558	91%	109	6	6%	6	6%
<b>KHS</b>	2927	1715	56%	2665	96%	113	5	4%	6	5%
<b>LHS</b>	1584	1308	83%	1447	92%	61	4	7%	4	7%
<b>LnHS</b>	2726	1573	57%	2336	88%	107	4	4%	9	8%
<b>PHS</b>	2505	1674	67%	2353	96%	99	7	7%	6	6%
<b>PXHS</b>	33	32	97%	26	84%	6	0	0%	3	50%
<b>QHHS</b>	3031	1287	42%	2155	70%	108	2	2%	2	2%%
<b>RREX</b>	635	518	82%	390	98%	11	0	0%	0	0%

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

New teachers gain experience quickly and are provided with support through the induction and mentoring program. They also have the support of site-based Instructional Partners and mentors who are assigned to them.

The majority of classrooms are taught by highly effective and experienced teachers who are specifically trained for the assignment they teach, however, at this time we have over 40 vacancies, due to a state-wide teacher shortage. The strong recruitment efforts of Personnel Services keep these vacancies to a minimum, but in the event that vacancies are identified, AVUHSD uses substitute teachers to immediately fill the vacancy. In instances where long-term substitutes are employed to fill vacancies, those individuals are provided with support from veteran teachers on the site, as well as included in all professional development opportunities at the site and/or district level.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan. Extensive training and feedback with the field revealed the need for clarifications to the definitions to include specific permits and authorization that fall under each of the definitions.

Term	Definition
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> <li>• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or</li> <li>• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)</li> <li>• An individual who holds no credential, permit, or authorization to teach in California.</li> </ul> <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> <li>• <b>Provisional Internship Permits,</b></li> <li>• <b>Short-Term Staff Permits</b></li> <li>• <b>Variable Term Waivers</b></li> <li>• <b>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</b></li> </ul>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:</p> <ul style="list-style-type: none"> <li>• General Education Limited Assignment Permit (GELAP)</li> <li>• Special Education Limited Assignment Permit (SELAP)</li> <li>• <b>Short-Term Waivers</b></li> <li>• <b>Emergency English Learner or Bilingual Authorization Permits</b></li> <li>• <b>Local Assignment Options</b> (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</li> </ul>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

## 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.

To meet this requirement, LEAs must provide a description of the following:

**ESSA Section 1112(b)(3):** how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

**ESSA Section 1112(b)(7):** the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, and other 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; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))

6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will 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 (ESSA Section 1116(f)).

Also include how the LEA will align parent involvement required in Section 1116 with the LCAP stakeholder engagement process.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

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

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

The District English Language Advisory Committee (DELAC) and District Title I Parent committee members attend various conferences and workshops, such as CABE. Throughout the year, our parents have the opportunity to increase their understanding of State and Federal budget requirements, program goals and objectives, and of their role in the development and evaluation of school and district level plans and policies through meetings and presentations.

We have seen attendance at our DELAC meetings increase and our parents are taking a more active role in planning and participating in these meetings. The DELAC parents have started to give input on the DELAC agendas.

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

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

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

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

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

Our schoolwide programs use evidenced-based, reform strategies, such as Advancement via Individual Determination (AVID) and Instructional Partners (Coaches) districtwide to raise academic achievement and build college and career readiness for all students. Instructional Partners support effective instruction and are assigned teacher groups to offer differentiated support and feedback in

the areas of curriculum, instructional strategies, lesson design, and assessment practices. High-quality professional development coupled with implementation support and feedback from instructional partners ensures that instruction is provided by highly effective teachers across content areas that allow our students to receive a well-rounded high-quality educational experience.

Underperforming students are identified through GPA, Lexile scores, state and local assessment results, and are provided supports through an MTSS framework process. Interventions such as Read 180, Math 180, extended day tutoring, lower class sizes, small group instruction and credit retrieval options are offered at all schools.

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

Students with special needs are provided with additional materials, supplies, strategies and supports from Title I funds that supplement their core program and help support their academic progress, A-G access, graduation success rate, and College and Career readiness. The facilitated IEP process is implemented at all sites, with parents having a collaborative role with teachers and administrators in the process of developing IEP goals and objectives for their child. Feedback from parents on this initiative has been very positive as parents have shared that their questions and concerns are addressed sooner and more comprehensively.

## **Homeless Children and Youth Services**

### **ESSA SECTION 1112(b)(6)**

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

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

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

## Student Transitions

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

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

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

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

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

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

We have also expanded our AP course offerings and Academy Pathway offerings that are university approved and/or articulated with AVC, so that more of our students can earn college credits from their high school classes. We also offer dual enrollment options for students who wish to take college classes while in high school to increase college credit offerings throughout the school year. We have expanded our number of counselors each year in order to increase student access to dual and concurrent enrollment opportunities.

Additionally, each comprehensive high school participates in a roadshow during Spring of each year. This involves a team of teachers, students, administrators and counselors visiting their feeder middle schools. These roadshows provide middle school students with information about A-G and graduation requirements, AP and elective options, Academy Pathway descriptions, extracurricular activities, AVID, and intervention/ support resources available to them.

