

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

LEA Name

Antioch Unified School District

CDS Code:

07616480000000

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

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.)

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.

Utilizing the LCAP stakeholder process, the Antioch Unified School District (AUSD) will prioritize educational needs and allocate funds appropriately within the provisions of each apportionment's funding tenets in alignment with the six LCAP goals. These six goals are organized into the following categories: facilities and materials, school community, social and emotional learning, reading, mathematics, and college and career readiness. Each of these are in alignment with state priorities. Programs within the LCAP are tailored to meet the needs of students and staff to provide a quality education. Internal priorities for funding are based on review of student performance data and parent, staff, and community feedback.

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.

District staff will review all recommendations and priorities from the LCAP input process to create a budget that utilizes all funding sources (federal, state, and local) according to the six AUSD goals.

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.

Teachers and students use adopted curriculum with California Core State Standards embedded. AUSD focuses on professional development targeted to support teacher with strategies and tools for academic content and social emotional learning. Math and English language arts teachers, beginning in the 2019-20 school year, will focus on teaching priority standards selected and utilize proficiency scales with students. Throughout the next year, teachers and administrators will evaluate the priority standards and proficiency scales to create a standards-based grading system.

Students at risk of academic failure are identified through multiple academic measures that include CAASPP assessment results, diagnostic assessments in ELA and Math, local assessments, and student grades. Based on a review of student achievement indicators, school sites provide targeted intervention services both during the school day and within after school programs. Parents receive communication about the progress of their children using digital and print media and during in-person conferences.

AUSD provides funding and support for each school site to facilitate after school learning programs intended to give at-risk students additional instruction and enrichment opportunities. Additional staffing allocations support middle schools and high schools to offer support classes in mathematics, English language development, and enrichment classes designed to support students from under-performing subgroups by building community and promoting empowerment. Students have access to digital learning tools utilizing AUSD’s adaptive assessment system. Student take three diagnostic assessments throughout the school year in mathematics and English language arts to determine their academic knowledge levels. Using data from the adaptive assessment system, teachers will create tiered systems of response and interventions in both reading and mathematics. The system also provides online learning lessons to remedy gaps in student learning. This system is available for students to use at school or at home with the support of the classroom teacher(s).

Academic coaches work with all teachers, especially those new to the profession, to develop deeper academic content knowledge and to improve instructional practices focused on student engagement. AUSD also collaborates with a research firm to develop a framework for identifying priority standards to create standards-based accountability systems for measuring student performance against rigorous California Common Core State Standards. AUSD has expanded the AVID program from secondary schools into elementary schools, focusing on the utilization of instructional strategies that promote student engagement and student choice on how to demonstrate skills or knowledge mastery.

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).

AUSD has implemented multiple strategies and interventions to reduce the use of suspensions and removal from classrooms. Strategies include PBIS, ToolBox, Mindfulness, and other classroom interventions to aid students in self-regulating techniques. Staff in and outside of classrooms are using deescalation techniques to work with students exhibiting negative behaviors. Staff also participated in professional development training on the topic of trauma-informed behaviors as a means of understanding and supporting students who are experiencing trauma. The use of wellness rooms also has decreased discipline consequences and has helped students to become more self-reliant. Restorative Practice protocols are used to eliminate or reduce any out of or in-school suspensions. Social emotional counselors work with individuals and groups to provide students with their own strategies to make better decisions. Schools have developed clubs or after school groups that work with students; these clubs include “Girl Power”, “Manhood Development”, and many others. AUSD is in partnership with County Mental Health to provide mental health clinicians at various schools to serve our tier three students.

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.

At the comprehensive high schools, AUSD supports Linked Learning Academies and Career Technical Education (CTE) Pathways based on the following industry sectors:

Health Science
Information Communications and Technology
Building and Construction Trades
Arts/Media/Entertainment
Public Service
Video Production
Hospitality/Tourism/Recreation
Engineering and Robotics
Energy/Environment/Utilities
Marketing/Sales/Services
Early Childhood Education

Students in these academies and pathways receive academic core instruction and participate in work-based learning opportunities as part of their learning experience. Work-based learning is a unique feature of our academy and CTE pathway design that introduces students to the essential skills needed for the 21st century workforce. AUSD specifically outlines work-based learning opportunities at each grade level, moving from career exploration to career awareness, career preparation, and career training. Activities include college and career planning, mock interviews, resume writing, guest speakers, industry and college tours, job shadows, internships and a lot more.

