



LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

ADDENDUM

2020-2021

END OF YEAR REPORT

Presentation to the Board of Trustees: July 20, 2021

Consideration and Approval by Board of Trustees: July 20, 2021

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 Arvin Union School District focuses on the educational, environmental, and emotional needs of our community with a culture of unity and a dedication to student success. We provide equitable educational services to enhance all students' lives preparing for High School and beyond through a system of continuous improvement. We are accountable for financial stability, infrastructure maintenance, and developing staff capacity for the achievement of student goals with a common direction produced through Trust, Transparency and Teamwork."

The district has focused on this vision developed during the 2018-2019 school year and revisited the vision statement in May 2021 with a focus on defining equity. Using Fullan's framework for Coherence and the Thoughtful Classroom Teacher Effectiveness Framework; strengthening, deepening learning, and developing internal accountability will guide our actions to ensure consistent measurable student growth. This is advocated for in our mission "Every Student Learning, Every Day, No Matter What It Takes" as we work to achieve our four goals updated for the 2021-2024 Local Control Accountability Plan (LCAP) goals:

1. Expand collaborative partnerships with students, parents, staff, and the community and provide wrap-around services and personnel to further open lines of communication fostering a safe and welcoming educational environment through which all stakeholders are actively engaged in the learning process.
2. Accelerate student learning by increasing the percentage of fully credentialed staff, strengthening grade level standards-based instruction, targeted intervention, and purposeful enrichment supported by data analysis and a commitment to ongoing cycles of inquiry ensuring all students attain increasingly higher levels of achievement.
3. Purposefully integrate the cycle of inquiry and implement tiered professional development including ample opportunities for staff to ask questions and practice what they learn while receiving constructive coaching feedback in a timely manner to support student learning.
4. By May 2023, refine Designated and Integrated ELD as defined in the ELA/ELD Framework pages 891-892 to support English Language Learners development and use of academic vocabulary in speaking and writing to

engage with complex language and text as measured by classroom observations utilizing a district developed classroom observation tool for Designated English Language Development and the Thoughtful Classroom Framework Episodes 5 and 7 for Integrated English Language Development.

DEVELOPMENT OF DISTRICT PLANS

Data throughout the 2019-2020 and 2020-2021 school years was collected and includes input gathered from multiple stakeholder groups, and actions to address needs reviewed at the district and site levels as they related to priorities identified. Action steps were then revised, added, or deleted with a focus on multiple plans including the Local Control Accountability Plan (LCAP), the LCAP addendum, school site plans, and documents required for additional funding sources. With the LCAP strategic plan in place and funding allocated to action steps for each goal, areas of need remained which will be further supported with federal funds. This cycle of inquiry was brought to full cycle to ensure actions and funding addressed student needs implemented.

The following are a summary of key items determined to enhance LCAP funds through review of past implementation:

- Title 1 funds have been used to provide supplemental professional development and planning for strategy implementation and standards-based work, which was beneficial to support student academic growth for students that were not achieving at grade level standard. Schoolwide interventions, supplemental materials and experiences, and incentives for academic achievement and growth targeted student needs and was beneficial to identify skill areas that could be targeted by Intervention Teachers in small group instruction. Homeless funds were provided as a set aside and were a benefit to support students with personal, health, and hygiene needs throughout this time period. Site-based parent involvement beyond the programs listed in LCAP were supported through these funds.
- Title II funds were used to ensure low class size.
- Title III funds were used to support professional development and intervention focused on English Learners promoting deepening of strategy implementation.
- Title IV funds were used to expand safety personnel, student mental health services, to support professional development, and to augment technology resources and to support student learning, which was beneficial especially during the pandemic and drastic move to distance learning and implementation of a new learning platform.
 - The addition of an After School Resource Teacher beginning 2020-2021 facilitated an overall restructuring of after school program staff to better support students. As such, there was no need for academic liaisons for after school as previously anticipated.

Funds were allocated to each site based on student enrollment of socio-economically disadvantaged students for Title I. Title II funds were split evenly among the 3

elementary sites. Title III and Title IV funds were distributed through district level services.

Data informing our work included the following and prompted the revision of district plans as previous district gains were not consistent or sustained over time. The district achieved a level of Orange for All Students in Language Arts due to maintaining 0.4 (-41.5). English Language Learners (-53), Hispanic (-41.7), Socio-economically disadvantaged (-43.4) students maintained a status of Low. Students with Disabilities increased 15.9 points yet remained in a Very Low status (-102.6). Homeless (-35.3) and White (-41) student groups declined and remained in a status of Low. The district achieved a rank of Orange for All Students in Math due to a decline of 3.4 points (-72.8). English Learners maintained a status of Low (-80). Hispanic (-72.9), Socio-economically disadvantaged (-74.9), and homeless (-78.7) declined and remained in a status of Low. However, the white student group (-70.2) declined significantly and remained in a status of Low. Students with Disabilities increased 12.5 points yet remained in a Very Low Status (-127.4).

Percentage of students "not meeting standard" 2018-2019 CAASPP

3rd Language Arts	51.92%	Math	45.56%
4th Language Arts	52.29%	Math	42.94%
5th Language Arts	41.37%	Math	50.41%
6th Language Arts	33.65%	Math	44.83%
7th Language Arts	38.14%	Math	56.59%
8th Language Arts	42.42%	Math	63.83%

The data above continues to indicate a need for strong first instruction based on grade level standards as well as differentiated support to ensure all students are making continuous progress during core first instruction.

In addition, a review of ELPAC outcomes indicated 45.9% of English Learners made progress toward English Language Proficiency however, the majority were not progressing to the highest level of English Language Proficiency as the following data indicates. 16.40% are Well Developed, 37.77% are Moderately Developed, 30.12% were Somewhat Developed, and 15.71% are Minimally Developed. Analysis of students' expressive skills in speaking and writing provided evidence that Designated and Integrated ELD instruction require further attention.

Data from I-Ready provided even further evidence that reading, and math levels overall were not at grade level as indicated by the decrease of percentages of students "at or near" grade level, as grade levels increased Kindergarten through Sixth Grade. Scores acquired during distance learning indicated proficient students overall remained

proficient while many students that were one grade level below standard dropped to two or three levels below grade level.

Surveys and interviews completed with staff, students, and parents indicated growth in positive climate building. Our focus was modified to “meaningful engagement, school connectedness, and perceived school safety”. Multi-Tiered Systems of Support surveys completed at the site and district levels identified problems of practice for each of the above focus areas which have begun to be addressed through LCAP and further supported with federal funds.

