

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

LEA Name

Coachella Valley Unified School District

CDS Code:

33-73676

Link to the LCAP:

(optional)

www.cvusd.us

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.

The Coachella Valley Unified School District (CVUSD) serves 18,146 students: 88.5% of students meet eligibility requirements for free or reduced lunch; 94.44% of students are part of the unduplicated (low income, foster youth, or English learner) student count; and 41.1% of its 18,013 students are designated as English learners (EL). CVUSD's vision that every CVUSD graduate will possess the skill and personal motivation needed to achieve their Personal Dream. The vision and CVUSD Plan for the Future is supported by a foundation of five Pillars. The Pillars are:

- 1) Safe and Respectful Schools - CVUSD will ensure a safe, positive, and respectful school environment and culture for all students and staff.
- 2) Effective Instruction and Leadership - CVUSD is committed to the recruitment, hiring, retention and professional development of all teachers and staff members.
- 3) Academic Achievement - Our students will be prepared to leave CVUSD with the academic, career and social-emotional skills needed to achieve their personal dreams.
- 4) Community Engagement - Parents and staff will be empowered and become full partners in our students' social, emotional, and academic growth and development.
- 5) Fiscal Solvency and Optimization of Resources - CVUSD will operate in a fiscally sound, accountable and transparent manner.

CVUSD uses federal funds including Title I, Title II, Title III, and Title IV to supplement and enhance strategies funded with state funds to achieve this vision by increasing academic achievement, closing achievement gaps for unduplicated pupils, creating a positive school climate, and supporting parent engagement. Specific strategies include:

* Additional professional development opportunities for TK-12 grade teachers, administrators, and support staff in various curricular areas aligned with standards-based instructional materials and research-based instructional strategies that effectively target the needs of all students. This will include support for Multi-Tier Systems of Support (MTSS), outside consultants to provide systematic and systemic professionals development, and conference attendance for administrators, teachers, and support staff.

* Providing instructional coaching and supplemental program site support focused on Assistant Administrator of Instructional Improvement TK-6 and Secondary Assistant Principals provide assist in the design, implementation, monitoring, and evaluation of supplemental programs and services.

* Assessment systems to provide staff with disaggregated data and the ability to analyze individual student performance on standards-based assessments to better identify, monitor, and evaluate effective strategies and interventions.

* Additional programs, interventions, services to support instruction and student learning including extended school day, extended school year, and early childhood education opportunities.

* Additional college and career readiness and support including fully implementing Advancement Via Individual Determination (AVID) strategies districtwide and College & Career Coordinator.

* Implementation of Pathway to Success during the school day for grades 4-6 to support student learning through the Common Core Standards which include a combination of PBIS, VAPA, AVID, College and Career Readiness, and STEAM. The primary goal is to provide research-based programs and activities designed to improve academic achievement in an effort to close the achievement gap.

* Parent engagement efforts focus on student learning, parent leadership, volunteering, and decision making including staffing a parent center supported by a part-time parent liaison at each school site, a Resource Fair to inform parents about, and connect parents with, programs within the school district and from outside agencies. A district Parent Engagement Coordinator facilitates parent engagement at all school sites.

* Supports for student social-emotional development including social-emotional counseling, implementation of PBIS, restorative justice, transformational learning.

* Support for homeless and foster youth.

As part of the LCAP process, integral feedback was collected from stakeholder groups throughout the year, resulting in the continued, focused commitment to the on-going implementation of CVUSD's LCAP Goals for the use of state and federal funds:

1. Increase student achievement and other pupil outcomes to prepare all students for College, Career, and Citizenship in the 21st Century
2. Improve conditions of learning in a fiscally solvent and
3. Increase engagement and collaboration among students, parents, staff and community members

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.

CVUSD provides multiple opportunities for staff, parents, students, local bargaining units, district personnel, and community members to be involved in data analysis and program monitoring for the LCAP. LCAP actions are evaluated with the use of a comprehensive needs assessment (at the district and site level), along with data analysis using multiple measures. Throughout the year, at numerous stakeholder meetings, each of the eight State Priority Areas, the five Local Indicators, and the three LCAP goals are monitored for implementation and effectiveness.

CVUSD uses a number of different methods to gather stakeholder input:

- LCAP Stakeholder Support meetings several times per year; with opportunities for verbal questioning and feedback, as well as written and online surveys
- LCAP presentation meetings at each school site; with opportunities for verbal questioning and feedback, as well as written and online surveys
- School Site Councils and English Learner Advisory Committees at each school site
- District English Learner Advisory Committee (DELAC)
- Parent Advisory Committee (PAC)
- Online/Paper surveys: LCAP Survey, California Healthy Kids Survey (CHKS), Parent Engagement survey

Within each of our stakeholder groups, both state and federal funding sources were discussed. District representatives worked to facilitate an understanding within stakeholder groups regarding guidelines for the use of federal funds, to further supplement and enhance state funded actions and services. Site and department administrators presented LCAP information to their stakeholders, which helps stakeholders make connections between district and site efforts to increase student achievement and provide specific site/department, as well as district, feedback. The presentation included the following information: LCFF/LCAP basic information, district demographic information, accountability data, district budgets, and an opportunity for reflection and feedback. It was also customized for each school site and included data, goals, actions/services, and expenditures from their Single Plan for Student Achievement (SPSA). Feedback was provided during these meetings and submitted to the district to inform our LCAP process.

