

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

LEA Name

Auburn Union Elementary School District

CDS Code:

31-66787-0000000

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

AUSD uses federal funds to provide supplemental services and resources to meet the needs of English Learners and students who are socioeconomically disadvantaged. The district uses supplemental and concentration funds to support the four goals outlined in the LCAP which include:

1) Students will demonstrate continuous progress toward increasingly challenging goals in an environment that provides high quality classroom instruction and curriculum, which addresses State Priority areas 2, 4, 5, 7, and 8. (11 Actions/Services)

2) Students will learn in an engaging and culturally responsive environment that is emotionally and physically safe, which addresses State Priority areas 3, 5, and 6. (13 Actions/Services)

3) All students will engage in learning opportunities at schools that demonstrate a STEAM (Science, Technology, Engineering, Arts, Mathematics) framework, which addresses State Priority areas 1, 2, 4, 5, 6, and 7. (9 Actions/Services)

4) AUSD will maintain a quality educational program in which all students have access to the basic educational services that comprise a quality educational program. All teachers will be credentialed in the subject areas and grade levels they are teaching; students will have access to standards-aligned instructional materials; facilities will be maintained and in good repair, which addresses State Priority areas 1 and 2. (6 Actions/Services)

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.

Key LCAP actions and services to support these goals include: Professional development [reading instruction through California Reading and Literature Project (CRLP)], effective instructional strategies, Next Generation Science Standards (NGSS), upgrade and enhance technology, coaching, intervention, limiting class size, Positive Behavior Intervention & Support (PBIS), opportunities to be active and physically fit, parent involvement, interpreting/translation, field trips, social emotional curriculum, healthy/balanced/tasty meals, partnerships, activities to increase school connectedness, attendance incentives, Mental Health Specialist to support emotional needs of students, expand music program, Google platform, access to enrichment activities, instructional coaching, hiring and retaining properly credentialed teachers, Common Core State Standards (CCSS) aligned materials, NGSS aligned materials, curriculum development, facility improvements and repairs, and implementation of Prop 39 Energy Efficiency Plan.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

AUSDs HR team monitors the placement of teachers using Escape, Data Quest and CCTC databases. AUSDs HR team also works with the PCOE team to ensure those 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 are minimal or none.

Auburn Union Elementary School District has:

- No low-income students taught at higher rates than others by ineffective/misassigned teachers at any site in the LEA.
- No low-income students taught at higher rates than others by out-of-field teachers.
- No low-income students taught at higher rates than others by inexperienced teachers.
- No minority students taught at higher rates than other students by ineffective/misassigned teachers.
- No minority students taught at higher rates than other students by out-of-field teachers.
- No minority students taught at higher rates than other students by inexperienced teachers.

AUSD works with Placer County Office of Education (PCOE) to provide various levels of support for inexperienced teachers, including the Teacher Induction Consortium. The 2-year Teacher Induction Program enables beginning teachers to make a smooth transition into the challenging responsibilities of teaching. The Teacher Induction Program increases the retention of beginning teachers and improves learning opportunities for their K-12 students by providing extensive support and professional learning through coaching. Teacher Induction, established by the California Department

of Education and Commission on Teacher Credentialing, is based on the California Standards for the Teaching Profession. This model is designed to promote the professional growth of individual teachers and is used by beginning teachers with the assistance of an experienced teacher who serves as a coach. This mentoring relationship between the beginning teacher and the coach is one of the most powerful components of this program.

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).

AUSD has one school, Auburn Elementary, identified for Additional Targeted Support and Improvement (ATSI). The planning and process of developing the district LCAP serve as a model for how AUSD develops the School Plan for Student Achievement (SPSA), which serves as the ATSI plan. The school Site Council and ELAC convene throughout the year with the administrators, parents, family members, DELAC committee members, and other staff members. In these meetings, parents, family members, community members, teachers, administrators, and other stakeholders engage in data analysis, provide input on surveys & review results, discuss budget overviews, prioritize actions and services based on needs assessments, and provide important feedback and jointly develop the overall plan for increasing student achievement. The plan is then shared out through annual stakeholder meetings, ELAC, other parent outreach meetings, and finally the Board for feedback and approval.