The district’s LCAP goals were re-written and re-ordered for the beginning of another three-year cycle, 2021-2024. Goal 2 requires consistent attention to cycles of inquiry with guaranteed systematic interventions and extensions available to students. A focus on increased learning outcomes is critical. Collaborative, meaningful, differentiated instruction to ensure all students participate actively is necessary to practice and master grade level standards. Goal 1 requires focusing on school connectedness, stakeholder engagement and communication, attendance support, and school climate with additional wrap-around supports for students at-risk to support school connectedness and support active engagement in the learning process. Goal 3 ensures professional development to promote analysis of data, implementation of programs, and evaluation outcomes using the cycle of inquiry through a professional learning community process. Goal 4 focuses specifically on the English Learner student group to ensure structures and strategies are systematically implemented to promote English proficiency. Parent involvement is critical to all goals as the district and parents are partners in the educational process of children.

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.

The Arvin Union School District aligned federal funds with activities funded by state and local funds through a comprehensive Local Control Accountability Plan (LCAP) development process. The district provided a base program including equitable staffing and core materials at each site. Beyond the base program including staff and materials necessary to run the district and sites, academic and environmental/socio-emotional needs were identified through data analysis and stakeholder input as part of the LCAP development.

Priorities were set and resources assigned as district and site leadership, including the Chief Business Officer, reviewed funding guidelines allocating least restrictive funds to meet needs beyond the base as a 2nd tier. Remaining 2nd and 3rd tier priority areas were reviewed for the assurance that dedicated federal funds supplemented and extended the base, increased services of LCAP, and the varying requirements of Title I, II, III, and IV funds.

LCAP Goal 1 was supplemented or enhanced through the following actions from Title Funds:

➤ Title I funds allocated to:

- Additional personnel to support programs including After School, student services, and after school programs
- Support a full time additional Academic Coach at the elementary sites
- Provide Teachers on Special Assignment (TOSA) to deliver targeted support to site staff
- Intervention Teachers to provide direct services to meet the needs of students in Language Arts, English Language Development, and/or Math
- Professional Development focused on basic skills, reading comprehension, developing language, and supporting professional learning community grade level and department work in Language Arts/English Language Development, Math, Science, Social Studies, and 21st century skills to prepare students for college and career readiness
- Utilize student data for progress monitoring in a data cycle including grade level planning meetings
- Expanded After School Program staff, material availability, and online or physical curriculum and materials
- Provide consumable supplemental materials for students and consumable planners and communication tools for family engagement
- Provide additional instructional assistants to work with identified students in the areas of Language Arts and Math including the addition of hours to their workday to provided targeted instruction as needed
- Homeless services
- Uniforms purchased for loan at site
- Provide recognition and incentives for educational excellence and growth in the areas of Language Arts, Math, and English Language Development
- Provide extra-curricular activities for students
 - Virtual fieldtrips were supported due to COVID. In-person supplemental field trips to support the educational effort and provide experiences students would not otherwise be exposed to were suspended for the 2020-2021 academic year also due to COVID.

➤ Title II funds allocated to decrease class sizes at impacted grade levels in the district

➤ Title III funds allocated to:

- Teachers on Special Assignment supplementing core professional development for teachers of English Language Learners and provided coaching to instructional staff
- Provide additional instructional assistants to work with identified students requiring additional language development support and targeted practice to increase skills

- Provide materials focused on English Learners to support upcoming professional development
- Title IV funds allocated to:
 - Provide support for implementation of the district Parent Portals with parents, staff, and students through personnel support

LCAP Goal 2 was supplemented or enhanced through the following actions:

- Title I funds allocated to:
 - Provide translation, childcare, and snacks for parent/family workshops
 - Expand opportunities for parents to be involved in their child’s education through supplemental workshops and activities including overtime and materials
 - Provide communication tools for use to ensure meaningful engagement in the educational process
 - Overtime for district and site staff to conduct school workshops, home visits, or hold individual conferences with students/families to promote academic success
- Title IV funds allocated to:
 - Covering increased costs for Kern County Superintendent of Schools social workers to ensure continuation of services - addition of hours for elementary campus supervisors and an additional campus supervisor at the middle school/district level based on need
 - Support implementation and use of technology to foster academic achievement

Title I, Part A

EVERY STUDENT SUCCEEDS ACT (ESSA) PROVISIONS NOT ADDRESSED IN THE LCAP

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.

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The District Parent and Family Engagement Policy was developed jointly with, agreed on/with, and distributed to, parents and family members of participating children. This process began with District Advisory Council members reviewing the previous Family Engagement Policy and sharing input from their participation at their school sites over the previous year. Input for changes were discussed, taken back to individual school sites for discussion at School Site Council, and returned to the District Advisory Council for a vote. Following this process, after the policy was reviewed and input provided, updates are brought before the governing board as the annual process. That parent and family engagement policy was printed in English and Spanish and shared

with families through district parent portals or in print as necessary to accommodate family needs.

Elements written within site Family Participation Policies are:

Title I Meeting, Open House, Fall/Spring Parent Conferences, Student Performances and Workshops, and Parent Center opportunities. Parent Rights handbooks and school site parent handbooks are also shared online or in print at the beginning of each school year.

The district supported teachers, specialized instructional support personnel, principals, other school leaders, and other staff with support utilizing the Family Engagement Framework-A Tool for California School Districts. This framework provides guidance for effective Family Engagement to support student achievement. District and site staff have focused on demonstrating leadership initially by ensuring that foundational components of state and federal laws regarding Family Involvement are met.

With the assistance of input from/by parents from our District Advisory Council/School Site Council/English Language Learner Committees we have increased opportunities to act upon input from the contributions of parents. The district has provided training to Principals in the use of The Family Engagement Framework to set goals and identify areas of focus. Building capacity over time through governance committees, Parenting Partners workshops, Latino Family Literacy, and informal gathering such as Coffee with the Principal has fostered ties to promote working as equal partners. A foundation of this work is reflected through our Parent-School Compacts, which entail components that focus on working together to improve the achievement of our children. All stakeholders have agreed to provide equal respective action to support the educational process to attain student academic goals. The district worked with sites to identify specific goal areas based on input from Parent Surveys and input at meetings.