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.

Antioch Unified School District will focus on the implementation of high-quality, personalized, evidence-based professional development for teachers, instructional leadership teams, principals, and various school leaders that is focused on improving teaching and student learning. Shortened Wednesdays will be used for a variety of professional development opportunities that align with teacher need or for site-selected activities that align with AUSD initiatives. All teachers will experience learning opportunities universally three times a year on full staff development days, with the ability for follow-up activities and/or coaching on specific components by instructional coaches and administrators. Pre-induction and induction candidates will participate in job-embedded mentoring programs that provide ongoing and sustained professional development and growth opportunities that are aligned to self-identified areas of need by new teachers. Instructional coaches and the Instructional Support department will work collaboratively with site administrators to provide specified areas of support and development to teachers on a regular and ongoing basis.

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.

The Educational Services department will utilize both the English Language Learner Coordinator and the English Language Learner Instructional Coach to provide ongoing parental involvement opportunities that will include ELAC meetings at the site level, DELAC meetings at the district level, family literacy and mathematics nights, and various site specific parent outreach activities. All communication will be provided in both English and Spanish (and other languages when necessary and/or needed) and translation and interpretation services will be provided for all major district and site sponsored events. School sites and the district will host reclassification ceremonies to celebrate the academic progress of EL students and the district will continue to promote the Seal of Biliteracy process to engage stakeholders in the celebration of student success.

Furthermore, AUSD will invest in instructional coaches who have no less than 5 years of teaching experience to support both teachers' and administrators' growth and capacity to meet the diverse needs of our students.

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.

The Antioch Unified School District uses student poverty, Free or Reduced Price Meals (FRPM), Data.

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

AUSD analyzed data from the student information system related to student demographics, course offerings, and teacher credential information to determine whether disparities exist among schools and student groups for equitable instruction. No ineffective teachers are employed in AUSD, however we have a cohort of inexperienced teachers who are in the process of completing a state approved induction program. To support inexperienced teachers, AUSD operates a California approved inductions program at no cost to teachers.

The data from this review does not indicate substantial equity gaps based on teacher assignments. Among the elementary school sites the rate of inexperienced teachers varies considerably with a non Targeted Support (Title I) school having the highest percentage of inexperienced teachers. Three of the four middle schools (Park Middle, Antioch Middle, and Black Diamond Middle) are in Targeted Assistance. Antioch Middle has the highest rate and number of inexperienced teachers currently. However, many of those teachers status will change to experienced teacher at the conclusion of the 2018-19 school year upon completion of the induction program. This school is the only outlier at 28%. Dallas Ranch Middle is not in Targeted Assistance and has 4 inexperienced teachers compared to Antioch Middle's 9 inexperienced teachers. At the high school level Antioch High School (Targeted Assistance) has 9.4% of its teachers categorized as inexperienced as compared to Deer Valley High school with a 8.4% rate of inexperienced teachers.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).
Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

AUSD has a parent engagement policy that has been reviewed and approved by the DELAC as well as the Educational Services department. The policy is approved formally by the Board of Trustees, as well. All Title 1 schools have collaboratively developed their parent involvement compact with their ELACs and School Site Councils. The compact will be sent home in with registration materials/packets for parental review. It will also be posted on all schools; websites as well as the district website. Site administrators review the compact's purpose and importance at the site's Title 1 parent meeting. As the site parent policies identify, schools will offer flexible numbers of meetings to promote parental involvement, provide parent level meetings on all adopted curriculum, instructional materials and assessments that students will engage in and with during the school year, coordinate parent-focused events in both English and Spanish as well as providing regular and frequent school to home communication on school initiatives, progress and areas of growth or need.

District and site administrators and teachers will engage in professional learning to ensure that all staff members realize the value and importance of parent/guardian involvement. This learning will occur through online modules, staff meetings, site administrator meetings and staff development day offerings. Feedback will be sought in regular intervals from all stakeholder groups to identify how to best integrate and coordinate efforts in seeking and gaining parental involvement in assessing and improving parental involvement programs.

AUSD will continue to allocate significant resources to ensure all materials, meetings and events of importance are communicated in both English and Spanish (and other languages as necessary and appropriate) to maximize parental involvement. Translation services will be available at all district sponsored planning meetings that involve the public such as LCAP meetings, DELAC meetings, curriculum review and adoption meetings. To further maximize parental involvement the development of the LCAP meetings are held in the evenings with childcare and translation services available. Parents who choose to engage also have the ability to work with various goal groups electronically as well through the use of shared files and alternative meeting dates as requested and scheduled.