AUSD educates teachers and all staff members by including the following topics in the agenda of school site staff meetings:

- Title Program overview
- Methods to involve parents
- The importance of parent involvement
- Review of school/parent/student compact and Parent Involvement Policy
- How do students and teachers benefit from parent involvement

The LEA uses at least 1% of Title I funding to build parent capacity via a variety of programs and supports, including parent education evenings, and coffee with the principal. Parents are provided with opportunities to meet with educational staff to assist them with instructional strategies to support their children at home. Site principals/staff meet with parents to review individual learning plans. Parent communications are sent to communicate the importance of state assessments.

Information related to school and parent programs, meetings, and other activities is distributed to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand, via the AUSD website, AUSD's student information system and parent newsletters. A translator and translated materials are available. The value and utility of contributions of parents is discussed in Professional Learning Communities (PLCs) and School Site Council meetings.

School Site Council (SSC)/Parent Advisory Committee Meetings - Parents and students comprise one half of the School Site Council. Teachers and administrators understand that parents are an integral part of the School Site Council, and parent input is necessary for fiscal decisions that impact programmatic supports. The SSC discusses the implementation of LCAP actions and progress on actions and goals. Students, parents/guardians/community members, classified and certificated staff attend these meetings. These meetings occur monthly. English Language Parent Advisory Committee (ELAC/DELAC), committees meet regularly.

Students, parents and staff participated in the district-wide California Healthy Kids Survey (CHKS). Additional discussions in District Improvement Team meetings, Local Control Accountability Plan (LCAP) stakeholder meetings, School Site Council meetings and PTO meetings focused on areas of need and an analysis of student data. The LEA will continue to monitor and evaluate the effectiveness of parent and family engagement activities via School Site Councils.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA will provide opportunities for the informed participation of parents and family members who have limited English proficiency, those with disabilities, and parents and family members of migratory children by providing

- translation services to parents with limited English proficiency when providing information and school reports.
- opportunities for the informed participation of parents and family members with disabilities by providing reasonable accommodations (sign-language interpreters, etc.) to parents and family members.
- Special accommodations for communicating with families that have accessibility needs or other special needs which make corresponding with the school difficult.
- opportunities for the informed participation of parents and family members of migratory children by meeting with parents and family members before students are away from school for an extended period of time and once the students return to school after an extended absence to help parents help their child(ren) overcome educational disruption.

Representatives of bargaining units and parent groups are invited to participate in committee meetings and Board meetings.

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.

SWP: AUSD's SWP school completes an annual comprehensive needs assessment that drives the goals, actions, and services offered in the Single Plan for Student Achievement (SPSA) and LCAP. The SPSAs and LCAP are reviewed by each SSC and ELAC, as well as the DELAC committee to ensure maximum parent participation in the creation of plans. The site also completes an annual program evaluation which is shared with the SSC and ELAC in order to make data-driven decisions about the effectiveness of Title 1 funded programs and activities. In general, Title I funding is used to provide more intensive support schoolwide in an effort to close the achievement gap for the students who are considered unduplicated high need students. The essence of the services provided are as follows:

- A classified Library Technician works in the School Library three hours per day, ensuring that each class has one thirty-minute opportunity to visit the Library per week and that students may visit the library independently during some recesses and after school.
- A classified Instructional Assistant works in the Transitional Kindergarten class 5 hours/day in order to provide individual and small group assistance to students.
- Two classified Instructional Assistants work in the Kindergarten, First, Second and Third Grade classrooms, for a total of four hours per day, in order to provide small group instruction in Reading/English/Language Arts.
- Students in First - Fifth Grades benefit from Science-based Writing Intervention classes twice per week in the Science classroom. Science-based Writing is co-taught by the Science Teacher and the General Education Teacher. The cost for this item is for a .8 FTE Science Teacher.
- Students in Fourth and Fifth Grades benefit from working in small groups for targeted intervention and differentiated instruction. Students work with a certificated teacher in order to develop and attain grade-level skills in math, reading fluency and comprehension, and academic vocabulary - wherever they demonstrate a need. The cost for this item is for a 1.0 FTE Intervention Teacher.
- Parent Resource Room is used to provide opportunities for English Language classes, parenting education, health classes, GED classes, and for outside agencies (e.g. Kids First, Latino Leadership Council, Placer Union High School District, etc.) to hold meetings and teach classes.
- At least three times per school year, English Learner Advisory Committee (ELAC) meetings are held after school hours for parents of English Learners. Snacks and childcare are offered free of charge for all families who attend. The cost of this item is for snacks and childcare.
- Interpreting is available for Spanish-speaking parents at all meetings and conferences. Because some of these events take place outside of the classified staff members' workday, there is a cost associated with their extra time.
- A Bilingual Community Liaison works in the front office and provides positive connections and resources for parents as we work as partners to support student achievement. The cost of this item is for the Bilingual Community Liaison's salary and benefits

TAS: An annual comprehensive needs assessment that drives the goals, actions, and services offered in the Single Plan for Student Achievement (SPSA) and LCAP are created and reviewed by each SSC and ELAC, as well as the DELAC to ensure maximum parent participation. AUSD's process of identifying eligible students most in need of intervention services begins with the student's classroom teacher. The teachers on our campus are familiar with our MTSS team referral process. Our MTSS team meets weekly to review student referrals. The referring teacher meets with the MTSS team to review the student's needs in academics and/or social-emotional development. The team members include the site principal, intervention specialist, school psychologist, district mental health specialist, and RSP teacher. The team determines appropriate interventions and supports to implement and track over a 6-8 week timeframe, at which time data is reviewed to determine next steps. When reviewing progress, the student's plan may be revised or referred to the Student Success Team (SST.) Throughout the process, the classroom teacher communicates with the parent to get input and approval. Intervention is built into the daily schedule for all grade levels.

Our 1.0 FTE Intervention Specialist supports low performing students. Through professional learning and staff development, appropriate intervention, grade level support, and extension activities are delivered to students as they develop proficiency in the Common Core State Standards throughout the school year. Determination of which level of intervention or extension is made during Monday PLC meetings and is based on NWEA MAP, district-wide common assessment data and grade-level assessments as well as through the MTSS process described above.

AUSD's 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 using data from benchmark assessments, MTSS screeners, parent surveys, teacher referrals, initial assessment to identify gifted learners, specific data protocol to identify rapid learners, SBAC, ELPAC and a variety of classroom assessment both formative and summative.

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:

Teachers meet in Professional Learning Communities, in MTSS teams, with Intervention teachers, parents, and administration to determine needs and prescribe a plan for each student to help ensure that all children meet challenging state academic standards.

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:

Funds are utilized to support services that will mitigate the negative impact of poverty. They include provision for transportation to the school of origin as well as support services for the reduction of absenteeism, i.e., absentee follow-up, other necessary school or household items to allow students to participate in school activities academically, socially, and emotionally.

Tier I/Universal Needs:

Support ongoing transportation challenges:

- Clarify how to coordinate transportation when other systems are involved or students qualify for additional educational services (e.g. Special Education)
- Increase cultural competence of front line school staff, including how to communicate with families in need and message McKinney Vento services to avoid stigma
- More training for staff on how to identify, engage, and refer families who qualify for McKinney-Vento services

Tier II/Indicated Needs:

- Identify school site based Homeless/Foster Youth champions who can be engaged to ensure students are connected to services
- Improved collaboration/engagement with Adult System of Care and Placer County Health and Human Services to quickly and efficiently connect parents/guardians to services

Tier III/Intensive Needs:

- Increased outreach to and support for homeless students
- Development of a crisis management plan for responding to an increase of homeless families due to a natural disaster