District staff worked with site program staff through regular meetings to provide coordination and technical assistance for celebrating families and their assets, working with families as partners, assisting families to access community resources, promoting effective two-way communication, assisting families to support academic achievement, and providing information on expectations, standards and how families can be involved. An area for focus was expanding the range of staff that have been trained in these areas to ensure effective engagement of school/family/community at every opportunity not limited to only formally scheduled events throughout the year. The district worked with sites to expand opportunities to share information and receive feedback to continue a cycle of reporting and hands-on opportunities to access standards and achievement outcome expectations. This will be expanded with implementation of online platforms for virtual meeting participation and online parent communication. This step was and still is critical to parent understanding of the

achievement needs of their students relative to standards-based performance and is a continuing concern for the district.

The district provided opportunities for the informed participation of parents and family members with disabilities through regularly scheduled IEP meetings and regular interaction with classroom teachers through virtual means in 2020-2021. Parents and family members of migratory children were provided support through regular program Parent Advisory Council meetings, Individual Learning Plans (ILPs), and outreach support completed virtually or in person. Above and beyond regular district communication including Blackboard, Facebook, District Webpage, and flyers providing information and school reports, these students received program support.

SCHOOLWIDE PROGRAMS, TARGETED SUPPORT PROGRAMS, AND PROGRAMS FOR NEGLECTED OR DELINQUENT CHILDREN

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

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

SWP: The Arvin Union School District and each school site conducted an annual needs assessment including data and stakeholder input. Previous goals were evaluated and realigned based on input from stakeholders. Action steps were designed to address student needs and logistics were fine-tuned for implementation. Funds were allocated to supplement base and LCAP actions. Our guiding framework was taken from Fullan's Coherence including: Focusing Direction; Cultivating Collaborative Cultures; Deepening Learning; and Securing Accountability. Guiding our work were the 9 areas of focus from the Thoughtful Classroom Teacher Effectiveness Framework including: Organization, Rules, and Procedures; Positive Relationships; Engagement and Enjoyment; A Culture of Thinking and Learning; Preparing Students for New Learning; Presenting New Learning; Deepening and Reinforcing Learning; Applying Learning; and Reflecting on and Celebrating Learning. We were and continue to be focused on Student Success Strategies including close reading, notetaking, higher level thinking, and collaboration with instructional strategies taken from AVID (Advancement Via Individual Determination) and Thoughtful Classroom Toolbooks. English Learner strategies selected supported vocabulary acquisition and practice, supported expanded writing through scaffolding, and organized information for comprehension through group activities focused on note taking and summarizing then loaded into the CANVAS platform due to COVID and the distance learning format utilized during 2020-2021. Learning time was revamped to meet the guidelines set forth due to COVID. As a result, instructional aides, intervention staff, supported distance learning for the majority of the academic year and extended hours were conducted virtually. Quality of this time was largely driven by school site implementation plans focusing on lead and lag metrics in addition to the Learning Continuity and Attendance Plan (LCP). Learning windows were created to guide units of study and lesson designs completed by collaborative grade level groups to promote

grade level standards delivery by all staff through the CANVAS platform with the additional support of Teachers on Special Assignment and Academic Coaches at all sites. Curriculum was enriched or accelerated using concepts from The International Center for Leadership in Education focusing on Rigor and Relevance while delivering content as well as the implementation of The Thoughtful Classroom deepening and learning components. A Multi-tiered System of Support has been evaluated and is being refined to address students at high risk of not meeting standards. This includes Level 1 support including differentiation of instruction in the classroom, deployment of students for group instruction, and computer assisted leveled learning through I-Ready. Level 2 includes small group instruction, opportunities for extra practice, support from instructional assistants, and intervention teachers, and learning labs. Level 3 includes intensive intervention for language arts and math as well as Student Study Team intervention steps.

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.).

The district has been dedicated to educational excellence for students experiencing homelessness and strives to meet their needs as they may differ on a daily basis. The district's Family Resource Supervisor coordinates services for homeless children and youth. Medical needs were and continue to be handled on a referral basis conducted by school nurses funded through base or LCAP funding. Family Advocates from the Family Resource Center have supported making contacts for food, medical and housing needs, helped complete paperwork or applications for resources, and work with the families as needed on a case-managed basis. In addition, school sites work to meet immediate student needs. Title I funding allows the Family Resource Supervisor to support enrollment, attendance, and success including provisions of daily hygiene items and uniforms to meet district dress code while at school. In addition, everyday clothing and undergarments may be provided to ensure basic needs are met. Academic support materials include backpacks and school supplies. Operation School Bell has provided donations of clothing and backpacks over the last few years as the Family Resource Center Supervisor maintained contact with this organization in Bakersfield. Transportation support to and from school funded by Title I was not necessary due to COVID and the distance learning structure but may be provided in the form of contracted bussing or district transportation moving forward. The district has investigated reimbursing mileage for parents that are able to provide transportation and may proceed with this component as allowable in the future. The district's Family Resource Coordinator held the role of the Homeless/Foster Liaison to advocate for Homeless students and worked closely with the Kern County Superintendent of Schools and neighboring/partner districts serving the student and family to identify students and coordinate services. The Homeless Liaison also provided training to Principals, secretaries, attendance personnel, support staff, instructional assistants,

and teachers at the beginning of the 2020-2021 academic year and as needed and will continue this training each year. The liaison met regularly throughout the academic year with Family Resource Center staff and particularly with the Family Resource Center Secretary directly involved with identified homeless students. In addition, the district ensured updating of a written policy that supports the enrollment of homeless students and dissemination of the public notice of the educational rights of homeless students. A focus on regular 1 to 1 contacts with our homeless population was and will continue to be a focus to identify specific needs.

STUDENT TRANSITIONS

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

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

The district's Supervisor II facilitated pre-school articulation meetings with Kindergarten teachers from each site to facilitate the transition from early childhood programs both in and out of the district. A summer Kinder Camp program possibly to be funded by 21st Century or other district funds was postponed due to COVID. Sites conducted personalized phone calls virtually for 2020-2021 for Kinder Roundup events funded by Title I to familiarize students and families with their campus, classrooms, and teachers this year due to COVID. Pre-screening events to support teacher knowledge of student readiness skills to be funded through Title I were also postponed this year due to COVID but may be implemented in the future as allowable and safe. A three-year Preschool through Third Grade Curriculum Collaboration (P3CC) grant opportunity to align math expectations will begin in Fall 2021-2022.