Each school site received LCFF Supplemental/Concentration and Title I funds to support actions that directly targeted their specific school needs and student population. Principals were provided with professional development and resources on the effective, compliant use of supplemental state and federal funds to support their school initiatives. School sites created School Plans for Student Achievement (SPSA) which outlined how their LCFF Supplemental/Concentration and Title I funds were allocated. Each year SPSAs are reviewed by the Education Services department to ensure that all actions in the SPSAs are aligned with CVUSD LCAP goals, prior to being approved by the school board. SPSAs were created collaboratively with the School Site Council and monitored regularly. School sites periodically reviewed the effectiveness of actions throughout the school year. Principal and school site analysis of actions were then further reviewed by district personnel.

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.

Coachella Valley Unified School District uses eligibility for the Free and Reduced Meal Program as the poverty criteria. All schools within the district receive an allocation of Title I funds based on the Title I count of students as reported in CALPADS.

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:

EE-1:

CVUSD Human Resources and Educational Services personnel followed the process on the Educator Equity: LCAP Addendum Criteria and Guidance webpage and reviewed multiple school and district level staffing reports from DataQuest and CBEDS submission reports to identify any staffing disparities including: ethnicity breakdowns, staff service/experience, In addition, the district worked with Riverside County Office of Education to identify any misassignments. In 2018-2019, CVUSD had no teacher misassignments and low income and minority were not taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. One teacher had a General Education Limited assignment Permit (GELAP). If CVUSD had disparities, district personnel collaborate to monitor and support teachers or take action as needed.

E-2:

- Are low-income students taught at higher rates than other students by ineffective/misassigned teachers? No, the district has no misassigned teachers. Our county office of education conducts a Williams review of teacher assignments annually. They have reported no misassignments.
- Are low-income students taught at higher rates than other students by out-of-field teachers? No, the district has no out-of-field teachers. Our county office of education conducts a Williams review of teacher assignments annually. They have reported no misassignments.
- Are low-income students taught at higher rates than other students by inexperienced teachers? No, low income students are not taught at higher rates than other students by inexperienced teachers.

EE-3:

- Are minority students taught at higher rates than other students by ineffective/misassigned teachers? No, the district has no misassigned teachers. Our county office of education conducts a Williams review of teacher assignments annually. They have reported no misassignments.
- Are minority students taught at higher rates than other students by out-of-field teachers? No, the district has no out-of-field teachers. Our county office of education conducts a Williams review of teacher assignments annually. They have reported no misassignments.
- Are minority students taught at higher rates than other students by inexperienced teachers?

8% of our district teaching staff was comprised of inexperienced (1st & 2nd year) teachers, including 12% of high school teachers, 10.2% of middle school teachers, and 5.2% of elementary school teachers. For 2017-2018, 88.6% of the students served in the district were considered low-income. All CVUSD schools are Title 1 Schoolwide Programs with the low-income student percentages ranging from 73.8% to 96.4%. 8.5% of the students served in the district were considered minority students. After reviewing school staffing and student data, no correlation was found between minority students or low income students being taught by inexperienced teachers. The average number of years of services is 14 and the average number of years in the district is 13.

EE-4: Please describe how the LEA engaged stakeholders in its process for identifying strategies for addressing discovered equity gaps. CVUSD engages stakeholders representing parents, students, teachers, administrators, classified staff, counselors, bargaining unit representatives, families, community members, board members, and other staff continuously throughout the year through site committees, district committees, professional development, parent workshops, LCAP public forums, staff meetings, surveys, and more. Stakeholder engagement produces a tremendous amount of input and feedback which is reviewed raises important considerations and guides the direction of the LCAP actions/services to address equity gaps.

EE-5: Please describe the actions the LEA will take to address any disparities discovered during the data analysis process

CVUSD focuses on attracting, recruiting, training and retaining staff that best meets the needs of the district's population by offering a perfect attendance stipend incentive; offering a BCLAD stipend; offering a special education stipend; building the capacity of site administrators through professional development and mentoring; and expanding recruitment efforts for hard to fill positions by partnering with universities and looking out of state. CVUSD coordinates federal and state funds to ensure all teachers receive professional development in order to effectively teach state standards. Title II funds support Assistant Administrators of Instructional Improvement who provide instructional coaching and support for teachers and district PAR/BTSA Teachers on Special Assignment to provide individual support for teachers focused on classroom management, student-centered learning, diversity, differentiation, technology integration, reflection, classroom culture, and more. District staff provides one-on-one support for new teachers by monitoring, coaching, modeling, and mentoring.

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:

Parent leadership and governance opportunities are available for both school site and district levels. At the school level, parents participate in the School Site Council (SSC), the English Learners Advisory Council (ELAC), the Family Involvement Action Team (FIAT), and additional committees that vary according to sites' needs. Parents are provided with ongoing training on the roles and responsibilities of each of the parent advisory committees. The SSC and the ELAC are integral in developing the School Plan for Student Achievement (SPSA). The SSC monitors actions in the SPSA, and analyzes data for effectiveness of actions, on an ongoing basis throughout the year. Feedback is provided from the ELAC to the SSC. The SSC and ELAC also participate in the development of the School's Parent Involvement Policy and the School-Home Compact. Various workshops are provided throughout the year at the school and district level, to build parent capacity on how to support their child's academic, behavioral, and social-emotional needs.

