

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

LEA Name

Amador County Unified School
District/Amador County Office of Education

CDS Code:

03739810000000 / 03100330000000

Link to the LCAP:

(optional)

<https://www.amadorcoe.org/uploads/pdfs/LC-AP-2018-19-Final-Version-Approved-by-CDE.pdf>

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 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.

Federal funds are used in a variety of ways to support the educationally disadvantaged youth of Amador County Public Schools through professional development and teacher collaboration and the use of high quality supplemental materials and best practices to address our two LCAP goals (i.e., close achievement gaps and support the social-emotional wellness of all students).

Centralized Title 1 federal funds provide intervention teachers at each elementary school.

Centralized Title 2 federal funds provide professional development in evidence-based strategies to close achievement gaps between our socioeconomically disadvantaged students and the all students group.

Additionally, each school is allocated Title 1 funds based on their poverty index. Through collaboration with the School Site Council, each school's Single Plan for Student Achievement (SPSA) describes the Title 1 funded actions and services aligned with the LCAP that will be implemented to address the SPSA goals and meet students' needs.

This balance of centralized services support and site-based allocations ensures that all schools and students receive instructional and social-emotional support that is both equitable for all and unique to each school's demographics and school culture needs.

Historically, all Title 1 and Title 2 actions and services were centralized. Despite some early implementation dip in CAASPP data, there is evidence in the past two years of balancing a site-based approach with a centralized approach that points to momentum and progress to close opportunity and achievement gaps. The evidence is anecdotal and observational in the learning environments at all school locations. The evidence is quantitative in CAASPP data at Lone, Plymouth, Pine Grove, and Jackson Elementary Schools. Further, educational research related to shared decision making, collaboration and development of professional capital support this model.

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.

Title I Part A funds will be used to enhance Goal 1, Action 1: Continue robust, standards-aligned professional development, for TK-12 teachers and staff, through subject-level cohorts, staff meeting professional development, principal coaching, instructional coaches, instructional leadership team, and high-poverty/high-achieving school visits) and Goal 1 Action 3: Develop, implement and monitor multi-tiered systems of support (MTSS) at every school including differentiated instruction, tiered interventions and progress monitoring to improve social/emotional learning, behavioral health, and academic progress for all students including low income students, foster youth, English learners, expelled pupils, and students with special needs. These funds will also be used to enhance Goal 2, Action 2, “Increase home/school communication, outreach and parent/guardian engagement and education for/with parents of low income students, foster youth, English learners, and students with special needs.”

Title II Part A funds will be utilized to enhance Goal 1, Action 1: “Continue robust, standards-aligned professional development, for TK-12 teachers and staff, through subject-level cohorts, staff meeting professional development, principal coaching, instructional coaches, instructional leadership team, and high-poverty/high-achieving school visits.” Title II Part A funds will also be used to enhance Goal 1, Action 4: “Implement and support continuous improvement cycles and equitable access to rigorous courses through CCSS aligned instruction and schoolwide, classroom-based data inquiry cycles.” These funds will also be used to enhance Goal 2, Action 3: “Further develop and strengthen welcoming, resourceful, safe and inclusive school climates at every school campus.”

Title IV Part A funds will be used to enhance Goal 2, Action 3, “Further develop and strengthen welcoming, resourceful, safe and inclusive school climates at every school campus.”

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.

The poverty criteria used is the CALPADS certified free and reduced price lunch percentages.

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:

ESSA defines an "ineffective teacher" as ...a teacher who is: (a) misassigned (placed in a position for which the employee does not hold a legally recognized certificate or credential or a certificated employee placed in a teaching or services position in which the employee is not otherwise authorized by statute to serve), or (b) teaching without a credential."

Our data was collected as part of the California Commission on Teacher Credentialing (CTC) audit of ACUSD/ACOE, and by using the guidance provided on the, "California Equity Tools: Educator Equity Data Collection Instructions" provided by the California Department of Education. Through this audit, 27 total misassignments were found. An analysis of this data shows 5 schools with no misassignments, 0 English Learner misassignments, and that most misassignments were in Special Education, the majority of which were in the Autism Spectrum Disability Area.