Due to the Pandemic and Distance Learning including mandatory quarantine from the state the following elements were postponed for the 2020-2021 academic year. These items will be reinstated in the 2021-2022 academic year as allowable and appropriate taking safety into account:

- Site administrators and AVID District Directors for Elementary and Secondary will help coordinate pre-school through Eighth grade vertical alignment of student success strategies at each site to promote articulation through the grades. These include but are not limited to; use of organizational tools, note-taking, and Depth of Knowledge questioning and responses. AVID articulation meetings will occur between elementary sites and middle school within the district along with yearly recruitment activities. Grade placement forms are completed each year by grade level teachers and provide vertical articulation information on academics and behavior for program placement.
- 6th graders transitioning to the middle school are bussed or take a walking field trip to the middle school campus for orientation and to meet staff in the late spring. Virtual visits are now possible and facilitate student transitions. In addition, elective course surveys for class schedules will be completed by 6th graders headed to the middle school and by existing 7th grade students moving

to 8th grade. Morning and afternoon incoming 7th grade orientations are held in the late summer to support students transitioning from the elementary to the middle school. At this time graduation requirements, grading policies, schedules, and extra-curricular activities are explained in detail.

To mitigate opportunities that could not be implemented as planned above, the following actions were taken in lieu:

- AVID student success strategies were continued and supported through the CANVAS platform and professional development led by our District AVID Coordinators as well as site administrators and trained staff. Articulation meetings occurred via TEAMS and ZOOM platforms. AVID yearly recruitment activities were coordinated between the three elementary sites and middle school and were conducted remotely through TEAMS and ZOOM as well.
- Grade placement forms were completed by grade level teachers with vertical articulation information on academics and behavior for program placement conducted on site with social distancing protocols in place.
- 6th graders that were transitioning to the middle school joined a ZOOM meeting with the middle school campus for orientation and to meet staff in the late summer and again at the beginning of the 2020-2021 school year at which time graduation requirements, grading policies, schedules, and extra-curricular activities were explained in detail.
- In addition, elective course surveys for class schedules were completed by 6th graders headed to the middle school and by existing 7th grade students moving to 8th grade through a google forms that students accessed through CANVAS.

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

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

Due to the Pandemic and Distance Learning including mandatory quarantine from the state several of the following elements were modified for the 2020-2021 academic year. The following actions will be reinstated in the 2021-2022 academic year as allowable and appropriate following safety protocols:

- Middle school staff will meet with Arvin High staff to facilitate the transition from the middle school within our elementary district to the secondary site which is part of Arvin High School. Eighth graders transitioning to the high school will be invited to participate in a visit to the high school campus to hear site expectations and become familiar with club offerings. The high school is expected to conduct a visit to the middle school site to meet with students prior to open enrollment.

Eighth graders will be enrolled in summer classes and academies at the high school prior to graduation promoting a smooth transition. Eighth grade graduation will be held at the high school campus setting the stage for expectations of high school graduation four years in the future. In addition, the Superintendent or designee will attend articulation meetings with the Kern High School District, county AVID District Director meetings, and Kern Pledge meetings.

Conversations will revolve around courses available, recruiting students for program placement, and student preparedness. These meetings transition to the work required to ensure participation in yearly summer school enrollment, data exchanges for class placement, and school attendance at rallies at the High School to promote attendance in clubs and career strand opportunities to identify student interests and skills.

To mitigate opportunities that could not be implemented as planned due to the pandemic, the following actions were taken in lieu:

- Middle school staff met with Arvin High staff to facilitate the transition from the middle school within our elementary district to the secondary site which is part of the Kern High School District. Eighth graders transitioning to the high school were invited to participate in a virtual visit to the high school campus to hear site expectations and become familiar with club offerings. The high school also conducted a virtual meeting with the middle school students prior to open enrollment. Eighth graders were enrolled in summer classes and academies at the high school prior to graduation promoting a smooth transition. Eighth grade graduation was held at the high school campus with limited guest attendance due to COVID guidelines, which helped set the stage for expectations of high school graduation four years in the future. In addition, the Superintendent attended articulation meetings with the Kern High School District, county AVID District Director meetings, and Kern Pledge meetings. Conversations revolved around courses available, recruiting students for program placement, and student preparedness.

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.

Title I, Part A, Educator Equity

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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.

Initial: Arvin USD had an LCAP unduplicated percentage of 95.82%. According to DataQuest enrollment reports pulled May 29, 2021, site minority percentages are high at all sites with 97.2% at Sierra Vista, 96.3% at El Camino Real Elementary to 99% at Bear Mountain Elementary and 97.6% at Haven Drive Middle School.

Socioeconomically disadvantaged rates range from are 97.4% at Sierra Vista, 90% at El Camino Real Elementary to 95.9% at Bear Mountain Elementary and 95.8% at Haven Drive Middle school.

The following data presented is based on the state board's definition of "inexperienced" (1st or 2nd year teacher) and "ineffective" (lacking a teaching credential) which was not in place at the initial writing of this plan.

- Out-of-field teachers for low-income and minority students: For 2018-2019, the district had one GELAP at the middle school for a single subject Language Arts, affecting both low-income and minority 8th grade students. There will be no disparity in 2019-2020. There have been no out of field teachers since that time.
- Inexperienced teachers for low income and minority students: We have focused efforts on ensuring Sierra Vista and Bear Mountain are assigned experienced teachers at higher rates than El Camino based on student data. Sierra Vista ended the 2020-2021 school year with 3% inexperienced teachers, Bear Mountain 7% inexperienced teachers, and El Camino Real 17% inexperienced teachers. The middle school had a 41% inexperienced teacher rate.
- Ineffective teachers for low-income and minority students: For 2018-2019, the district received documentation as part of the Williams review process indicating no mis-assignments and we did not have any for 2019-2020 nor project any upcoming years. There was no disparity. The ineffective teacher rate for Sierra Vista ended the 2020-2021 school year with 6%, Bear Mountain 14%, and El Camino Real 17% ineffective teachers. The middle school has a 14% inexperienced teacher rate.

In order to ensure no out-of-field or mis-assignments occur; certificated openings, new positions, and applicants were carefully reviewed by the HR department, the Assistant Superintendent, and the Superintendent. Monitoring of credentials and certification was conducted, and information used for placement. Qualifications reviewed included EL certification, BCLAD, subject area competency including single and multiple subjects, subject area competency and Special Ed or specialist credentials.