The Home School Compact is reviewed and signed by parents each year. The school-parent compact defines the responsibilities of the parents, school, and child to work as a team focusing on monitoring and encouraging the success of each student. Parent teacher conferences are held annually to ensure that family and school partnerships are formed. One aspect of parent teacher conferences is reviewing progress reporting procedures and guiding parents on how they can track their child's growth (attendance, academic information, courses taken) on Parent Portal. Parents are encouraged to continue communication as they monitor progress throughout the year. Parent events including Back to School Night, Open House, Literacy, Math, and Science night events, and a Title I Parent parent meeting are held annually to keep parents informed about the schools' offerings.

District staff regularly collaborate with parent groups such as the Superintendent's District Advisory Council (DAC), District English Learner Advisory Committee (DELAC), The Indian Ed Parent Advisory Committee, The parent advisory committee for Special Education students, and numerous parent associations (PTA, foundations, etc). The DAC and the DELAC provide representatives from each site in the district an opportunity to learn more about the LCAP, provide feedback on its various goals, and provide consultation to the district on the use of federal dollars to help support the goals. In addition, district level parent committee meetings help families understand state annual assessments such as the SBAC, ELPAC and the California Dashboard as a monitoring system for the state, district and their child's school.

Each year the district and school level parent involvement policies are evaluated by staff and parents. The district parent involvement policy is built from federal requirements and California School Board Association recommendations. This policy is shared at the beginning of each year with district stakeholder groups including the LCAP Stakeholder Committee, the Superintendent's Parents Advisory Committee (PAC), and the District English Language Advisory Council (DELAC). The district Parent Involvement Policy is then distributed to all parents and guardians as part our Annual Notice to Parents at the beginning of each school year.

As part of Our LCAP stakeholder engagement process, we consult with a broad range of stakeholders about their priorities in a series of meetings, supplemented with additional information gathering, communication, and focus groups. For parents and family members specifically, we hold meetings at each school site, where families provide input on their priorities for the LCAP. CVUSD also hosts an annual "LCAP Forum" at each of our 3 comprehensive high schools (which are evenly distributed geographically throughout our district boundaries). The LCAP Forums are held in early spring to gather further input on the LCAP goals, share the district's progress in achieving those goals, and determine the best next steps. The Forums are attended by parents, community members, students and CVUSD staff. As a follow up, principals discuss the LCAP in School Site Council meetings and in other parent meetings, gatherings, and trainings.

The CVUSD parent engagement policy was developed by engaging parents from different district committees including the DPAC, DELAC, SEPAC, MPAC, and more. It was originally mailed to all families and is now shared with parents through the annual parent/student notifications and on our district website. It is reviewed annually by the District Parent Advisory Committee (DPAC). The CVUSD long-term parent engagement goal is to raise the overall level of civic engagement within the academic community and to unify our district to make education more accessible for students and families. This will be accomplished by:

* Increasing and improving two-way school-to-home; school-to-school; district-to-home and district-to-district communication system

* Hosting an annual parent fair to motivate and inspire parents to become involved in their children's education and have the option to be parent leaders at their respective sites

* Building capacity in the area of parent and community engagement by developing, implementing and measuring the following actions:

- Allocation of district Title I funds to sites targeted for parent engagement
- Including parent engagement plans in SPSA
- School administrators, teachers, staff will be trained in parent engagement

- Schools offer workshops/classes in the areas identified by parents' interest and needs in support of student achievement as evidenced by site data and parent interest inventory.
- Ensuring parents of English learners will receive relevant information about the reclassification process and the ELPAC
- Increasing parent awareness of the role of parents in decision-making and opportunities to participate in committees
- Providing opportunities for parents to provide authentic input

In addition to a Parent Engagement Coordinator, Parent liaisons are available at each school site and support parents in finding community resources. The parent liaisons also hold parent workshops and gather information about community needs. When requested Parent Liaisons assist parents with applications, forms, and understanding parent notifications regarding report cards, assessments, and other school related materials. Translation services are provided at all district held events and paper mailings and automated phone calls are provided in English and Spanish to facilitate ongoing communication with parents.

NEW INFORMATION

* A district Committee, Parent Leaders Always Taking Action (PLATA), leads the way in parent education and workshops across the district.

* Each school has a parent liaison that conducts workshops and one-on-one support for parents at the school site and collaborates with school staff to provide workshops including academic-focused hands-on family nights, understanding standards, effective conferences with teachers, understanding parent portal for electronic student system, family literacy activities, positive ways to communicate with teachers and staff, and how to create a strong home learning environment.

* Special accommodations will be made for communicating with families that have accessibility needs or other special needs which make corresponding with the school difficult including, but not limited to, translation, interpretation, transportation, childcare, and phone/online meetings.

* Opportunities for the informed participation of parents and family members of migratory children include individual parent outreach, monthly Migrant PAC meetings where families have access to resources and opportunities for additional support, and high school migrant outreach teacher meetings with students/parents.

* Opportunities for the informed participation of parents and family members with disabilities include providing reasonable accommodations to parents and family members.