AVUHSD Directors and Coordinators in Math/Science and ELA/Social Studies collaborate monthly with our feeder districts and higher education to share ideas and solve problems, make instructional decisions, and share strategies that support cohesive practices and successful transitions from kindergarten through junior college, while increasing student achievement.

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

### **ESSA SECTION 1112(b)(13) (A–B)**

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

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

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

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

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

## **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:**

#### **Address these questions:**

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities

5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

### **TEACHERS:**

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

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

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

### **PRINCIPALS AND SCHOOL LEADERS:**

While the district does not have an induction program, it partners with the Kern County Office Superintendent of Schools to offer the California Administrative Services Credential to new administrators during their first two years. Administrators select 3 California Professional Standards for Educational Leaders (CPSELs) per year as their focus areas and, in conjunction with a district-appointed coach, identify projects that demonstrate their competence in each area.

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

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

Administrators meet once per month for administrator professional development series where they are trained in data analysis, teacher and student support, and technology integration. Vice principals are offered monthly training facilitated by the directors of educational and student services.

### **Building Leadership Capacity of Teachers, Principals, and School Leaders**

Teachers who are exemplary in their practice are given opportunities to become instructional partners and teacher mentors. Instructional coaches have release periods to support on-site teachers with instructional strategies and support district curricular initiatives. Emphasis is given to English learners and classrooms with at-risk learners. Instructional coaches are trained once per quarter in various

areas, such as coaching practices, data analysis and technology. Teacher mentors support beginning teachers and are trained in addressing the teacher development phases of new teachers.

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

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

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

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

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

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

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

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

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

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

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

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

Examples of Federal Title I, Title II and Title III funded Professional Development offerings include but are not limited to the following: AVID, ICLE-Digital Leadership and Learning, The Math Literacy Project, Project Based Learning (PBL), Read 180, Catapult, LACOE, Literacy, NGSS, State and National Title I, ISTE, Title III Accountability Conf., CISC, etc.

## **Prioritizing Funding**

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

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

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

#### **Address these questions:**

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c) .
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

Antelope Valley Union High School District utilizes a District leadership team to analyze all student data pertaining to achievement throughout the school year. Decisions regarding funding allocations and other budgetary decisions for training and the dissemination of Title II funds are based on a student enrollment formula and are reviewed by the Business Services department.

The needs of each school are considered through the District leadership team in order to best meet the needs of students at specific school sites. All decisions pertaining to funding are made with a central focus on equity. High poverty schools have priority to receive additional professional development offerings that support effective learning environments with evidenced-based practices.

Additional support is provided to address the specific needs of teachers as they implement instructional strategies through Instructional Partners who provide timely coaching and feedback for continuous improvement.

Currently, there are three schools identified for Comprehensive Support and Improvement (CSI) activities or for targeted support and improvement - Highland High School, Desert Winds Continuation High School, and R. Rex Parris High School. Schools were identified based on the following:

**Highland High School** - Per the 2019 California Dashboard - All indicators either Orange or Red - Suspension - Orange, Graduation Rate - Orange, College/Career - Orange, ELA - Orange, Mathematics - Red

**Desert Winds Continuation High School** - Per the 2019 California Dashboard - Graduation Rate - Red (declined 6.6% from previous year)

**R. Rex Parris High School** - Per the 2019 California Dashboard - Graduation Rate - Red (declined 5.1% from previous year)

Each CSI school receives a budget and District leadership works with those site administrators to create a plan to help them improve student achievement.

## 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:

#### Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following stakeholders to update and improve Title II, Part A-funded activities:
  - a. Teachers
  - b. Principals and other school leaders
  - c. Paraprofessionals (including organizations representing such individuals)
  - d. Specialized instructional support personnel

- e. Charter school leaders (in a local educational agency that has charter schools)
  - f. Parents
  - g. Community partners
  - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these stakeholders.

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

### **TEACHERS**

The district consults with teachers via pre-assessment surveys to determine their perceived instructional needs. In addition, teacher leaders within the instructional partner group meet quarterly with district curriculum and professional development coordinators to collaborate and contribute their assessments of current initiatives. Feedback is consistently sought on district professional development activities, and the results, acted upon by district leadership.

### **PRINCIPALS and OTHER SCHOOL LEADERS**

Each month an Administrator Series is held to apprise principals and other leaders of district goals and programs. These include, but are not limited to, Title II funded activities, such as professional development that supports frameworks and initiatives. The professional development coordinator and curriculum coordinators also attend principals' and assistant principals' meetings to report on teacher participation in professional development as well as promote upcoming curricular and training events.

### **PARAPROFESSIONALS**

Title II funds are not used to support paraprofessional professional development at this time. Therefore, there is no consultation with them.

### **SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL**

Title II funds are not used to support professional development for specialized instructional support personnel at this time. Therefore, there is no consultation with them.

### **CHARTER SCHOOLS**

Title II funds are not used to support professional development for charter school leaders at this time. Therefore, there is no consultation with them.

## COMMUNITY PARTNERS

Title II funds are not used to support professional development for community partners at this time. However, Antelope Valley Union High School District does meet regularly with “AVCAC” to discuss articulation with feeder school districts and local colleges.

## ORGANIZATIONS and PARTNERS

Title II funds are not used to support professional development for organizations or partners at this time. LCAP funding and/or grants are used to work with district partners and/or outside organizations, such as Catapult.