The district has and continues to strive to recruit and hire fully credentialed staff to serve these students with the support of a HR Manager who, along with the personnel department, attended job fairs and posted positions in an attempt to attract credentialed teachers with a focus on BCLAD and English Learner certified instructors as well as single subject instructional staff. The teacher shortage has made this very difficult and many of the district's new staff are hired on provisional permits. The district has increased on-scale salary ranges over time in an attempt to compete with larger districts who are closer to the urban area.

Efforts have been made to allocate fully credentialed staff throughout schools and grade levels. Much clearer through review of staff experience and student demographics is needed to move beyond the focus on permits and waivers and look even deeper at the years of experience of our staff. The criteria of "inexperienced" including teachers with less than 2 full years of experience necessitates action over the upcoming years as positions are offered or staff moved among campuses for program needs. We will be working with the certificated union as transfer language within our current contract may impact disparity outcomes.

Active recruiting of certificated staff was supported by the Assistant Superintendent and the Human Resources Manager. New teacher induction and intern program completion for 1st and 2nd year teachers were supported through LCAP. A dedicated TOSA was assigned to new teachers or those without a full permit. New teachers receive an additional three days of onboarding and monthly after school trainings specifically targeted at district strategy implementation, district procedures, and information to support attaining a full credential.

The Arvin Union School District engaged stakeholders through meetings with the certificated union during LCAP input to discuss staffing needs and during negotiations discuss contract language affecting staffing. In addition, stakeholders at the district and site administrative levels reviewed a draft master staffing roster during the hiring period beginning in February to identify staffing needs and allocation of staff. District staff were in contact with local universities and have personal contacts to seek candidates that we can retain and are fast-tracked for experience from respective internships such as Kern Rural Residency and Mini-corp. District staff, board members, and parents provided strategies through meetings and conversations targeted to this topic.

Title II, Part A

EVERY STUDENT SUCCEEDS ACT (ESSA) PROVISIONS NOT
ADDRESSED IN THE LCAP

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.

Professional induction for new teachers began the first three (3) days of their contracted year with district onboarding provided by the Superintendent, Assistant Superintendent, and a district Teacher on Special Assignment. All instructional staff participated in back-to-school professional learning as an annual event with key focus areas identified through data from the year previous in person with appropriate precautions.

Teachers received ongoing support from site administration, Academic Coaches and District Teachers on Special Assignment. Monday banked-time was set aside for Professional Learning Community work via the Zoom/Teams platforms among grade levels, departments, vertical alignment teams, and programs with a focus on group planning and evidence of student outcomes through work samples and observations. AVID institutes, and workshops/trainings aligned to specialty areas are provided to support teachers for advancement opportunities. As a supplemental layer to this work and to support outcomes, site teachers received scheduled sessions of school leadership training from a leadership consultant. These sessions included revisiting lag metrics and determining needs for student equity and performance, refining school implementation plans, and supporting leading from the middle with collaborative cultures. Protocols to guide cycles of inquiry were utilized. Staff members desiring to expand their role at the site were invited to participate as grade level leaders and to join district committees.

This year, all district administrators held a Clear Administrative Services Credential and there was not a need to exercise the Professional induction for administrators to support the attainment of a Clear Administrative Services Credential, which requires aide by a district administrator to provide induction counseling or work through a college program. Principals, Vice Principals, District Directors, and Supervisors received ongoing training and support with curriculum, instruction, assessment, budget, governance, personnel, and parent involvement through a series of ongoing district Administrative Council sessions, District Professional Learning Committee work, and one on one meetings led by district level personnel.

All district administrators and Teachers on Special Assignment participated in contracted District leadership workshops funded by LCAP and completed workplace inventory assessments. This level of school leaders also attended trainings offered by

Kern County Superintendent of Schools Office and targeted outside workshops aligned to goals and programs and funded accordingly. In addition, each administrative site team had Principal coaching funded by LCAP.

The district's professional learning system promoted collective responsibility for improvement of student learning priorities through evidence-based collaborative inquiry cycles, building collective capacity, and managing complex change based on data from benchmarks, analysis of student work, and dashboard outcomes. A focus on student access and outcomes was guided by collaborative inquiry cycles through virtual classroom visits conducted by site administrators.

Systematic use of the Thoughtful Classroom feedback tool promoted a focus on 4 cornerstones and 5 episodes of lesson implementation. In conjunction with identified school priorities, this ensured a focus on observing evidence of their student's efforts relative to standards, praising approximations, posing questions for reflection, and proposing ideas enables educators to acquire, implement, and assess improved practices. Resources for professional learning included time mostly via online platforms due COVID– supported by beginning of year meetings, Monday banked time for collaboration, weekday site meetings, and planning meetings scheduled after school. Substitutes were not utilized to support Professional Learning Communities (PLCs) during 2020-2021 due to distance learning format and an alternate student schedule that allowed for collaboration. Funds allocated to staff who directly required support or were trained to disseminate support were in place. Personnel including site administrators, program directors, teachers on special assignment, coaches, and lead learners provided a web of support accessible to all at any time especially during distance learning due to the pandemic.

These actions supported by aligned site improvement plans initially developed with InnovateEd, School Site Plans for improvement, LCAP actions, AVID action plans and others all are focused toward the achievement of four (4) newly written district goals for implementation 2021-2024: engagement, academic achievement, professional development to support learning outcomes, and a focus on English Language Development set for these plans provide targets to reach pulling people together toward common outcomes. Each plan provides a level of support targeted to priorities with various levels of action aligned to state and federal funding sources.

Professional growth without student outcomes has no meaning. Dashboard data outcomes, lag and lead academic metrics (iReady, Read180, EL assessments, STAR Renaissance), behavior data and evidence of student work reviewed during classroom visits are key elements to define success. The district is contracting with Kern County Superintendent of Schools to utilize Kern Integrated Data System (KIDS), which

provides data in a very organized manner. AVID self-studies, implementation of state standards surveys, Professional Learning Community Surveys, and PBIS/Multi-Tiered systems of support survey reviews provide insight to make adjustments in systems throughout the upcoming academic years.

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).

Title II funds were prioritized to the elementary sites to ensure a class size ratio of no more than 30 per class in grades 4-6 as authorized under use of funds for impacted grade levels. Comprehensive support for professional learning was provided through base, LCAP, and Title funding (Titles I, III, and IV). Title II funds ensured district students had a class size conducive to learning based on structures and strategies in place for instructional staff. The district had no schools in CSI, TSI, or ATSI.