Student Transitions

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

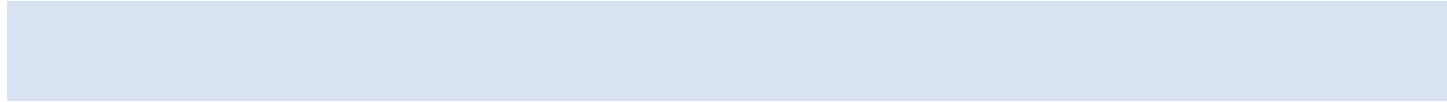
Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

NA

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:



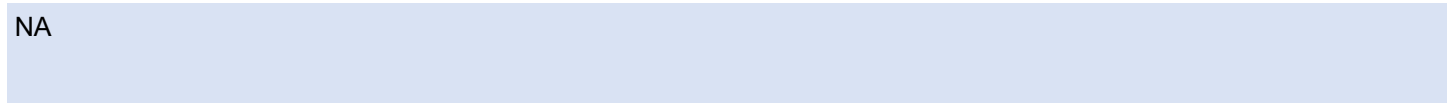
Additional Information Regarding Use of Funds Under this Part

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:



TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Formal Agreements ESSA SECTION 1423(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA's systems of professional growth and improvement for teachers, principals, and other school leaders are based on information gathered through student data (to address gaps), teacher and principal feedback, and activities/conversations with stakeholders. 3-5 year plans are being developed to address needs and establish a system that is grounded in student achievement.

Principals:

- Membership to ACSA
- Ongoing Principal training and support
- Onsite coaching
- Paid coach for new Principals
- Monthly Leadership Team meetings/professional development
- Cultural Competency Professional Development

Teachers:

- Grade level meetings/professional development held 3 times per year
- Staff professional development days
- Staff virtual technology training
- professional development provided by Placer County Office of Education (PCOE) for new teachers, aspiring administrators, any teacher who is interested
- Professional Learning Communities (PLCs) weekly meetings
- Instructional coaching
- Professional development for PLCs to analyze data from formative and summative assessments in order to plan instruction to support individual student

The above professional development systems for administrators and teachers promote growth by providing access to training, conferences, Professional Learning Communities, corrective feedback, current local and state policies, changes in legislation in the areas of instructional leadership and continuous improvement. The professional development systems increase leadership knowledge and capabilities to increase student achievement.

The following methods measure professional growth:

- student achievement as measured by formative and summative assessments
- teacher surveys and feedback
- principal survey and feedback
- coaching and support for teachers, principals and other district leadership on-site and in the field

AUSD supports all employees in partnership with PCOE who provides teacher induction, aspiring administrator programs and a variety of ongoing training and programs for staff. AUSD believes in promoting from within and has done so when possible.

AUSD evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement by collecting feedback and following up with staff members who have been trained. Feedback is used to determine the next steps, and to improve upon professional learning.

Prioritizing Funding

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

No school in the LEA qualified for CSI or TSI. However, Title II activities were directed towards schools with the highest levels of unduplicated students (English Learners, Low SES students).

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

AUSD utilizes the California Accountability System to continually improve and update activities based on data. The CA school dashboard provides multiple indicators to aid districts in identifying areas of need. The Board of Trustees is provided with accountability updates regularly. Parents and community members are notified of academic progress through parent meetings, site meetings, and annual LCAP meetings. Two-way communication has been established to engage with certificated staff, classified staff, students, principals, parents, and stakeholders such as community business owners and local county offices. Data is used as a basis for discussion and refinement of instruction during professional learning communities (PLC) meetings and ongoing consultation.

Principals, teachers, and other school leaders such as site leadership teams continually review data and monitor programs and services being utilized. Based on this data, principals and leaders determine needs and provide professional learning opportunities for staff, followed by feedback surveys to ensure quality. Principals are providing instructional coaching to staff members ongoingly to guide and support to ensure growth and improvement are occurring.

Systems set in place to support principals include the county office of education's induction program, clear credential program, and a variety of ongoing support for staff ranging throughout an employee's career. Employees are encouraged to apply for higher-level jobs, and AUSD takes pride in nurturing our employees so they can move up in the district.

The LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems by administering surveys following every professional development event, every meeting, and every staff development day.

Students, parents, and staff participated in the district-wide California Healthy Kids Survey (CHKS). Additional discussions in District Improvement Team meetings, Local Control Accountability Plan (LCAP) stakeholder meetings, and School Site Council meetings focused on areas of need and an analysis of student data.

Representatives of bargaining units and parent groups were invited to participate in committee meetings and Board meetings. The District Improvement Team (DIT) also used the monthly District Improvement Team meetings to discuss District and school site issues. DIT members solicited additional information from their respective parent groups. Recommendations from the DIT are also shared with the administrative team. The DIT gave input on potential LCAP changes.

Site administrators facilitated meetings with site staff and school site groups to solicit feedback regarding budget development and funding allocation, site safety and student support. District and site leaders also participate in Curriculum and Instruction meetings facilitated by the Placer County Office of Education.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

AUSD will use data and consultation to help determine professional learning needs to be supported by our English Language Development and Assessment Coordinator, Grade Level Leads, Department Chairs, and site principals. Through site and district-level data analysis, including student data and staff surveys, as well as consultation, professional learning and coaching areas will be identified, utilizing research-based methods to ensure effectiveness. Administrators are expected to learn alongside their staff in order to lead and support the implementation of what is learned. Working with PCOE, our county office, AUSD formed a team to look into professional development needs that will target gaps in student learning as determined by a variety of data sources.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable (AUSD does not currently receive funding for immigrant students.)

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Auburn Union School District English Language Development (ELD) Course Description

DESIGNATED ELD Designated English language development instruction is protected time during the regular school day where teachers use English language development standards as the focal standards in ways that build into and from content instruction toward the development of critical academic English language skills, knowledge, and abilities needed for content learning in English.

Auburn Union School District, the expectations for Designated ELD are as follows:

English learners receive at least 30 minutes of daily focused academic English language instruction targeted specifically to their English proficiency from a qualified ELD teacher;

Language instruction includes an integration of student learning outcomes from other disciplines needed to develop content learning in English.

Expected student learning outcomes for Designated ELD are for students to:

Engage in a variety of academic collaborative interactions (independent, paired, small group and whole group) and discussions about content and complex text;

Develop academic vocabulary and various grammatical structures from complex texts/tasks;

Build language awareness of how English works, and is used to make meaning- complex texts tasks including wide and close reading of text; and

Use language skillfully when writing different text types and in different content areas.

INTEGRATED ELD Integrated English language development is academic English language instruction provided throughout the instructional day and across the disciplines. Teachers with English learners use the CA ELD Standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English learners (CDE 2014 ELA/ELD Framework). Effective integrated ELD instruction requires the use of intentional practices for English learners and regular academic interactions and conversations as the key drivers to access and master core, grade level academic content.

The role of the teacher is to ensure integration of English language development in content area instruction by:

Using CA CCSS in tandem with ELD/Literacy and other content standards;

Creating authentic, action-based learning opportunities that require students to interact in challenging and meaningful ways in grade level disciplinary related text and tasks;

Supporting EL's linguistic and academic progress.

In Auburn Union School District, expected student learning outcomes for Integrated ELD are for students to:

Use and develop Academic English as they simultaneously learn content knowledge through English

Engage in meaningful interactions with others and through intellectually-rich content, texts, and tasks that require them to interpret and discuss literary and informational texts

Write (both collaboratively and independently) a variety of different text types; or justify their opinions by persuading others with relevant evidence

Use language as a meaning making resource in discussion and writing, based on discipline, topic, task, purpose, audience, and text type

AUSD English Learner Groups

ELs who are making expected progress toward language and academic goals

Long Term ELs

Newly arrived ELs with adequate formal schooling

Newly arrived ELs with limited formal schooling

ELs who are making expected progress toward language and academic goals

These students are typically showing expected growth on the ELPAC, at least at the recommended rate by the state, and are scoring proficient or close to proficient on statewide and district standards-based assessments. In the elementary grades, these students move along a pathway leading to the English Language Mainstream program setting. They will begin in SEI.