# 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.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

## THIS ESSA PROVISION IS ADDRESSED BELOW:

AVUHSD provides high quality Professional Development specific to the implementation of programs for English Learners to all staff members, including principals, teachers, administrators, paraprofessionals, and other school or community-based personnel.

At the District and site levels, AVUHSD implements professional development that targets the needs of Long-Term English Learners, which represent over 80% of the 2,300+ English Learners in the district. PD is provided to classroom teachers who work with LTELs, along with Instructional Partners, and Administrators overseeing each site's EL program.

During 2022-23, our district team has partnered with EL Rise! & LACOE to enroll cohorts of EL Site Teams and core teachers to participate in the Integrated and Designated ELD Strand for Secondary Teachers.

Each year, the AVUHSD EL Program welcomes input and feedback to reflect on current services for English Learners with a goal to improve. Input is collected from administrators, teachers, and paraprofessionals during district-wide EL Site Team PD, focused PD for specific groups, and site PD.

### **EL-Focused PD**

LACOE Guidance, based on CDE's EL FPM 12 Instrument: "EL-focused PD at the District and sites should be of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom."

Each school will provide at least two, one-hour PDs that focus only on ELs for all site staff.

- Sites are expected to provide at least one EL-focused PD each semester.
- EL Site Teams can decide to offer EL-focused PD at a staff meeting, Department Meeting, Non-Student Day breakout sessions, before or after-school PD, or Flex-Day options.
- AVUHSD EL-focused PD aligns with LCAP Goals 1.07 (EL Program Implementation), 1.08 (EL Reclassification & Monitoring), 1.12 (Ancillary Instructional Materials), 1.13 (Focus on Writing), 2.03 (PD), 2.07 (CTE opportunities), 2.08 (AVID), 2.11 (STEM Support), 2.14 (21st Century), and 3.09 (Classified PD), among additional LCAP goals.
- Some examples of 2022-23 EL-focused trainings include: ELD standards, State and District assessment administration procedures, Designated and Integrated ELD for Secondary Teachers, Ellevation, DataCentral, Supporting English Learners with the State Standards for each grade level, English Learner Strategies, Technology in the Classroom, and additional Distance Learning resources.

### **Long-Term EL Professional Development Goals**

During 2022-23, AVUHSD continues to focus on the needs of Long-Term English Learners to improve instruction for LTELs, increase their English Language Proficiency performance on the annual ELPAC exam, and achieve a higher Reclassification rate among LTELs.

With Professional Development, one challenge is building awareness, district-wide, among faculty in all subject areas to understand the academic and social needs among Long Term ELs. One goal with AVUHSD's new partnership with Ellevation is to give teachers with Long-Term ELs an easy-to-use platform to see the LTELs in the class rosters. This year, all ELA teachers are participating in the EL Student Monitoring Process with Ellevation, which contributes to their understanding of academic needs among LTELs.

AVUHSD supports a Long-Term English Learner Action Plan with goals to improve awareness with core teachers of the academic needs among LTELs, increase their English Language Proficiency performance on the annual ELPAC exam, and achieve a higher Reclassification rate.

**Below is LTEL Data (2021-22):**

Name	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
<a href="#">Academies of the Antelope Valley</a>	3	0	39	0	42	96	138
<a href="#">Antelope Valley High</a>	19	16	171	1	207	411	618
<a href="#">Desert Sands Charter</a>	1	0	74	0	75	127	202
<a href="#">Desert Winds Continuation High</a>	1	1	89	0	91	151	242
<a href="#">Eastside High</a>	26	10	286	0	322	747	1,069
<a href="#">Highland High</a>	35	16	232	1	284	709	993
<a href="#">Lancaster High</a>	18	13	135	2	168	514	682
<a href="#">Littlerock High</a>	16	15	275	0	306	581	887
<a href="#">Nonpublic, Nonsectarian Schools</a>	0	0	4	0	4	2	6
<a href="#">Palmdale High</a>	49	22	324	1	396	884	1,280
<a href="#">Phoenix High Community Day</a>	0	0	1	0	1	2	3
<a href="#">Quartz Hill High</a>	16	4	75	1	96	318	414
<a href="#">R. Rex Parris High</a>	0	3	92	0	95	228	323
<a href="#">SOAR High (Students On Academic Rise)</a>	1	0	2	0	3	132	135
<a href="#">William J. (Pete) Knight High</a>	29	18	308	1	356	1,030	1,386

### Report Totals

Name	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
<a href="#">Antelope Valley Union High</a>	214	118	2,107	7	2,446	5,932	8,378
<a href="#">Los Angeles County</a>	115,530	47,225	76,783	8,151	247,689	268,434	516,123
<a href="#">State</a>	497,471	211,055	379,290	39,832	1,127,648	963,056	2,090,704

The 2021-22 LTEL data above indicates that over 80% of the district's EL student population are designated as Long-Term English Learners. In response, the district's Long-Term EL Leadership Steering Committee is composed of Instructional Partners, EL site leadership, and administrators to develop solutions to support teachers in their work with LTELs.