Stakeholder input continued to stress the importance of low class size facilitating promotion of attainment of grade level competency through more direct contact between student, teacher, and parent. This feedback was gathered during input sessions from stakeholders and guides our prioritization to the elementary sites where students may be displaced to another elementary if classes were full. District enrollment ratios through the comparability report were examined yearly and indicate class sizes are comparable among elementary sites. Student displacement was minimized with the addition of the teachers supported through these funds.

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.

Professional learning was promoted by leading from the middle with consultation from the professional consulting groups. Site and district staff also consulted with county personnel particularly in the area of AVID, standards-based instruction, and program implementation. Through these consultation meetings, district and site leadership teams identify needs through discussions regarding dashboard data outcomes, lag and lead academic metrics and evidence of student work reviewed during classroom visits. In addition, AVID initial self-studies, Butte County implementation of state standards surveys, data, and Multi-Tiered systems of support survey were reviewed. Identified strengths and needs were shared and plans made at the district or site level. Growth was measured by attention to the same measures above in terms of implementation and student outcomes on state assessments, district benchmarks and diagnostics, survey results, and observation. An area for growth was analysis of formative and summative data disaggregated by student group to ensure needs were targeted and addressed and not lost in the overall data picture.

Current initiatives were based on problems of practice initially identified through observation and feedback from survey questions and rubrics from the book “Learning by Doing”.

LCAP input sessions were conducted by district office personnel with targeted groups on a yearly basis. Ongoing input was gathered from teachers, paraprofessionals, administrators, academic coaches, teachers on special assignment, parents, and community members. A feedback form and/or surveys were provided with various categories several of which provided the opportunity to address professional learning. These and district surveys addressed below provide information to update professional development plans as they are completed on a yearly basis:

- Butte County Survey - curriculum, standards, and professional learning
- CCI/CSS – AVID surveys for systems, leadership, instruction, and culture
- Multi-Tiered Systems of Support rubric – vision, leadership, support/collaboration, use of data, communication and engagement of stakeholders, equitable access to rigorous coursework
- California Healthy Kids Surveys – safety, engagement, academics
- Learning by Doing surveys – collaboration, use of data and assessments

Title III, Part A

EVERY STUDENT SUCCEEDS ACT (ESSA) PROVISIONS NOT ADDRESSED IN THE LCAP

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.

The district program design for English learners includes two models:

- Structured English Immersion with content instruction in Math, Science, Language Arts, Social Studies, PE, and the Arts with a dedicated component of English Language Development focused on students at 2 levels – those with reasonable fluency and those not yet at the reasonable fluency level.

And

- Dual Language Immersion which is a language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language (Spanish) with the goal of high academic achievement, first and second language proficiency, and cross-cultural understanding.

All principals participate in ongoing professional development to support English Learners. Professional development focuses on a variety of topics including instructional strategies, program responsibilities, ELAC, DELAC, ELPAC administration, reclassification, and monitoring of student progress. Principals participate in, and deliver, professional development designed for teachers. Topics include Integrated/Designated ELD, responding to question types, focus on particular

standards selected at the district level for focused attention based on assessment results, use of engagement strategies, and building academic vocabulary. Principals ensure dedicated time for Designated ELD with differentiated groups defined by grade level staff.

Title I site coaches received training from, and with, district staff and Teachers on Special Assignment in order to provide direct support to grade levels during PLC, to support the development of learning windows during grade level alignment meetings, and to provide individual support to teachers following administrators setting expectations for implementation of the ELD program design and instruction toward ELD standards with strategy implementation.

Job duties for district TOSA's, for the portion of their salary funded out of Title III, included providing supplemental professional development to instructional staff at all sites to ensure a deep working understanding of the components, content, and strategies appropriate for Integrated ELD and Designated ELD periods to ensure student groupings are differentiated, and designed to meet targeted levels of need with lessons focused on state English Development standards. This was additional professional development above and beyond what is embedded by the Director of Curriculum and Instruction, district TOSAs, and/or site administrators for the required implementation of integrated and designated ELD and standards-based instruction. Initial ELD supports will utilize resources including Systematic English Language Development, Thinking Maps, Write from the Beginning, and Constructing Meaning as well as AVID resources for English Learners. Professional development to support structures for teaching and learning were facilitated largely in conjunction with utilization of virtual platforms and instructional delivery methods to support all learners with specific components dedicated to English Learners. The district provided Professional Development using module components to support teachers of English learners. Supplemental training was led by district TOSA's, for the portion of their salary funded out of Title III, and will include all instructional staff (certificated and instructional assistants). This training was specifically focused on the needs of English Learners. Training was planned during the regular workday and delivered during monthly instructional aide workshops and during after school workshops mostly via Zoom and/or Teams. Ongoing professional development was embedded into leadership meetings and side-by-side coaching provided by district personnel (Title III TOSA).

Classroom observations conducted virtually and in person reflected a need for authentic student engagement with increased listening and speaking opportunities built into lessons to ensure students practice and independently use forms and functions at increasing levels of proficiency. Past CELDT ELPAC and CAASPP scores for the subgroup of English Learners indicated a need for increased vocabulary knowledge and using text structures to support reading for meaning. Writing skills were of special concern as samples gathered during redesignation consideration and CAASPP/ELPAC

writing observations indicate simple sentences, lack of expanded vocabulary, and multiple grammar errors. District based training provided by site administration and site academic coaches were guided by the Write from the Beginning program and integrating this writing program with the district's Common Core Language Arts Programs. The structure of writing was supported by ongoing support through ongoing support and coaching. District TOSA's, for the portion of their position funded by Title III, further targeted this training focused on the needs of English Learners based on writing samples identified during redesignation decision making.

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.

Title III Part A Immigrant funding is not applied for by the district.

TITLE III PROGRAMS AND ACTIVITIES

ESSA SECTION 3116(b)(1)

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

Data and stakeholder discussions have guided the district to review problems of practice.

1. It was determined that high quality language instruction specific to English Learners must begin with attention to Designated and Integrated English Language Development as this supports the majority of the school day. Engagement focused on student use of vocabulary in speaking and writing is an action step being implemented for the upcoming school year. The Arvin Union School District ELD Focus template was updated in 2019-2020 and will continue to evolve based on identified student needs. Professional development targeting these areas will be provided during the focus months to differentiate instruction to ensure scaffolding for the various language levels of students.