Long Term ELs

These students have more than six years of uninterrupted schooling in the United States. Long-term English Learners often have high oral fluency in English, and in some cases have attained "reasonable fluency," but have not yet achieved the academic criteria to qualify for reclassification. In determining program placement, it is important to first identify the student's academic and linguistic needs and then consider the following in regard to the student's educational history, in order to determine if the student's performance is related to his/her level of ELD, or to other issues that affect academic performance

The student's number of years in U.S. schools

The quality and consistency of ELD instruction the student has had

The consistency of the student's instructional program

Middle School students in this category will need the following:

Designated ELD, grouped with other Long Term ELs that focuses on Oral Language, Student Engagement and Academic Language Expository Text (Reading and Writing) while also attending to consistent routines, goal setting, an empowering pedagogy, rigor, community and relationships, and study skills . Secondary School Courses Designed to Address The Language Needs and Academic Gaps of Long Term English Learners"- Dr. Laurie Olsen

Counseling and monitoring to ensure that the student is enrolled in appropriate classes meeting secondary school promotion/graduation requirements
Intervention support (before, during or after the school day)

English Proficiency and Academic Achievement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Provide professional development for staff regarding how to identify and address unfinished learning using research-based practices. Identify unfinished learning through diagnosis assessments for all students Allow collaboration and planning time for teachers to develop action plans to address unfinished learning for their students, with a focus on English learners. All teachers receive mandatory training on guidelines and mandates from the California Department of Education regarding integrated and designated English language development. Core concepts:

The California Code of Regulations section 11300(a) states that designated English language development is "instruction provided during a time set aside in the regular school day..."

Designated ELD is part of the core curriculum, which is taught during an instructional day

Designated ELD is a protected instructional time for English learners

Illuminate Education DnA data management used to progress monitor English learners.

Auburn Union School District school schedules include a daily of 30-minutes or more of designated English language development instruction.

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:

Objectives: All students will engage in learning opportunities at schools that demonstrate a STEAM (Science, Technology, Engineering, Arts, Mathematics) framework. Based on input from the community and staff of AUSD and in order to help prepare the students of AUSD to be college and career ready, the Board has determined that AUSD be Science, Technology, Engineering, Arts, and Mathematics (STEAM) focused.

Outcomes: All students will engage in learning opportunities at schools that demonstrate a STEAM (Science, Technology, Engineering, Arts, Mathematics) framework. Students will have an increased number of enrichment activities. Students will have increased access to technology with the addition of more devices. Students continued to have access to learning opportunities in coding using Scratch, Hour of Code, Beebots, Spheros, and Legos, and students also had access to Circuit Scribes and Makey Makey. Auburn Elementary has started the formation of a Maker's Lab. STEAM activities and lessons include straw building (towers, roller coasters, labyrinth, boat), toothpick structures, catapults, Hour of Code, Lego WE Dos, Makey Makey, and others.

AUSD has increased student access to technology and strengthened our infrastructure to support additional technology usage. Teachers have been working to provide students with STEAM lessons and access to enrichment opportunities. An increased number of students have access to music with a dedicated music teacher for elementary sites. Google is being used district-wide. At Open House this year, the increased amount of student work being displayed on Chrome books and via the Google platform was evident. The units of study created by our Curriculum Development team reflect multidisciplinary lessons, which will include STEAM lessons and activities for students. In order to support our STEAM initiative and enrichment, as well as increase learning opportunities, we have purchased additional technology devices for student use. Students and staff will also be using the Google platform.

Evaluation:

Evidence of this will be measured by site master schedules, technology inventories showing an increase in the number of devices available for student use, analytics to determine an increase in usage of the Google platform. AUSD will evaluate progress on Makers Labs in collaboration with Principals and the C&I Department. Parent, Staff and Student surveys will provide insight as to how well our programs are working.

AUSD consulted with parents, staff, students, AUSD Superintendent, Chief Business Officer, English Learner Instructional Coach, and the Director of Special Education to determine the need for STEAM and STEM for our students.