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:

SWP: SWP: All CVUSD schools are authorized as Title I Schoolwide Programs. Schools receive Title I funding on a per pupil basis. Site leadership and School Site Councils work collaboratively to complete an annual needs assessment to identify student and staff needs, develop goals/actions/services to meet identified needs, and evaluate effectiveness.

NEW INFORMATION

* Preschool and Head Start programs are provided across the district for over 600 students.

* The district continues to build capacity and increase enrollment in the Advancement Via Individual Determination (AVID) program. We are fully implementing AVID strategies district wide. The elementary schools focus on organizational skills that include agendas, binders and note taking. The Middle school AVID focus is reinforcing the organizational skills, Writing Inquiry Collaboration Organization Reading (WICOR), tutoring, and AVID EXCEL for our English Language learners. The high school AVID focus is WICOR, Socratic seminars, and the transitional phase of college and career readiness.

* A Pathway to Success program has been implemented during the school day for grades 4-6 district wide. This program supports student learning through the Common Core standards which include a combination of PBIS, VAPA, AVID, College and Career Readiness, and STEAM. Students participate in the Pathway to Success 30 minutes a day with enrichment lessons that are designed to improve academic achievement in an effort to close the achievement gap. In order to better prepare students for careers and to help students identify colleges that align with their interests, the district has developed Career Technical Education (CTE) pathways and academies at each comprehensive high school. Nineteen total programs serve 45% of high school students, meet A-G college entrance requirements, and are aligned to the local labor market needs of Coachella Valley.

* Student social-emotional learning and behavior is addressed through the development and implementation of a district-wide blended model that supports a positive school climate plan by integrating Positive Behavior Interventions and Supports (PBIS), Restorative Justice (RJ), and Transformational Learning (Restorative Practices). Consistent implementation across the district will result in CVUSD accomplishing its mission and thus shift its current practices to a positive and preventative approach. In addition, the district provides site-based mental health supports for students and support for families with off-site referrals for student/family-based therapy.

* Ongoing professional development for teachers, administrators, and paraprofessionals on effectively implementing curriculum and assessments for all content areas. Two key areas of focus for the district are writing and math. Part of the early release day for students allows time for teacher PLC Collaboration.

* School programs include after school academic support, additional teacher collaboration, expanded learning opportunities, and planning/implementation of the site multi-tiered system of supports.

TAS: N/A

Neglected or delinquent: N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district Foster and Homeless Student Liaison, a full-time counselor in the Child Welfare and Attendance Department, collaborates with CALPADS, the county, and social services to improve our process of identifying students. He also coordinates with site and district personnel to:

- * Identify our foster youth and ensure transition is supportive and collective, offer academic, social and emotional counseling and monitor progress throughout the school year.
- * Ensure that foster youth who qualify for AB 167/216 graduation requirements (130 credits) are certified and recorded.
- * Ensure that transferring foster youth will be promptly enrolled in the appropriate school and classes and transferring foster youth will be awarded credit for all work completed, including partial credits.
- * Identify our McKinney-Vento students (homeless) and verify their status. Inform them of their rights under McKinney-Vento Law and regulations.
- * Offer a variety of resources including uniforms, school supplies, backpacks, toiletries, clothing and bus passes
- * Refer families to housing assistance programs, shelters, food banks and other resources.

NEW INFORMATION

Funds reserved for homeless education are used for direct support to students including uniforms, school supplies, backpacks, toiletries, clothing and bus passes.

Our district liaison provides the following services for homeless students

- * Supports the transition for homeless students
- * Monitors progress of homeless students
- * Ensures McKinney Vento students who qualify for AB 1806 graduation requirements (130 credits) are certified and recorded
- * Arranges for transportation assistance for McKinney-Vento students who qualify
- * Coordinates with community agencies to find housing assistance for families
- * Provides school personnel with professional development on identifying students so we can provide assistance to address student needs

Schools meet student needs by:

- * Having school supplies, uniforms, backpacks and toiletries on hand to distribute to students
- * Ensuring students are identified and our student system updated
- * Providing students with access to on-site mental health counselors during the school day
- * Communicating with teachers so that they are aware and take that into consideration in the classroom, such as assigning homework that may require Internet access or materials not readily available to the student
- * iPads are available for checkout to complete schoolwork
- * High schools: counselors monitor students are on track for graduation
- * Students have access to online courses during the day/after school

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:

CVUSD offers State preschool and Head Start programs across the district. District efforts to support a successful transition to local elementary school programs include:

- * Helping parents understand practices to effectively provide academic and social support for their children during transition
- * Helping parents understand the benefits of continued involvement in and advocacy for their child's education
- * Assisting parents in the ongoing communication with teachers and other school personnel so parents can participate in decisions related to their child's education
- * Ensuring all relevant records are transferred to the school or next placement if applicable
- * Engaging in communication with their counterparts in the schools to facilitate continuity of learning and development, consistent with privacy requirements
- * Participating, as possible, in having the children experience what the kindergarten environment will be like to build a sense of trust and confidence
- * Promoting successful transitions to kindergarten by implementing activities and approaches that familiarize children with the transition to kindergarten. As the program year progresses, examples of transition activities may include: teaching children to raise their hand to be recognized, following 3-step instructions, longer group time meetings, incorporating more higher order thinking questions and/or increasing fine motor skill development activities
- * Providing children with an active IEP with additional transition services, as needed
- * Providing parents opportunities to attend transition meetings during the program year
- * Sharing transition information and child progress during home visits and parent conferences
- * Encouraging children to develop appropriate, independent, self-help skills to foster confidence and positive sense of self
- * Holding transition meetings to support the transition needs of children receiving mental health and/or additional support services from Head Start as appropriate
- * Conducting collaborative meetings between Head Start and district personnel for children with Special Needs to review the needs and progress and to assist parents in becoming advocates in their child's education upon enrollment in the elementary school system

NEW INFORMATION

As program funding decreased, the need for services did not. The district supplements the program with Title I funds for teacher salaries to continue to provide services for the same number of students and not close classes.