Areas of focus include:

- a. Developing vocabulary and speaking skills in students with limited oral skills and extended writing exchanges (Sept.) PIIC6 elementary and B3-B7 middle school
- b. A focus on narrative writing EL standards PI: C10, PII: A2, B3-B5 - and B6-7 (October)
- c. A focus on expository writing EL standards PI: C10, PII: A2, B3-B5 - and B6-7 (November/December)

d. A focus on notetaking to retell/present information: PI, A-4 Adjusting language choices (February)

2. The district did not select an additional program(s) but focused on scaffolding with current materials to enable meaningful participation by English Learners at different levels of language proficiency. Use of the "Benchmark" English Language Development materials provided for Designated ELD and were expanded to include content vocabulary to frontload students for integrated ELD instructional content. An additional focus on rigorous language use and structures beyond simple speaking was implemented to ensure that EL students had full access to intellectually rich and comprehensive curricula to ensure steady progress in both academic content learning and language development.

Supplemental activities were targeted to:

1. Synchronous practice supported by instructional assistants assigned to classrooms determined by site needs.
2. Professional development through modeling by Teachers on Special Assignment above and beyond that of site administration, academic coaches, or district professional development designed by the curriculum and instruction department.
3. Providing Parent Education materials and workshops particular to the needs of English learners as it relates to the above areas.

ENGLISH PROFICIENCY AND ACDEMIC ACHIEVEMENT

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

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

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

Basic elements ensured a structure for assisting English Learners to achieve in English began with a district staff review of school site schedules to ensure dedicated time for Designated ELD, which was largely delivered during synchronous instruction time and supported through the CANVAS platform for extension through asynchronous time for students. Learning Windows (unit overviews) were completed with components to support Designated and Integrated ELD.

Site staff used "The Thoughtful Classroom" classroom observation tool to ensure lessons contained essential components supportive of language development as they design units and lessons. Site administrators used "The Thoughtful Classroom" observation tool with an emphasis on student outcomes and providing guiding feedback for use of materials and instructional delivery/use of strategies for English Learners to ensure full implementation of the district ELD program design and delivery of high-quality language instruction. Title III funded TOSAs provided targeted coaching

based on observed needs at each site and across the district to support staff to meet the needs of English Learners. Instructional aides provided targeted practice opportunities based on teacher delivered lessons largely through platforms such as Teams and Zoom due to distance learning.

School site administrators, in conjunction with their school site teams, developed goals focused on evidence of student learning. Implementation plans facilitated instruction focused on modeling and expecting outcomes of increasing levels of proficiency. Data was gathered during scheduled district-wide English Language Development and core subject benchmarks and site-based grade level formative assessments. Data gathered was the foundation for daily lesson planning to ensure student practice of listening, speaking, reading, and writing delivered primarily during synchronous instruction through CANVAS/Teams for a large part of the academic year. Site administrators presented evidence of student work on a monthly basis striving to ensure cycles of continuous improvement were in place. Due to the pandemic and distance learning as well as remote work, classroom observations were conducted virtually by site administrators. Direct observations took place remotely during synchronous instruction through the TEAMS and CANVAS platforms and debriefing as well as feedback was provided to classroom teachers. Cyclical virtual visits provided evidence of progress toward full implementation and visible evidence of student learning indicated growth over time.

The Superintendent, Assistant Superintendent, Director of Curriculum, and Teachers on Special Assignment shared observations of student need through ongoing meetings with site administrators and student work was available to peruse via the CANVAS platform. District staff and Title III TOSAs supported site administrator planning and delivery of professional development and coaching cycles for grade levels based on evidence noted and accessed through CANVAS. Enhanced district support including coaching, resources, and suggestions for materials use were provided at site request or when lack of progress is noted.

Title IV, Part A

EVERY STUDENT SUCCEEDS ACT (ESSA) PROVISIONS NOT ADDRESSED IN THE LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

TITLE IV, PART A ACTIVITIES AND PROGRAMS

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;

The district reviewed California Healthy Kids Surveys, attendance data, social worker services for the previous year, suspension and expulsion data, city demographic data, referrals to Alternative Learning Academy and program enrollment to conduct our needs assessment.

To support the educational and safety needs of our students, the district partnered with Boys and Girls Club of Bakersfield, Kern County Superintendent of Schools, Clinica Sierra Vista, Kids Code, Southern Kern Expanded Learning Network, and Entrusted Legacy 21st Century to support after school programs and provide socio-emotional support to our students.

ACTION STEPS:

PROVIDING STUDENTS WITH A WELL-ROUNDED EDUCATION To support the educational and safety needs of our students, the district operated an after-school ASES program at each of our four school sites and 21st Century programs at two sites through a distance-learning format supported by our district provided devices. Funding of these programs provided on-site staff that worked remotely due to COVID at 20 to 1 ratios and office staff that facilitated the programs. 2020-2021 was to be the final year of implementation of the Kids Code Grant for all four school sites, however, due to the pandemic and extended expenditure timelines, this grant will be carried on through the 2021-2022 academic year. We partnered with Boys and Girls Club of Bakersfield to provide classroom tutors funded by ASES and 21st Century that worked with our students remotely for the academic year due to the pandemic to support student asynchronous time. Tutors from this program came with very little pre-training and did not necessarily have any other connection with Arvin or our schools. Title IV funding would have provided site-based teachers the opportunity to work directly with tutors and students to support project-based learning, homework support, and model implementation of AVID skills alongside the tutors from Boys and Girls Club and Entrusted Legacy if we would have operated the program in a traditional setting and overall year, however other COVID funds were utilized for after school support and outreach.

SUPPORTING SAFE AND HEALTHY STUDENTS

The district contracted with the Kern County Superintendent of Schools Office to provide Social Workers at each of our school sites. The cost of this increased dramatically this year as the staff moved from Master of Social Work Interns to fully prepared Social Workers. The additional funds from Title IV will allow us to continue to fully staff all four school sites covering the cost that had been budgeted in LCAP for the upcoming years pending budget. Social Workers provided behavioral interventions, aggression replacement training, Girl's Circle, My Journey Grief Groups, Parent

Project, suicide awareness, grief support, and facilitated a variety of activities to support the school sites especially during the unprecedented time of the pandemic. In addition, their contacts linked families to other direct services including Clinica Sierra Vista Counseling, the Arvin Family Resource Center, and the EDGE program, among others. They conducted risk assessments and held conflict mediations. *Elementary Campus Supervisors worked a four-hour day and there was one full time middle school Supervisor. They focus on the development of healthy, resilient, and productive citizens with a particular focus on “engagement” during distance learning due to COVID. Title IV funds added two hours for elementary and additional personnel at the middle/district level school to meet with students focusing on PBIS modeling, restorative circles and restorative practices, relationships will be strengthened, and positive interaction supported and particularly family outreach during COVID distance and in person learning.