The district has implemented a Long-Term English Learner Action Plan to ensure:

- All EL students will receive English Language Development in their core classes.
- Inclusion of more English Learner students in AVID.
- EL students will be encouraged to attend tutoring to improve reading and writing.
- WICOR strategies (Writing, Inquiry, Collaboration, Organization, Reading) will enhance the capacity for EL students to improve on the annual ELPAC exam.

Below are Reclassification Rates for the previous four years and EL data for 2022-23.

Year	Total Number of ELs Reclassified	Percentage out of Total Number of ELs
2022-23	TBD (250-350) estimate	TBD
2020-21	343	16.9%
2019-20	470	21.8%
2018-19	139	6.2%

Student Typology Group	2023-23 Total Numbers	Percentage
<b>EL students enrolled in AVUHSD</b>	<b>2,307</b>	<b>10.23%</b> (out of 22,534 students)
<b>Newcomers</b> (3 years or less in US public schools)	<b>197</b>	<b>8.5%</b> (out of 2,307 EL Students)
<b>Potential Long Term ELs</b> (4-5 years classified as EL)	<b>250</b>	<b>10.9%</b> (out of 2,307 EL Students)
<b>Long Term ELs</b> (6 or more years classified as EL)	<b>1,860</b>	<b>80.6%</b> (out of 2,420 EL Students)
<b>ELs in Special Education</b>	<b>560</b>	<b>23%</b>

### PD for Designated ELD and Integrated ELD

AVUHSD expects consistent implementation of Designated and Integrated ELD across all content areas from site to site and classroom to classroom. Teachers are encouraged to use strategies and activities in Ellevation for their subject's core curriculum. Ongoing Ellevation PD reviews instructional strategies and activities for teachers to use with English Learners.

To ensure ELs meet the California State Standards, teachers participate in EL-focused Professional Development that address the ELD Standards, with opportunities for teachers to design lesson plans aligned with their core subject's State Standards and the ELD Standards

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

Classroom teachers who work with LTELs, along with Instructional Partners, and Administrators overseeing each site's EL program have opportunities to participate in ongoing PD with follow-through and reflection.

- During 2022-23, the District Office provided EL PD with a focus on Math instruction, to help math teachers working with EL students improve their scores on the California Assessment of Student Performance and Progress (CAASPP) system. This is one EL-focused Math PD in an ongoing process to address the learning gaps among ELs and their math skills.

PD is designed with purposeful follow-through accountability. Each EL focused PD involves a systemic plan with structured follow-up activities to measure the effectiveness of PD content, to ensure a positive and lasting impact on the teachers' performance with LTELs.

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

## English Learner Teachers on Special Assignment

At the District level, two EL TSAs, support EL Site Programs throughout the district. Their primary responsibility is conducting Professional Development to address the needs among Long-Term ELs, working collaboratively with teachers to support lesson planning, analyze student data, monitor English Learners, conduct Parent meetings/workshops, and model teaching strategies to improve the academic gaps specifically in the area of English Language Development.

### Ellevation

AVUHSD partnered with Ellevation to implement a two-year pilot and rollout plan, starting in 2021-22 and continuing in 2022-23. The Ellevation digital platform digitizes and enhances the Monitoring process for the district's EL Program, and provides EL-focused Strategies, Lessons, and Activities to support teachers across all content areas.

Ellevation gives EL Site Teams an efficient data-driven dashboard and platform to monitor EL and Reclassified students, and ensure EL students are on course to reclassify and graduate. Consistent Professional Development is provided for certificated and classified staff to understand and use Ellevation. All English Learners will receive support until they achieve Reclassification.

- Ellevation PD, with a focus on guiding teachers to use Ellevation's Strategies, Lessons, Activities with EL students in all content areas, has been rolled out during 2022-23.

- District PD and site PD for Ellevation continues to build awareness among teachers to use this valuable resource for the purpose of improving instruction for English Learners.

Ellevation improves digital access to EL students for EL Site Teams and their work with EL and Reclassified students, to ensure students are on course to reclassify and graduate.

### B.E.L.I.E.F. Modules

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

- The B.E.L.I.E.F. modules provide an ideal opportunity for follow-through accountability, including classroom implementation, observations, debrief and reflection, and opportunities to improve teaching. Modules are specifically designed to address ELs in Special Education and the needs of Long-Term ELs. The district office will provide support and guidance for each site in the district to provide ongoing PD aligned with the Modules.

PD is designed with purposeful follow-through accountability. Each EL focused PD has structured follow-up activities to measure the implementation of PD content, to ensure a positive and lasting impact on the teachers' performance with LTEs.

- During 2022-23, the district office is supporting ongoing EL PD with a focus on Math instruction, to help math teachers working with EL students to improve their scores on the California Assessment of Student Performance and Progress (CAASPP) system.

- EL-specific DigiCoach site visits, to observe and support teachers working with LTELs, provides valuable feedback to help us develop PD for the needs of teachers. EL TSAs have a leadership responsibility to provide on-site support for teachers, design and facilitate EL-focused PD for sites, and monitor EL and Reclassified EL students.

AVUHSD expects consistent implementation of Designated and Integrated ELD across all content areas from site to site and classroom to classroom.