The data analysis also shows that neither low income, nor minority students were taught at a higher rate by "ineffective", "inexperienced", or "out of field" teachers. In fact, the schools with the highest percentage of low income and minority students both had 0 findings.

All misassignments have since been corrected.

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:

LCAP Goal 2, Action 2 (“Increase home/school communication, outreach and parent/guardian engagement and education for/with parents of low income students, foster youth, English learners, and students with special needs”) addresses all areas required by the ESEA section 1116(a), 1116(e)(1-5,14), and 1116(f). Specific activities to support this action include but are not limited to, “Family Nights/Activities, Family Resource Centers, School Site Councils, Parent Teacher Organizations, Amador Community University (parent education series), Amador Parent Advisory Committee, District English Learner Advisory Committee (DELAC), Aeries Parent Portal, LCAP Surveys, Strategic Plan Stakeholder Team, Superintendent’s Advocacy Leadership Team (SALT), and Amador Community Advisory Committee (for students with IEPs).

LCAP Goal 1, Action 2 (“Provide increased and targeted English learner support in schools with a significant unduplicated English learner population”) addresses the ESEA Section 1116(f). Specific strategies and activities to support this action include, but are not limited to the hiring of a bilingual parent liaison to engage our non-English speaking families, ELAC and DELAC committees, EL aide services, and ELD supplemental services.

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

All schools in ACUSD/ACOE operate a Schoolwide Program. Single Plans for Student Achievement (SPSAs) are aligned to the district LCAP and site goals are developed by analyzing student achievement data, social-emotional data, parent engagement data, and other relevant data to the educational process. Stakeholders are engaged in this process through participation in School Site Council meetings, parent group meetings, and staff meetings.

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:

We recognize that we have been under-identifying homeless youth due to a number of factors including the difficulty of obtaining this information from families, and a lack of understanding by LEA registrars about definitions of homeless and a change in how CALPADS collects homeless youth information. Great effort has been made to educate school staff in how to identify homeless youth, accurately report them in their student information systems, and how to reduce barriers they encounter when students are seeking to continue their education despite their living situations. We observed a small increase in our homeless youth count for 2018-19, but there is still work to be done. Services currently provided are:

Immediate enrollment of any homeless student that shows up at a school site.

Assistance with transportation was provided through the Title 1 Part A reservation to keep students in their home schools.

The homeless liaison provides assistance to high school students in adjusting graduation requirements per AB 1806 if appropriate.

The homeless liaison also provides support with emphasizing the importance of school attendance to homeless students and families.

As required by McKinney Vento legislation, training is provided to LEA staff once per year. At these trainings, staff share best practices under McKinney Vento, provide support for implementation of trauma informed practices, and develop better identification tools especially for high school students who often go unnoticed when experiencing situations that leave them homeless.

Resource referrals were made via the Amador, Tuolumne Community Action Agency (ATCAA) to provide housing assistance/emergency housing vouchers, meal and utility assistance, and childcare. These wrap around services are vital in keeping students who were homeless in school and connected to school personnel who could support them in this time of crisis.

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:

ACUSD/ACOE partner with Amador First 5 to offer the Kindergarten Bridge program each summer to help preschool students transition into our Transitional-Kindergarten (TK) and Kindergarten classes. Preschool teachers also collaborate with TK and Kindergarten teachers about students transitioning from preschool.

LCAP Goal 2, Action 1 has specific actions to address the transition from elementary to middle school and from middle school to high school. WEB, which stands for “Where Everybody Belongs” is the middle school orientation and transition program we have implemented that welcomes 6th/7th graders and makes them feel comfortable throughout the first year of their middle school experience.

Link Crew is the freshman transition program we have chosen to implement that welcomes incoming freshmen and makes them feel comfortable and supported throughout the first year of their high school experience. Link Crew trains incoming juniors and seniors to support and be positive role models for incoming 9th graders.