TECHNOLOGY

Title IV funds provided personnel for training of the new parent portal to ensured initial implementation of the CANVAS platform to promote school-wide collaboration with assignments and assessments at the district, school, and staff level. Training focused on engaging staff to empower students with a tool to support educational outcomes including sharing and collaborating on projects to use digital technology to provide the experience of using Teams, Word, Excel, PowerPoint, and OneNote that will be used later in the working world, but most importantly and immediate was to navigate through the distance learning format and the new normal due to the pandemic. The layer of training focused on using the CANVAS platform to promote student engagement and use of digital technology as a step toward implementation of technology district wide which was critical to ensure equity for students as they will compete in a workplace expecting technological skills and collaborative work habits. Additionally, technology support materials were purchased to facilitate 21st Century Learning Outcomes.

RECENT OUTCOMES

1. District suspension rate for 2019-2020 was partial year due to the pandemic. Groups over 1.8% suspension rate included African American, Foster, and Students with Disabilities.
2. Student responses to School Connectedness for 2019-2020 on the California Healthy Kids Survey (CHKS) indicated that 74% of elementary school students and 67% of middle school students felt connected to school.
3. Student responses based on the California Healthy Kids Survey (CHKS) for 2019-2020 indicated that 75% of elementary school students and 61% of middle school students perceived school as safe.
4. Student responses on the 2019-2020 California Healthy Kids Survey (CHKS) indicated that 51% of elementary school students and 32% of middle school students had Meaningful Participation.

5. Student responses on the 2019-2020 California Healthy Kids Survey (CHKS) indicated that 49% of elementary students and 47% of middle school students felt they were in a safe place.
6. Data for the last “full” school year in 2018-2019 indicated 9.7% of all students had Chronic Absences and the only group that had over 15% Chronic Absences for 2018-2019 was African American, which had 38.1%.

INTENDED OUTCOMES

1. Maintain a district suspension rate below 1.2% and an expulsion rate below 0.09%.
2. Student responses to School Connectedness will increase to 80% at the elementary level and 75% at the middle school level as measured by the CHKS (California Healthy Kids Survey).
3. Student responses to Academic Motivation will increase 2% at all sites as measured by the CHKS (California Healthy Kids Survey).
4. Current alcohol and drug use numbers will be maintained or decrease as measured by the CHKS (California Healthy Kids Survey).
5. Being pushed or being in a fight will decrease 2% as measured by the CHKS
6. Meaningful participation will increase to 75% at the elementary level and 50% at the middle school level as measured by the CHKS (California Healthy Kids Survey).
7. High expectations will increase 2% as measured by the CHKS (California Healthy Kids Survey).
8. Mean rumors spread about you will decrease 2% as measured by the CHKS (California Healthy Kids Survey).
9. Chronic absences will be maintained at or below 9.7% for all students with no individual group to exceed 15% as measured by the Attention to Attendance mid-year report for the school year.

Review of data was conducted with end of trimester reviews summarizing ongoing observations of actions. Although the district had made gains with student achieving very low absence levels, especially in the area of Excessive Excused absences, a significant portion of the population was identified as Chronically Absent - consistently between 8 and 9%. The impact of COVID-19 significantly altered this picture with Chronic absenteeism recorded by the Attention2Attendance midyear report raising to 17.6% from a rate of 9% in 2019-2020. This was significant at all grade levels with average increases approximately 7% but especially at Kindergarten and Eighth Grade showing increases of Chronic Absenteeism increasing approximately 15%. The average student was estimated to have missed 154 hours of learning time with second and sixth grade missing the most time. Interestingly, Excellent Attendance improved to approximately 7% as students were able to log on for distance learning from anywhere. While 538 students were at risk, 203 had not acquired enough absences to end the year as chronic and interventions are in place to save this group and return them to the

manageable status. Socio-economic status and access to internet, as evidenced by varying school rates, significantly affected chronic rates. While Bear Mountain, Haven Drive, and Sierra Vista had increased chronic rates by 10% or more, El Camino had actually decreased. Reasons for non-engaging ranged from no contact 33%, 27% no asynchronous work, and 22% tech issues at the mid-year point. With approximately 68% of conferences having been held or closed, there was a 15.2% improvement rate overall. However, once again there were significant differences among schools in improvement rate ranging from -16% to 49% indicating very different struggles and needs. Personnel to continue outreach and engagement strategies as well as incentives were critical to ensuring students were engaged and attending.

- B. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
Response from Arvin Union:
APPROVED BY CDE
- C. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
Response from Arvin Union:
APPROVED BY CDE
- 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. Response from Arvin Union:
APPROVED BY CDE
- F. 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.
Response from Arvin Union:
APPROVED BY CDE

SUMMARY STATEMENT

In conclusion, the undeniable reality of learning loss during distance learning, added to the already significant academic needs of students not meeting grade-level proficiency, requires us to accelerate the mitigation of learning loss with urgency. District academic scores indicate a high percentage of students are struggling and not progressing in Language Arts and Mathematics, which makes evident a need for extra support in these areas to meet student needs and ensure grade level proficiency districtwide. Our aligned strategic plans will guide district work for the next three years to maintain employment of personnel, to expand professional development, to continue implementation of successful programs and actions, and to provide additional resources to mitigate student learning loss as well as expand areas identified as successful.

The district is expending Local Control Funding Formula supplemental and concentration grant funds as described in the Arvin Union School District's four goals and 37 action steps to focus explicitly on engagement/attendance and well-being, standards-based academic achievement, and professional development to build on current expertise while also supporting new staff to the district. Stakeholder input has collectively affirmed that equity and meaningful engagement are critical to improving foundational Multi-Tiered Systems of Support, Cycles of Inquiry, parent involvement, and ultimately, student outcomes. A strong foundation of personnel and programs has been set forth through sequential Local Control Accountability Plans over the years. Actions are reviewed, modified, expanded, and improved each year as data indicates a need over the period of this next 3-year LCAP.