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

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

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

### **English Learner Site Team Professional Development**

The District Office provides guidance and support for EL Site Teams with the following schedule of ongoing professional development:

- Monthly 2-hour training of schools for EL Site Program Coordinators
- Monthly guidance for Bilingual Secretaries to support EL Programs (PowerSchool, etc.)
- Quarterly all-day training of ELD teachers (Provided by district-other funds)
- Quarterly trainings for Bilingual Instructional Aides (Provided by district)
- Quarterly EL Site Team trainings with all EL staff from each site
- One-on-One Instructional Coaching for ELD teachers with ELD Consultant.
- Conferences (CABE, CAASFEP, Accountability Leadership Institute, etc.)

Monthly training of program for Director and Program Coordinators (provided by LACOE's Bilingual/EL Directors' Network)

## Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

#### English Learner Program

The AVUHSD English Learner Program is coordinated at each comprehensive school with an EL Site Program Coordinator. The purpose of the English Learner Program is to assist English Learner students to gain proficiency in English and achieve success in all core subjects. English Learner students are placed in one of three programs based on the results of the English proficiency exam (ELPAC):

- Sheltered English Immersion (SEI): Designated ELD Elective

English Language Mainstream (ELM)

Alternative Program – requires a parent exemption waiver

All English Learner students receive Designated ELD in either a support class or in their ELA class. Additionally, they receive additional support in the form of integrated ELD in their core classes. The teachers to whom they are assigned have their EL Authorization. Those students who demonstrate the lowest levels of English proficiency receive additional support from a bilingual instructional aide.

All English Learner students are monitored quarterly and all reclassified students are monitored for a period of at least two years. In addition,

#### EL Authorization for Teachers

State and Federal laws require that all teaching personnel with assignments including English learners must be qualified to provide the appropriate instructional services including English Language Development (ELD), access to other core curriculum through Specially Designed Academic Instruction in English (SDAIE), and/or primary language instruction. The district will hire qualified bilingual support staff reflective of the language needs of the school community.

Antelope Valley Union High School District has made a significant effort to ensure that all students are placed with highly qualified and effective teachers, administrators, and other staff members. All teachers have been or are working toward being identified as highly qualified with the proper credentials to teach English Learners. KUSD administrators participate in recruitment fairs sponsored by universities, colleges, and organizations for the purpose of identifying and recruiting EL authorized teachers.

AVUHSD assists all teachers who lack proper authorization to teach English Learners. Staff members may participate in training from the County Office of Education and/or local colleges or universities. Staff in training for these certifications will be monitored and notified by the District Personnel Office on a yearly basis to ensure that indicated progress towards certification is taking place.

Staff members that want to take a study course to prepare for the EL authorization exam may be reimbursed for the costs of registration and materials only upon request.

### **Title I (Alternative Supports)**

The funds support EL-focused Professional Development and goals to address the needs among Long-Term EL. Title I funds support goals to improve Reclassification Rates among Long-Term ELs. In addition, the EL-focused PD strengthened teachers' capacity to teach ELs the Listening, Speaking, Reading, and Writing skills required to succeed on the ELPAC exam.

### **Title III Funds**

Title III funds are used to provide ELs with supplemental services and materials. This includes, but is not limited to, the following:

- Bilingual Instructional Aides (Title III and Targeted)
- Supplemental curriculum (Rosetta Stone)
- Purchasing supplemental teaching materials
- Expanding parent engagement among parents of ELs
- Bilingual Instructional Aides

For 2022-23, the following Title III LEP funds will benefit students with direct services:

- \$248,040 is allocated toward salaries for Bilingual Instructional Aides who work directly with immigrant English Learner students, to assist with their English language acquisition and access to Common Core content.
- Title III funds are invested to directly impact student achievement and support district goals to reclassify English Learners.
- Title III funds pay for Bilingual Instructional Aides who directly support the immigrant ELD students at each school site, to ensure EL students have meaningful access with core content, while maximizing their capacity to improve English language proficiency. Bilingual Instructional Aides support Designated ELD and core teachers by monitoring the academic progress among ELs by running reports to identify their needs. Their focus is to strategically target Year 1 and Year 2 immigrant EL students, LTELs and other English Learners with a strong need for intensive linguistic support

Additional Bilingual Instructional Aides have been hired at each comprehensive site, paid for with DO Targeted, to support Long Term ELs in core subjects.

## Rosetta Stone

Rosetta Stone: \$33,900 of Title III funds purchase 300 Rosetta Stone Classroom licenses, as a supplemental program for EL immigrant students, at Low or Emerging levels, with an opportunity to increase their English proficiency. Rosetta Stone software is a supplemental linguistic program, in alignment with one of the AVUHSD's goals to support district-wide implementation of the new ELD Standards and improvement of Reclassification results.

Title III funds also fund *Edge* online supplemental software, valid through 2024, in alignment with one of the AVUHSD's goals to support district-wide implementation of the new ELD Standards and improvement of Reclassification results. Purchasing 120 eAssessment and Comprehension Coach licenses for 2018-19, to supplement the Core ELD curriculum, *Edge*, with assessments and coaching for English Learner immigrant students, at Beginning or Emerging levels, with an opportunity to increase their English proficiency. Teachers can monitor their students' progress with the dashboard.

Data and results from students' use of Rosetta Stone and *Edge* software will be analyzed and discussed in 2022-23 Program Evaluation. Our district is also documenting the use of Title III funds in the English Learner Master Plan for 2022-23.