Strategies to facilitate effective transitions for students from elementary to middle and middle grades to high school:

- * CVUSD is implementing AVID strategies district wide. The elementary schools focus on organizational skills that include agendas, binders and note taking. The Middle school AVID focus is reinforcing the organizational skills, Writing Inquiry Collaboration Organization Reading (WICOR), tutoring, and AVID EXCEL for our English Language learners.
- * The District has implemented a Pathway to Success program during the school day for grades 4-6 district wide. This program supports student learning through the Common Core Standards which include a combination of PBIS, VAPA, AVID, College and Career Readiness, and STEAM. Students participate in the Pathway to Success 30 minutes a day with enrichment lessons that are designed to improve academic achievement in an effort to close the achievement gap.
- * A summer bridge program was offered to students transitioning from 8th - 9th grade.

Strategies to facilitate effective transitions for students from high school to postsecondary education:

- * CVUSD is implementing AVID strategies districtwide. The high school AVID focus is WICOR, Socratic seminars, and the transitional phase of college and career readiness.
- * CVUSD continues to build capacity and increase enrollment in the Advancement Via Individual Determination (AVID) elective program.
- * CVUSD has implemented The PUENTE Project which is designed to help students graduate from high school, become college eligible, and enroll in college through the efforts and support provided by a PUENTE-trained team. Its mission is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders to future generations. The PUENTE high school program is an interdisciplinary approach with writing, counseling and mentoring components. Currently, Desert Mirage High School is the only school with the PUENTE high school program but we plan to expand the program to the other high schools within the district.
- * CVUSD is one of the eight California school districts to adopt an Ethnic Study graduation requirement starting with the class of 2020. According to an NEA review of studies, ethnic studies classes help to close the achievement gap among minorities, and students who identify strongly with race and the material that they are learning are more likely to go to college. In CVUSD, the student body is 97% Latino, and more than half of the students in the district are English learners. The expectation is that a culturally relevant education component will benefit our students immensely.
- * In order to better prepare students for careers and to help students identify colleges that align with their interests, the district has developed Career Technical Education (CTE) pathways and academies at each comprehensive high school. Nineteen total programs serve 45% of high school students, meet A-G college entrance requirements, and are aligned to the local labor market needs of Coachella Valley. Programs include: Agriculture, Aviation, Arts, Media, Entertainment,

Engineering, Green Technology, Health Sciences, Hospitality, Technology, and Public Safety. Students in CTE programs complete a sequence of courses over three years, have the opportunity to earn industry recognized certifications, participate in internships, and compete regionally in events that challenge students to apply academics in a career-themed project. Students completing CTE programs have almost a 100% graduation rate, and have higher A-G completion rates. Nine middle school feeder programs have been developed for students to explore CTE program options prior to entering high school.

* CVUSD provides opportunities for students to enroll in Dual Enrollment courses through our local community college, College of the Desert.

* CVUSD collaborates with OneFuture Coachella Valley, an Alignment USA community which engages the 3 local school district and business partners, in the advancement of our Regional Plan to provide students with meaningful career explorations, work experience, and scholarships, as well as other supports for college success. The key to this approach is involvement from our region's employers, which ensures that student preparation is aligned with local workforce needs.

* Agreements are in place with College of the Desert (COD) and California State University San Bernardino (CSUSB) to increase and better prepare high school students for college. CVUSD and CSUSB entered into an agreement that ensures admission to CSUSB for students who qualify from all CVUSD schools. CVUSD and COD have an agreement that provides high school graduates (or equivalent) from CVUSD with two full years of free tuition, fees, and support at COD if students fulfill required commitments.

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:

CVUSD supports schools in identifying gifted and talented students and district and/or site funds may be used to provide services for identified students.

District and/or site funds may be used to promote digital literacy skills and instruction including increasing access to print or electronic collections, digital tools, subscriptions, reference materials, software licenses and other supplemental instructional materials.

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

Professional growth and improvement is provided through multiple funding sources, including Title II funds which are used primarily to supplement support new teachers, retain current teachers, and strengthen instructional practices. Title II funds are also utilized to support the personnel focused on creating a sustainable culture of leadership throughout our district. The district professional development model focuses on ensuring all staff receive professional development opportunities in a systematic and systemic manner. To build capacity within staff, a Trainer of Trainer model is utilized whenever possible. Opportunities are based on a needs assessment, including data analysis and stakeholder input. Various opportunities are provided by district personnel and/or outside consultants during the school day. Additional professional development is provided to teachers and staff during Summer Break. These opportunities are voluntary and teachers and support staff receive compensation for their time.