We also offer access to a wide variety of AP courses at each high school to help with the transition from high school to college and our guidance counselors at the high schools work with students to identify interests and skills and link them to appropriate education and career paths.

Implementation of the Naviance software platform this past year is also designed to assist with the transition from school to college or career. Naviance is a comprehensive college and career readiness solution that helps districts and schools align student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life.

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 2 and LCFF Supplemental funds are used to support multi-tiered systems of support to meet the needs of all students. This includes professional development, teacher collaboration time, and supplemental materials to support assessment for learning and differentiated instruction for students who are exceeding the standards and/or demonstrating talent. Additionally, LCFF Supplemental funds are allocated to each school for site-based decision making to meet the needs of each school’s specific population. Site-based decisions support meeting the unique needs of gifted and talented students through various initiatives such as project-based learning, career technical education (CTE), STEM focused learning, and VAPA learning.

The district funds and staffs a library clerk at each elementary and junior high school and a library media clerk at each high school to coordinate effective library services at each school. The library clerk/library media clerk works closely with the principal and teachers at each school to develop a library program that best meets the needs of students. The district funds and supports an ongoing chromebook refresh program to ensure all schools have or are quickly approaching a 2:1 student to chromebook ratio. This supports digital literacy skills and serves to improve academic achievement. Additionally, LCFF Supplemental funds are allocated to each school for site-based decision making to further support students’ access to high quality books and other library resources.

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:

Not Applicable, as ACUSD/ACOE did not apply for Title I, Part D funds.

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:

Not Applicable, as ACUSD/ACOE did not apply for Title I, Part D funds.

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:

Not Applicable, as ACUSD/ACOE did not apply for Title I, Part D funds.

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:

Not Applicable, as ACUSD/ACOE did not apply for Title I, Part D funds.

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:

Not Applicable, as ACUSD/ACOE did not apply for Title I, Part D funds.

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:

Not Applicable, as ACUSD/ACOE did not apply for Title I, Part D funds.

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:

Not Applicable, as ACUSD/ACOE did not apply for Title I, Part D funds.

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:

Not Applicable, as ACUSD/ACOE did not apply for Title I, Part D funds.

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:

Not Applicable, as ACUSD/ACOE did not apply for Title I, Part D funds.

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:

Not Applicable, as ACUSD/ACOE did not apply for Title I, Part D funds.

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:

Not Applicable, as ACUSD/ACOE did not apply for Title I, Part D funds.

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:

Not Applicable, as ACUSD/ACOE did not apply for Title I, Part D funds.

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:

LCAP Goal 1, Action 1 states "Continue robust, standards-aligned professional development, for TK-12 teachers and staff, through subject-level cohorts, staff meeting professional development, principal coaching, instructional coaches, instructional leadership team, and high-poverty/high-achieving school visits."

In 2016-17, ACUSD/ACOE provided more than 60 full days of professional development in the areas of Common Core aligned literacy across content areas, the ELA Framework, Common Core aligned math strategies, Standards for Mathematical Practice, Next Generation Science Standards (NGSS), neuroscience, and the teenage brain.

ACUSD/ACOE provides support for new teachers and collaborates with the Sacramento County Office of Education to provide professional development for the induction program for new teachers seeking to clear their credential. We collaborate with San Joaquin County Office of Education Teachers College for an administrative services credential mentoring program to help administrators clear their credentials.

ACUSD/ACOE was the recipient of the MTSS Grant to be used for professional development to academic, behavioral, and social-emotional support to all students.

Amador County Public Schools implemented goal 1 by ensuring that our teachers are highly qualified and appropriately assigned. We continue to provide high leverage professional development each year. Four instructional coaches and two teachers on special assignment continued to support this work. On-site principal coaching continues in four week intervals.