## 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.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
  - are focused on English learners and consistent with the purposes of Title III;
  - enhance the core program; and
  - are supplemental to all other funding sources for which the LEA is eligible.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

#### EL Program, English Proficiency and Academic Achievement with Enhanced Instructional Opportunities

AVUHSD implements instructional strategies and interventions that are annually evaluated to ensure the district's EL program addresses the needs among English learners.

A reasonable indicator to measure progress among English Learners is to determine the number of students who advance an English proficiency level, per year, as measured by the annual Summative ELPAC exam, and review the District's Reclassification Rate.

While EL students are annually assessed with the Summative ELPAC, in all modes of language (listening, speaking, reading, and writing), the district goal is to ensure students advance at least one proficiency level toward full English competence, with a goal to reclassify. All EL students have equal access to a challenging core curriculum through Integrated ELD and primary language support as needed.

- **Goal:** Achieve proficiency in listening, speaking, reading, and writing English equal to that of their native English-speaking peers as rapidly as possible through English Language Development instruction.

- **Evaluation Action Steps** - EL student Monitoring and RFEP student Monitoring are reviewed, in terms of the number of students each EL Site Team meets, and the interventions applied for students, based on need. The District Office oversees the Monitoring and provides support and guidance to ensure interventions are implemented.

For 2022-23, EL Site Coordinators shared interventions on a spreadsheet, based on the needs of students. The effectiveness of EL student interventions for 2022-23 will be evaluated to determine the pros and cons, and steps to improve for 2023-24.

### **Newcomers Program**

AVUHSD has implemented an English Language Development Newcomers Program with program options for English Learners. The EL Program supports both Integrated and Designated ELD, taught by fully qualified teachers of English Learners, and is implemented in accordance with the California English Language Arts/English Language Development Framework (2014, Chapter 2, pp. 106-108; 115-116).

- Designated ELD Elective teachers with Newcomer / Structured English Immersion classes participate in quarterly PD workshops with a focus on Edge, the district's core ELD curriculum. *Edge* is a comprehensive curriculum designed to advance the English proficiency levels among EL students, specifically for Immigrant ELs in the ELD classes, as well as Long-Term ELs.

- The Designated ELD Elective course is designed for Newcomer ELD students, who have been in US public schools for 3 years or less. It is an accelerated program for students to improve their English language proficiency as rapidly as possible. The course is designed to not normally exceed one year.

- Evaluation Action Steps - We review student progress with a holistic lens, with a review of each student's academic progress in the ELD class and core subjects. We also welcome teacher feedback and student feedback through the Monitoring process. Depending on student's needs, academic interventions are offered, including meeting with Guidance Counselors, EL Tutoring at the site, and tutoring services with iTutor, in partnership with AVUHSD, paid for with District Targeted to support students' tutoring needs in their primary languages.

### **Long Term English Learners**

A key District challenge are Long-Term ELs who have been ELs for more than six (6) years, starting from their first year in a public school when they were identified as an English Learner. As a high school district, accountability for Long-Term ELs during their K-12 educational journey increases when LTELs transition to high school. Along with the goals to graduate with a diploma and be college-and-career ready, LTELs face the challenge to qualify for reclassification. Many factors contribute to the persistent challenges among Long Term ELs.

Our district team supports teachers with LTELs to understand their academic needs, and motivate them to succeed academically at school, and meet the criteria for Reclassification. The LTEL Leadership Steering Committee also planned to create instructional resources for teachers.

- Additional Bilingual Instructional Aides have been hired to work with Long-Term ELs at each comprehensive high school and at Desert Winds HS and R. Rex Parris HS. Most high schools will have three (3) Bilingual Instructional Aides to support the growing needs among Long-Term ELs.

While English Learner students are annually assessed with the Summative ELPAC, in all modes of language (listening, speaking, reading, and writing), the district goal is to ensure students advance at least one proficiency level toward full English competence, with a goal to reclassify. All EL students have equal access to a challenging core curriculum through Integrated ELD and primary language support as needed.

### **Bilingual Instructional Aides**

Title III LEP funds benefit students directly: \$248,040 allocated toward salaries for Bilingual Instructional Aides work directly with immigrant English Learner students, to assist with their English language acquisition and access to Common Core content.

Additional Bilingual Instructional Aides have been hired at each comprehensive site, paid for with DO Targeted, to support Long Term ELs in core subjects. More information is shared in the previous section regarding Title III expenditures.

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

### **Ellevation**

AVUHSD partnered with Ellevation to implement a two-year pilot and rollout plan, starting in 2021-22. Ellevation's digital platform digitizes and enhances the processes for the district's EL Program.

Ellevation gives EL Site Teams an efficient data-driven dashboard and platform to monitor EL and Reclassified students, and ensure EL students are on course to reclassify and graduate. Consistent Professional Development is provided for certificated and classified staff to understand and use Ellevation.

Ellevation improves digital access to EL students for EL Site Teams and their work with EL and Reclassified students, to ensure students are on course to reclassify and graduate.