New teachers in the district are trained prior to the start of school. After the school year begins, new teachers continue to be provided with training in the other district initiatives, assessment systems, and intervention programs. The board recently approved the hiring of Instructional Coaches who will support classroom teachers and district/site administrators to build teacher capacity in the service of our students. The instructional support coach works with multiple stakeholders to successfully integrate the use of evidence-based practices and strategies in all content areas, as well as various technologies, with an equity lens focused on the progress of all students. Support includes model lessons, support lesson planning, observe classroom instruction, and provide feedback and resources for teachers. They will also work to support the professional development being provided by outside consultants. PAR/BTSA Teachers on Special Assignment provide individual support for teachers including classroom management, student-centered learning, differentiation, technology integration, reflection, and classroom culture. In order to attract, recruit and retain teachers, the district offers a perfect attendance stipend incentive, offers a special education stipend, builds capacity of site administrators, and expands recruitment efforts. To meet CTC's requirement, CVUSD aligns with the CTC Teacher Induction Program Standards by assigning a reflective coach (mentor) to a candidate to address the individualized needs in order to refine their teaching practice. . The district negotiated with the certificated bargaining unit for two professional development days per year; the content is collaboratively planned with the bargaining unit.

The district provides support to principals through multiple levels of support. Districtwide principal meetings include professional development in a variety of topics with time for collaboration and discussion around the implication or implementation at their individual school site. Multiple departments provide targeted training for administrators; topics include: School Budgeting, School Plans for Student Achievement (SPSAs), Alternative Means of Discipline, Writing, MTSS, IEPs, Supervisor training, and more. District administration conducts classroom/site visits and guides reflection conversations with feedback on data, instruction, culture/climate, and parent/community engagement. Principals meet with Educational Services individually for data chats twice a year to present an analysis of data, school plan implementation, and future planned actions, as well as discuss where support is needed.

The district provides training to administrators in the areas of supervision and evaluation for all employees. The training is intended to guide the evaluation of employee performance and assisting management personnel in providing effective supervision for employees. Additional assistance is provided to school site administrators in addressing employee misconduct, as needed. The district also supports administrators in participating in ACSA Academies, participating in the Riverside County Office of Education's (RCOE) aspiring principals institute and engaging the use of professional mentors to work with new directors and principals.

CVUSD strives to provide professional development activities that are effective and meet the needs of our audience. Following each session, an evaluation is given to elicit feedback on the content and delivery, collect information on how the material will impact the participants' practice, and request feedback on what the participant desires in future sessions. Facilitators, district staff, as well as bargaining unit representatives reflect on feedback to improve material and delivery. In addition, the district conducts walkthroughs to observe classrooms to collect data on the effect of instructional strategies on student learning.

Prioritizing Funding

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district analyzes multiple measures including the California School dashboard indicators, Expected Outcomes in the LCAP, local assessment data, and a wide variety of stakeholder input in a focused effort to determine the appropriate professional development activities to support all schools and the unique needs of individual schools. All district schools are schoolwide Title I schools. Two schools are identified for Comprehensive Support and Improvement (CSI). The district allocated the CSI funds received to each of the two schools sites and supported them in the development of their SPSA to allocate funds to address identified needs. Two schools have been identified for Additional Targeted Support and Improvement as they have a majority of red indicators for their Students with Disabilities (SWD) student group. As there is a significant gap between all students and the SWD group across the district, the district is utilizing early release time to provide professional development for classified personnel, invites special education teachers to participate in department content and grade level collaboration at the school site, and contracted to have an external audit conducted. In response to the audit, a Special Education Task Force was established to develop a district policy and procedures manual to ensure consistency in communication and action across the district.

The district supports schools in refining their School Plan for Student Achievement (SPSA) which includes a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the school plan.

Focus Areas include:

* Multi-Tiered System of Support (MTSS): an integrated, comprehensive framework to align academic, behavioral, and social-emotional learning in a fully integrated system of support

* Professional Development including:

* Math, Writing, Language, ELD, Visual and Performing Arts, History

* Closed Reading, Universal Design for Learning (UDL)

* New Social Studies curriculum adoption

* Blended Model - PBIS, Transformational Learning, Restorative Justice

* Integrating Technology into instruction

* Transformational Justice Learning Practices

* Positive Behavior Intervention and Supports (PBIS)

* Restorative Justice

* Joven Noble/Xinachtli Transformational Learning

The district supports school efforts by:

- Building Capacity
- Partnering with Stakeholder groups
- Conducting needs assessments
- Identifying/Developing Evidence-based Interventions (strategies and activities)
- Developing, implementing, monitoring, and evaluating improvement efforts (Annual)
- Reviewing/Identifying Resource Inequities

All schools complete interim SPSA evaluations which are reviewed with Educational Services staff. Principals also meet with Educational Services individually for data chats twice a year to present an analysis of data, school plan implementation, and future planned actions, as well as discuss where support is needed.