All meetings for students with disabilities both in special education programs and 504 programs, as well as English Language Learners are offered at flexible times to maximize parental involvement. Interpreter services are offered and available for all in person meetings and translation services are available upon request for lengthy and involved documents.

Finally, AUSD supports and encourages the Parent Advisory Committee that was formed in 2017-2018 to bring forward areas of concern or need that the district can respond to and adjust to if appropriate. The primary function and purpose of the PAC is to solicit feedback from parents in a safe and welcoming environment that enables the district to provide reasonable support and changes when possible.

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:

School leaders collaboratively develop their parent involvement policy with their major stakeholders through their ELAC, school site leadership teams, and School Site Councils. These policies outline and describe how eligible children are identified and served through the targeted assistance school program. These groups will review and analyze student achievement data, free and reduced lunch program participants and other measures as determined by each site to identify eligible children most in need.

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:

AUSD is committed to provide services for our homeless children and youth to support enrollment, attendance and assistance to homeless families. This will be accomplished by providing clothing at school sites that requires uniforms in order for homeless students to attend with the proper attire. The homeless liaison will be able to help with school supplies such as backpacks, pencils, pens and notebooks. Medical and dental services are available at some of our school sites as we partner with Contra Costa County Mobile Health Clinics. Each school site has social emotional counselors to address any anxiety needs. Homeless families will be enrolled in school within two business days and provided with any support possible with food, shelter, school supplies and help with transportation. All school fees to participate in general education programs are waived for our homeless families as well as providing before and after school tutoring or homework help. AUSD will seek to provide parenting classes for our homeless families as an extension to our foster youth parenting programs.

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.

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:

At the elementary level, AUSD continues to provide accessibility for Early Transitional Kindergartners whose birthdays fall outside of state mandated windows which qualifies five year old students for traditional Transitional Kindergarten (TK). By supporting and prioritizing accessibility of younger students to formalized educational settings, AUSD is supporting future academic and school readiness of its ETK and TK students, which directly addresses increased student access to needed services during a child's early educational experience. For middle school students transitioning to high school, students are assessed for algebra readiness skills and placed into math classes to provide leveled instruction and intervention as needed. At the secondary level, student transitions from middle school to high school includes a college and career exploration program, focused on students completing a personal inventory, identifying career interests, researching colleges, and acquiring skills for the workforce. Student transitions also incorporate events that strive to prepare middle school students for our high school academies and Career Technical Education (CTE) pathways using academy and pathway informational nights, college and career awareness week, and Project Based Learning (PBL) fairs. Most of our academies and CTE pathways offer a sequence of courses that allows students to pursue higher education or work employment options. Our high schools offer articulated and dual enrollment courses through Los Medanos College. Our students also have the opportunity to earn industry certification and qualify for employment in certain industry sectors.

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:

(A) AUSD uses portions of these and the Supplemental and Concentration Funds generated through the Local Control Funding Formula (LCFF) to identify and serve gifted and talented students.

The District annually screens all students in 3rd grade to identify those in need of differentiation in the classroom at the gifted and talented education (GATE) level. Screening is also available upon demand by parents or school staff for any grade level at any time of the school year. Students identified for GATE services are tagged in the student information system (AERIES) to allow for longitudinal observation and support as needed.

Beyond differentiation in the classroom, some school sites serve gifted, talented, and high-achieving students through regularly scheduled instructional periods that offer a variety of enrichment activities or differentiated curricula.

AUSD also offers a ten-day summer program for students identified for GATE services in grades three, four, and five. The curriculum is anchored in the best practices for project-based learning with a STEAM focus, and instruction is delivered by specially trained contract staff.

The AUSD GATE Parent Community Group meets approximately every six weeks; the meetings mostly focus on informing parents about resources for their children and themselves to meet the challenges of raising children with these special needs. Meeting participants also regularly share and discuss strategies for collaborating with school staff and advocating for their children.

(B) As documented by multiple, longitudinal studies, there is a direct correlation between student achievement and access to appropriately staffed and well-stocked school libraries. AUSD also uses a combination of these funds and the Supplemental and Concentration Funds generated through the Local Control Funding Formula (LCFF) to develop effective school library programs to support students' acquisition of information and digital literacy skills.