- Automate online Reclassification and Progress Monitoring processes
- Auto-generate Parent Letters
- Streamline and Digitize Reclassification processes
- Address LTEL challenges by flagging key and concerning data
- Create Individualized Language Plans and other EL specific reports
- Differentiate curriculum with Instructional Strategies

## English Learner Student Progress Monitoring

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

Administrators overseeing EL Site Programs are asked to support their EL Site Teams to monitor EL and Reclassified students, as well as evaluate the implementation of integrated and designated ELD.

Ellevation provides an optimal opportunity for ELA teachers to respond to the online EL Student Progress Monitoring Form, thereby ensuring the teachers are directly showing an interest to share feedback about their EL students to the EL Site Team. If interventions are needed, the EL Site Team and ELA teachers have opportunities to collaborate and work together to support the student.

### Reclassified (RFEP) Progress Monitoring

AVUHSD ensures reclassified English learner students are monitored for at least four (4) years to determine correct placement and need for additional support.

With Ellevation, each site uses the RFEP Monitoring Form for RFEP students. EL students who have been reclassified as RFEP receive follow up monitoring for a minimum of four years. The EL Site Coordinators review RFEP students, filtered through PowerSchool and Ellevation, once a semester. Follow up will occur at 6 months, 1 year, 2 years, 3 years, and 4 years. The follow up is documented on the Reclassification Form.

The EL Site Team will determine if RFEP students require any interventions, such as tutoring for academic support. Students having difficulty in core curriculum will have access to the support services and interventions offered at the site to all students who are not meeting academic standards. If the RFEP student's grades fall below grade level or the student is not making adequate progress in any academic class, the EL Site Team and Guidance Counselor will propose solutions and interventions.

## 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.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

## THIS ESSA PROVISION IS ADDRESSED BELOW:

**Title III funds** are used for supplemental materials and supplies that support the district's core language instruction program. EL Authorized Teachers support EL students by providing direct services and differentiated interventions during the ELD class and core content classes to help accelerate the rate at which these students acquire English and to provide access to the core.

EL authorized teachers need supplemental materials and supplies, including technology to support the implementation of the ELD standards in both the Designated ELD classes and to teachers providing Integrated ELD in the core subjects, with a focus to support Long-Term ELs.

Sites are held accountable to meet individually with each EL student on a semester basis, as a minimum expectation. EL Program Site Coordinators are expected to use their release periods strategically to meet with EL students to discuss grades, academic progress, goals to graduate, post-secondary goals, and build productive relationships.

The AVUHSD EL Program aligns with current LCAP Goals 1.07 (EL Program Implementation), 1.08 (EL Reclassification & Monitoring), 1.12 (Instructional Materials), 1.13 (Writing), 2.03 (PD), 2.07 (CTE opportunities), 2.08 (AVID), 2.11 (STEM), 2.14 (21st Century), and 3.09 (Classified PD), among many other LCAP goals.

- **Goal:** AVUHSD ensures all EL students receive academic supports to make progress toward reclassification. The goal for all English learner students is to be reclassified to fluent English proficiency to allow for full participation in mainstream academics. AVUHSD reclassifies students' English language proficiency from English learner (EL) to Reclassified Fluent English Proficient (RFEP) when specialized EL services are no longer needed for ELs to be successful in the mainstream educational program.

- This decision is made using criteria that include the English Language Proficiency Assessment for California (ELPAC), an assessment of academic performance, teacher evaluation and report card grades, and parent consultation (parent-teacher conference, email, phone call, or letter). Once students are reclassified, they remain reclassified, or RFEP on their language status until graduation. During this time their academic progress is monitored for a four-year process towards success.

- **Evaluation Action Steps:** Review Reclassification Data, and analyze the performance among EL students who earned an Overall 3 on the previous ELPAC assessment, received academic supports and interventions, such as ELPAC practice and EL Tutoring, and measure the effectiveness of their performance on the subsequent Summative ELPAC, when results are posted. In addition, we review the effectiveness of EL Student Monitoring, and the results of interventions for students, with a review of academic semester grades, performance on NWEA quarterly exams, and teacher feedback.

The District Office's EL Dept uses a multi-funded approach to implement strategies and alternative supports through Title I to target the needs of Long Term ELs in order to increase the number of ELs completing A-G requirements, meeting proficiency targets and Reclassification goals.

### **Title III Compliance, Accountability Evaluation, and Monitoring**

The Director of Student Support & Intervention provides an annual budget for the EL Program, which includes the use of Title III, Title I, Title II, and DO Targeted and Site Funds. This budget is submitted to the Director of Categorical Funds and reviewed with the Director of Business Services, to ensure compliance. The budget is also shared with the department team and presented to the DELAC for review and approval.

Each year, the district implements an EL Program Needs Assessment to evaluate the effectiveness of the EL Program, district-wide and site based. The annual EL Program Needs Assessment welcomes reflective feedback from all levels of leadership among EL Site Teams. Parents with the DELAC and ELAC at each site also receive Google Forms surveys to respond to questions and provide feedback about the EL Program. Review of responses from the annual EL Program Needs Assessment and EL Parent Survey provide data and feedback to help write an annual Title III Program Evaluation.

### **Purpose of EL Program Accountability, Evaluation, and Monitoring**

1. Monitor implementation of instructional program services
2. Determine effectiveness of program, services processes in promoting EL success, and college and career readiness
3. Provide useful, timely feedback and identify needs and actionable information for educators and stakeholders
4. Support continuous improvement in the implementation of instructional services and support services, administrative policies and processes, and identify modifications to inform classroom instruction.