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:

We have aligned our Local Control and Accountability Plan (LCAP) with our Single Plans for Student Achievement (SPSAs) and engaged in a collaborative approach to share progress, seek input, monitor, evaluate, and update plans simultaneously with stakeholders as we implement both the LCAP and SPSAs. Our LCAP encompasses our federal funding, in addition to state funding to promote aligned strategic planning of all resources to address identified needs. The district focused on engaging stakeholders through integration of information with school site efforts/activities and district committees/activities. We began with training classified and certificated leadership. As result, site and department administrators presented LCAP/SPSA information to their stakeholders, which helped stakeholders make connections between district and site efforts to increase student achievement and provide specific site/department, as well as district, feedback. The presentation included the following information: LCFF/LCAP basic information including goals/actions/services, district demographic information, accountability data, district federal/state budgets, and an opportunity for reflection and feedback. It was also customized for each school site and included data, goals, actions/services, and expenditures from their Single Plan for Student Achievement (SPSA). Feedback was provided during these meetings and submitted to the district to inform our LCAP process.

In addition to meeting with these specific stakeholder groups, two public forums (in English and Spanish) were held at three locations across the District. During each forum, attendees attend 3 sessions: LCAP Overview, Student Engagement & School Climate, and College & Career Readiness. Over seventy-five stakeholders attended the forums representing students, parents, teachers, classified staff, board members, community members, and administrators. After LCAP parent committee presentations, district department presentations, site administration presentations to stakeholders, and the public forums, over 300 comments have been received through our online LCAP feedback survey and over 75 comments through written feedback forms from the forums. The responses were combined and shared with district leaders and stakeholders for review.

Stakeholder engagement produced a tremendous amount of input and feedback. Throughout the process, meetings were focused on statistical information revolving around our LCAP actions and services, state priorities, state indicators, CAASPP data, state dashboards, and our "status and change" five-by-five grids. Stakeholders were provided the opportunity to evaluate the district's performance indicators. Feedback from stakeholders raised important considerations and guided the direction of the LCAP in adding or expanding the following actions:

- * Focus on providing multi-tiered systems of support (MTSS) to address the individual student academic, behavior, and social-emotional needs (Goal 1, Goal 2, and Goal 3)
- * Focus on Social-emotional Health, School Climate, and addressing the Whole Child with PBIS, Restorative Justice, and Counseling (Goal 3, Action 3 and Goal 1, Action 3)
- * Professional Development for both classified and certificated staff (Goal 1, Action 1 & 2 and Goal 2, Action 1)
- * Continued Parent Engagement Activities (Goal 1, Action 3 and Goal 3, Action 1)
- * Refining Existing Programs (Goal 1, Action 1 & 2)
- * Visual and Performing Arts (VAPA) (Goal 1, Action 1)
- * Dual Language (Goal 1, Action 2)
- * Focused counseling services (Goal 3, Action 2)
- * Focused academic interventions and supports for students (Goal 1, Actions 1 & 3)
- * Refining monitoring and evaluation including redefining the duties of the elementary assistant principals to become an Assistant Administrator of Instructional Improvement, where eighty percent of their time is focused on supporting, monitoring, and evaluating programs focused on meeting the needs of our unduplicated pupils. (Goal 1, Action 1)

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:

CVUSD will provide effective professional development to classroom teachers, principals, administrators, other school leaders, and school or community-based organizational personnel with the goal of building capacity around best instruction for English Learners. Professional development will be ongoing and sustainable to enhance understanding and implementation of curricula, assessment practices and measures, and instructional strategies for English learners. These professional development efforts will include one-on-one coaching, observation, feedback and consultation, with the goals of increasing English language proficiency, substantially increasing subject matter knowledge, teaching knowledge, and teaching skills.

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:

CVUSD will offer enhanced instructional opportunities for immigrant children and youth through an after-school newcomer academy, newcomer summer school, tutoring and personal learning platforms that provide English language and academic supports designed to significantly improve and accelerate the immigrants' rate of success.

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:

CVUSD will develop and implement research-based programs and activities including language instruction educational programs for English learners, immigrant children and youth that are effective, sustainable and aligned to identified student needs. These programs and activities will include, but not be limited to:

- Dual Language education programs that commence in Kinder and transition into the middle school level. The goal is to build biliteracy and bilingualism in the student's primary language, as well as in English. We follow the developmental biliteracy model in order to provide primary language support while we gradually increase the acquisition of the second (English) language until we arrive to 50-50 Spanish/English instruction in the 4th grade. Newcomer (immigrant students) may enter the program in order to facilitate their transition with our English language while still receiving primary language support.
- The Seal of Biliteracy is promoted as early as elementary level, and the Dual Language Pathway is clearly delineated for all stakeholders: students, parents, site admin, and community. The DL Pathway provides instruction in both English and Spanish, and students entering the middle school level have 2 of their 7 classes in Spanish. The goal is that students are ready to enter a high level Spanish course in 9th grade so they may take the Spanish Language & Culture AP course in 10th, and Spanish Literature & Culture course in 11th. Students who have been in the DL program since kindergarten will be prepared to succeed in passing their AP class and thus be eligible to receive their State Seal of Biliteracy in the 12th grade.
- Newcomer Academy is a supplemental support available to our immigrant students that focuses on providing language support in all four domains: listening, speaking, reading, and writing. Additionally, there is a culture focus attached, with the intent to embrace our students' diversity and highlight the assets they bring as part of their entirety and background when they enter our new country.
- To further support the unique needs of our students who have achieved the Long Term English Learner status, we are providing supplemental academic support through a LTEL Intervention After School Academy. Students are identified based on their EL status and ELPAC level, and they receive language support through the intensive and strategic language development instruction they receive.
- EL Mentors have been established at each of our school sites, with the purpose of working with target students who are At-Risk of becoming Long-Term English Learners (AR-LTEL) or who have already become Long-Term English Learners (LTELs). The EL Mentor serves as the liaison between the student, classroom teacher(s), parents, and site admin. There is on-going contact between the EL Mentor and the target students, where the students learn about their current ELPAC level, reclassification process and criteria, and the benefits of becoming reclassified. Students also set goals and the EL Mentor monitors their progress on a monthly basis. The goal is to move the target students towards reclassification during the year they are targeted, as they are usually close to achieving reclassification and need additional support.