Based on student data, elementary sites chose standards and frameworks-aligned professional development with a focus on ELA/ELD or math. At the secondary level, professional development was provided through content specific cohorts focused on Next Generation Science Standards (NGSS), math, ELA/ELD and History/Social Science (HSS).

Achievement, social-emotional, and behavioral data is analyzed to evaluate the effectiveness of our professional development programs and to help identify areas for possible refined focus.

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:

ACUSD/ACOE had no schools identified for Comprehensive Support and Improvement (CSI) and one school identified for Additional Targeted Support and Improvement (ATSI) for the academic achievement of Students with Disabilities (SWD). Through a comprehensive needs assessment involving teachers, the principal, the vice principal, district leaders, aides, special education staff, parents, and community partners, a plan was created to increase access to the core curriculum for our students with disabilities through a new co-teaching approach. Title II Part A funding is prioritized for professional development for general education and special education teachers on research-based best practices for implementing this co-teaching approach. We will review the achievement data of our students with disabilities to determine the effectiveness of our plan and revise as necessary.

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:

ACUSD/ACOE uses the following assessment data to analyze student achievement and progress, to plan instruction, and to prioritize professional development programs and related budget:

1. CAASPP: ELA, Math, Science
CAA: ELA, Math, Science
2. Student Information System data through Aeries and CALPADS
3. Curriculum-embedded assessments
4. Illuminate Assessment and Data System
5. Stakeholder Surveys
6. California Healthy Kids Survey
7. Feedback from the CDE regarding Special Education services
8. WASC

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:

Not applicable, as ACUSD/ACOE did not apply for Title III funds.

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, as ACUSD/ACOE did not apply for Title III funds.

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:

Not applicable, as ACUSD/ACOE did not apply for Title III funds.

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:

Not applicable, as ACUSD/ACOE did not apply for Title III funds.

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:

Title IV Part A funds will be used to enhance LCAP actions and services related to providing a well-rounded education, supporting safe and healthy students, and supporting the effective use of technology in our schools.

LCAP Goal 2 is all about providing a well-rounded education through providing programs and supports such as creating a college going and career culture on each school campus (action 1), increasing home/school communication, outreach and parent/guardian engagement and education (action 2), further developing and strengthening welcoming, resourceful, safe, and inclusive school climates at every school campus (action 3), and further coordinating services and refining systems and supports for our Foster youth (action 4). Examples of specific actions/services in support of these broad areas are supplemental social-emotional learning materials, the Advancement Via Individual Determination (AVID) program, Where Everyone Belongs (WEB) program at the junior high level, LINK Crew at the high school level, family nights and activities at the school sites, family resource centers, school counselors and mental health support, positive behavioral interventions and supports (PBIS) implementation at all elementary schools, restorative justice and alternative discipline strategies, allocations for arts education to all schools, funding for band/music education, and support for supplemental materials for our Foster youth. Federal Title IV funds will enhance and supplement LCAP actions and services in all of these areas.

Another area of major emphasis for the 2019-2020 school year will be school safety. We are partnering with the Amador County Sheriff's Office to offer ALICE Run, Hide, Fight training to all school staff. This evidence-based practice gives students and staff options to the traditional approach of locking down in the event of an active shooter situation.

Title IV Part A funds will also be used to enhance LCAP Goal 1 Action 4 around our effective use of technology in all schools. Actions/services related to this include technology related professional development (hardware and software platform related) as well as refreshing and replacing devices in need.

The intended outcomes as a result of the actions/services listed above are an increase in the percentage of students who report having caring adult relationships, feel a sense of school connectedness, and meaningful participation in school activities as measured on the California Healthy Kids Survey. We also expect to see a decrease in our suspension rate, chronic absenteeism rate, and expulsion rate, as well as improved metrics in the aerobic capacity and body composition as measured by the California Physical Fitness Test. We also expect to see an increase in the number of parents reporting feeling the school welcomes parent contributions, the school encourages parents to be an active partner in educating their child, and the school actively seeks the input of parents prior to making important decisions. Our progress in these areas will be measured annually through our comprehensive needs assessment.