AVUHSD is committed to working together with administrators, teachers, support staff, district staff, community members, students, and parents to provide effective instructional programs for English Learners.

AVUHSD is committed to monitoring the implementation of its EL policies, programs and services, and to evaluating their implementation, as well as their effectiveness, annually in order to ensure EL Programs are annually evaluated and accountable, with a goal to improve and grow.

### **Title III Annual Program Evaluation**

Each year, the Director of the Office of Student Support & Intervention, on behalf of AVUHSD's Multilingual and EL Programs, writes an EL Program Evaluation.

AVUHSD evaluates the effectiveness of the District's EL Program to determine necessary improvements to guidance, programs, and academic supports for EL and immigrant students. An annual Needs Assessment, survey data from parents of EL students, and a review of EL data reports are analyzed to measure the effectiveness of our District's EL Program.

The California School Dashboard provides an accountability report that determines the effectiveness of the District's EL Program. The district team evaluates state and local measures to ensure district-wide and site-level plans are in alignment with state and federal policies, and described in the LCAP.

The annual Title III Evaluation Plan evaluates the previous academic year and provides a foundation to plan services and program supports for the subsequent year. The Title III Evaluation Plan also provides a response to evaluation results, based on data from the annual Needs Assessment, annual

EL Program Parent Survey, and other data, in order to modify, enhance or discontinue specific programs and resources.

District administrators and EL Site Teams meet quarterly to review and analyze EL data, review outcomes from the previous ELPAC assessment and Reclassification Rates, and review the effectiveness of EL program supports, specifically parent outreach, EL Tutoring and practice tutoring for the annual ELPAC exam.

Additional data is provided from on-site visits and observations of the Designated ELD elective course, and core subject classes with EL and Long-Term EL students.

Each EL Site Program receives an annual evaluation document, either in a Google Forms or Qualtrics Survey format, that asks for input from the EL Site Program Coordinator. Feedback from the survey informs our reflective practice and annual cycle of improvement. Please refer to the Appendix for a sample of the annual survey.

## **Parent Engagement**

AVUHSD highly promotes parent, family, and community engagement in the education of English Learners. Ongoing guidance and support is provided to each school to increase parent participation among parents of EL Students. Parents are informed of the goals, with opportunities for parents to provide input and contribute to the further development of goals, through their participation at the English Learner Advisory Committee (ELAC) meetings, at each site, and School Site Council meetings, which require an elected ELAC representative.

Parents provide feedback at DELAC meetings and site-based ELAC meetings. The district's annual EL Program Parent Survey, administered through Qualtrics, collects parent feedback to measure the effectiveness of the program.

Monthly site-based ELAC and district-level DELAC meetings provide a platform for parent leaders to collaborate and share their voices. Each DELAC meeting begins with parent leaders attending a planning meeting, to discuss topics to create the DELAC agenda. AVUHSD supports parents to develop leadership qualities, to serve as role models for parents of ELs, and to

Hybrid ELAC and DELAC meetings show consistent parent attendance and engagement. Parents are encouraged to take on leadership roles in their site ELAC and DELAC, and in the Title I Parent Committee.

- Parents have recommended the district continue to provide Disciplina Positiva parent workshops and opportunities for parents to attend local CAFE conferences. Parents at the DELAC approved the Disciplina Positiva Parent workshops, in English and Spanish.

- Approximately 100 parents attended Tony Orozco's Disciplina Positiva parent workshop on Oct 13, 2022 at the AVUHSD Board room. Parent testimonials shared enthusiastic feedback about how Tony Orozco's workshops contribute to family discussions to support academics at home.

Parent input has recommended the district continue to improve communication for parents through a Parent Orientation workshop offered at all school sites. Feedback among parents showed a majority of parents expressed a need for additional parent workshops to help them understand the school system, financial literacy, and establish study time for their children.

Feedback shows parents would appreciate more awareness about site ELAC meetings and District Office DELAC meetings, and welcome meetings that work with their busy schedules, such as early

evening meetings. Parents would like improved communication, and learn more about instructional programs and their child's academic progress.

## TITLE IV, PART A

### Title IV, Part A Activities and Programs

#### ESSA SECTION 4106(e)(1)

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

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Our Title IV application was developed in consultation with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, and charter school staff. Since our educational partner surveys and community forums already address questions having to do with the needs of our students and staff associated with academics, social emotional supports, behavioral interventions and supports, technology, visual and performing arts, and academy pathways it was convenient to use them, in addition to our District Title I and DELAC processes to address student needs regarding the use of Title IV funds to supplement state funds in the areas of conditions for learning, well-rounded education, and technology. Educational Partner feedback indicated a need for the following LCAP Goal 2.14.

#### 21st Century Learning Environments

Instructional Partners and various other classified and certificated support personnel, will provide professional development and classroom walkthrough feedback to teachers in order to increase teacher effectiveness, so that English learner (EL), Foster Youth (FY) and Low Income (LI) students can increase their achievement in core content classes as evidenced by increased NWEA growth scores, English learner progress and reclassification rates, A-G completion rates and CAASPP scores.