Of the above plan, the program and activities that are funded through Title III are: supplemental professional development geared towards identifying best practices for our EL students, extra services paid to staff to target our most struggling EL population, supplemental supplies and materials to implement the described programs, programs to support services offered to our EL students, and training for parents to keep them informed of the services and programs available for our students.

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:

CVUSD will ensure English Learner academic achievement by providing assistance to all English learners. Long-Term English Learners will be supported through an EL Mentor Program, Summer School Bridge and Secondary Continuous Improvement Study Groups. Newcomers will receive targeted instructional supports through tutoring, newcomer summer school, and digital language platforms. English Learners with Disabilities will be the focus of a root cause analysis task force. The goal of these efforts is to achieve English proficiency based on the State's English language proficiency assessment, and meet the challenging State academic standards. Additionally, CVUSD will annually assess the English proficiency of all English Learners and engage in a research-based continuous improvement cycle to assure academic and linguistic progress/success for all.

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:

We have aligned our Local Control and Accountability Plan (LCAP) with our Single Plans for Student Achievement (SPSAs) and engaged in a collaborative approach to share progress, seek input, monitor, evaluate, and update plans simultaneously with stakeholders as we implement both the LCAP and SPSAs. Our LCAP encompasses our federal funding, in addition to state funding to promote aligned strategic planning of all resources to address identified needs. The district focused on engaging stakeholders through integration of information with school site efforts/activities and district committees/activities. We began with training classified and certificated leadership. As result, site and department administrators presented LCAP/SPSA information to their stakeholders, which helped stakeholders make connections between district and site efforts to increase student achievement and provide specific site/department, as well as district, feedback.

In addition to meeting with these specific stakeholder groups, two public forums were held focusing on Student Engagement & School Climate, and College & Career Readiness. Attendees represented students, parents, teachers, classified staff, board members, community members, and administrators. After LCAP parent committee presentations, district department presentations, site administration presentations to stakeholders, and the public forums, over 300 comments have been received through our online LCAP feedback survey and over 75 comments through written feedback forms from the forums. The responses were combined and shared with district leaders and stakeholders for review.

Stakeholder engagement produced a tremendous amount of input and feedback. Throughout the process, meetings were focused on statistical information revolving around our LCAP actions and services, state priorities, state indicators, CAASPP data, state dashboards, and our "status and change" five-by-five grids. Stakeholders were provided the opportunity to evaluate the district's performance indicators. Feedback from stakeholders raised important considerations and guided the direction of the LCAP in adding or expanding the following actions around providing a broad course of study.

CVUSD will utilize Title IV funds to implement the following as part of district efforts to provide a well-rounded education to our students:

- * Expanding the district dual language pathway to middle school by offering a Spanish Language elective course. This provides the bridge from our elementary dual language program and the high school language programs in order to prepare our students multiliterate.
- * Support college readiness efforts through Advanced Placement and college entrance test preparation and testing
- * Providing students at West Shores High School with access to performing arts electives to meet a-g requirements, graduation requirements, and access to performing arts standards

CVUSD will utilize Title IV funds to implement the following as part of district efforts to support safe and healthy students:

- * Support for our CVUSD Positive School Climate Blended model including Restorative Practices and Positive Behavior Interventions and Support (PBIS). Outcomes include: Develop School-Wide & Classroom Values; Learn, Teach & Reinforce all expectations; Implement, Analyze and Improve School Climate Plans; Develop a Feedback System to Allow Data to Guide School Needs; Strengthen Peer Relationships using Teachings from all three Models as Appropriate

CVUSD will utilize Title IV funds to implement the following as part of district efforts to support effective use of technology in schools:

- * Purchase and utilize the College Career Guidance Initiative digital platform to provide students and parents with high school and college readiness tools and resources

CVUSD reviews relevant results including stakeholders meeting feedback, stakeholder surveys, professional development feedback, dashboard data, local data, classroom walkthroughs and evidence of student participation/success. The district hopes providing a broad course of study will increase staff/student engagement, increase college and career readiness, increase student achievement, decrease referrals/suspensions/expulsions, improve attendance, decrease the dropout rate, increase the graduation rate, and create a positive school culture.

Each department responsible for action items/programs is responsible for monitoring. District and site staff meet to review progress, evaluate effectiveness, identify any barriers including how to overcome them, and identify next steps. The data and evaluation is also shared with stakeholders are part of our ongoing LCAP stakeholder engagement process as both state and federal funds are fully allocated in the LCAP. Updates on progress for actions/services and budget expenditures will be presented to stakeholders and to the board along with the district's 1st and 2nd interim reporting.