All school sites receive funding annually to increase the number of up-to-date, academically and culturally relevant books and other media available for student use.

Each AUSD school library is staffed by at least one full-time library media technician. A certificated library media teacher supports and supervises their work. Professional development for the classified library staff is ongoing throughout the year as part of their regularly scheduled meetings. Topics include building and maintaining library media collections and linking library resources to content area standards and grade levels. Staff also received training in the recently updated version of the software used to manage library holdings, textbooks, and other instructional resources (Destiny).

In addition to serving students and staff during the regular school day, the libraries are open to students and staff for at least 30 minutes before and after regular school hours.

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

AUSD principals meet routinely at Site Administrator Meetings (SAM) in which professional learning community sessions allow for the sharing of best practices and initiatives at the site level, learning from exemplars, and collegial support occurs in a formalized manner through facilitated agendas. Additional individualized support is provided to site administrators through the Educational Services office including support on the development of School Plan for Student Achievement (SPSA), use of data to analyze instructional practices, social emotional learning needs, and site safety.

Teachers and other school leaders participate in both formalized and informal professional development opportunities sponsored at both the district and the site level. Three full days of staff development are offered every year as well as ongoing onsite professional development aligned with site goal and aspirations on a monthly basis during early release Wednesday to engage in content area/grade level driven PLCs that focus on curriculum, instruction and assessment best practices and policy/protocol recommendations to the district.

Pre-induction and Induction candidates receive formalized, job embedded mentoring and professional development on a regular and ongoing basis until their Clear credentials have been earned. Various staff development opportunities are available throughout the year through the coaching office and specific departments as well.

AUSD teachers are able to participate in continuing education opportunities at any point in their school year based on their areas of interest and need without prior approval so long as it aligns and supports their teaching practice and assignment. Teachers are encouraged to seek out learning opportunities both in and out of the district to ensure a focus of continual improvement cycles among all staff. Furthermore, mentoring is not only offered but promoted in AUSD through the voluntary Peer Assistance Review program. Teachers, no matter what stage of their teaching career, have the ability at any point to confidentially request a mentor teacher be assigned to them for ongoing 1:1 support.

Professional growth and improvement is promoted through protected and ongoing staff development days for all teachers throughout the school year and with two additional days for new staff at the beginning of the year which is part of the bargaining agreement. Furthermore, teachers and administrators are surveyed on the effectiveness of the professional development that is offered and attended as well as asked to rank their highest need area/priorities for professional learning to allow the district to build support around identified areas. Teacher induction and pre-induction candidates are monitored closely by the program director and required to self assess their growth towards mastery of the CSTPs via the Continuum of Teaching Practice tool. Site administrators maintain professional development calendars locally and measure growth and improvement through site established metrics.

AUSD provides intensive training through a new teacher orientation which all new hires attend. Instructional coaching is provided within the district and formalized mentoring programs are in place for teachers. Teacher leaders are encouraged to obtain administrative credentials and the district partners with local IHEs to offer discounted program tuition fees to our employees. The district will work towards establishing formalized mentoring programs for new administrators and experienced administrators who request support.

The majority of professional development offerings and all mentoring programs utilize evaluation methods to survey the effectiveness of programming and to see feedback from individuals and groups to continually improve offerings and services.

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:

Funding will be prioritized to schools based on an internal needs assessment that will support targeted improvement activities identified by the site leadership and stakeholders in collaboration with district leadership. Funds will be allocated based on identified needs and requested resources that are in alignment with district goals and are supportive of growth areas for each site. Regular monitoring of data and programming will drive maintenance of funding and needed increases or reductions.

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:

Site leadership teams as well as district leadership teams will review identified areas of need, determine focus areas, developed targeted assistance plans, and identify various data points aligned to each of these areas to update and improve activities as determined by measurable outcomes. Sites will review data on a monthly basis and site leadership and district leadership will consult monthly on areas of growth and improvements.

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:

Antioch Unified School District will provide quality professional development opportunities to classroom teachers, administrators, and other school or community-based organizational personnel based on a variety of data sources and information to guide decisions about planning, implementing, and assessing quality professional learning on an ongoing basis. The professional development opportunities offered will be a coherent, systemic approach to professional development across all levels that includes the incorporation of effective English Language Development strategies. At the secondary level, there will be a greater emphasis on implementation of ELD-all-day within all content areas with an emphasis on individualized support for students who are at risk. ELD strategies that will be incorporated include: using pre-activities to activate students' prior knowledge; explicit orientation of the learning objective to students; vocabulary and comprehension development; the implementation of interactive and structured student-student engagement activities within a direct instruction environment; and the development of instructional lesson plans that involve student application of critical thinking and higher order teaching skills. Teachers and counselors will be provided with guidelines to ensure equitable (and flexible) placement of students in Mathematics and English Language Arts at the secondary level. AUSD will routinely review data over time to allow for the evaluation of professional learning efforts and the impact it is having on educator effectiveness and student performance.

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:

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:

For the TK-5th Grade programming, AUSD provides 30 minutes of designated ELD delivered by a classroom teacher every day. Grade level teams incorporate a rotation during ELA time and students are grouped by EL level. In addition to the designated ELD instructional program, Bilingual aides work with targeted groups of newcomer and Long Term English Learners (LTEL) students in small groups throughout the day. These groups are flexible allowing for reinforcement of language and reading standards.

For the middle school and high school programming, there is a minimum of 1 Designated ELD teacher at each of the 4 middle schools, with AMS and Park having 2 ELD teachers. These designated ELD teachers teach ELD 1 students for 2 periods, ELD 2-ELD 4 students receive 1 period of ELD and a regular English class. ELD 5 students are mainstreamed into a regular English class.

Extended year programs, such as those that offer high intensity language instruction educational programs during the summer will be offered for English Learner students. A rigorous summer school program will assist newcomer students in making progress in learning English and achieving the same academic content standards as all other students are expected to meet. The curriculum used will be substantially different.

There will be a systematic approach to the selection and adoption of instructional materials for English Learners, including the use of assessments that give guidance on students' proficiency levels throughout the year.

The District will continue to promote active parent participation at all school sites and assist schools in developing communication systems (newsletters, phone-trees) that promote active participation by parents whose first language isn't English and ensure materials are translated and interpretation services are used and readily available.

The District will explore the idea of establishing a welcome center with staff who are responsible for administering the home language survey and ELPAC to all students and enroll newcomer students.

The District will also explore scientifically research-based language instruction and educational programs for use to increase English language proficiency and access to academic content. Additionally, the district will consider utilizing or further developing education technology and/or instruction materials for limited English proficient children, including materials in languages other than English.

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:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

District leadership will support site leadership through regular meetings and scheduled collaboration time. Necessary core and supplementary curriculum will be provided to support English Learners meeting and achieving English proficiency and academic standards. Targeted professional development will align with the revisions of the English Master Plan to ensure AUSD is making key shifts that align with the EL Master Road Map for students in TK-12th grade. Intervention and extended learning opportunities with specialized credentialed teaching staff will be provided to support ELs and site's efforts to support all learners.

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:

All funds from Title IV, Part A, will transfer to Title I and will be recorded as such in the Consolidated Application.

The Antioch Unified School District has an established partnership with Los Medanos College regarding articulated and dual enrollment courses. Various articulated courses in academic core areas are offered at the comprehensive and alternative schools. In terms of dual enrollment courses, the following are offered at specific sites: Fire Science 101 (Introduction to Fire Fighting) at Antioch High and Astronomy 10 (Astronomy) at Deer Valley High School,. In addition, a Counseling 34 class (College Success) is held at the three high schools (Antioch High, Deer Valley High, Dozier Libbey-Medical High) as well as an alternative high school (Bidwell Continuation School). Live Oak High School, a second continuation school, allows their students to attend the course across the campus at Antioch High School. Additional articulated and dual enrollment courses are under the course approval process at the community college. Moving forward, our district continues to have ongoing conversations with Los Medanos College regarding implementing more articulated and dual enrollment courses at the high schools.

The district also works closely with the East County Business and Education Alliance, an advisory group composed of school and central office administrators and business and industry partners, to develop work-based learning opportunities for our students. Through the collaborative work with this non-profit organization, the district has been able to build upon its work-based learning activity continuum, focused on career awareness, career exploration, career preparedness and career training. The program has led to more connections with other organizations such as Junior Achievement, Kaiser Permanente, Delta Sutter Health, the City of Antioch and others. Our partners have been able to provide our students with guest speakers, industry tours, field trips, job shadows and internships. For the 2019 - 2020 school year, our district will be creating an "In District" work-based learning programs to equip students with the essential work skills for our local industry needs.