



Arvin Union School District

Every Child Learning, Everyday, No Matter What It Takes!

Arvin Union School District

Local Control and Accountability Plan

Every Student Succeeds Act (ESSA)

Federal LCAP Addendum

Original board approval June 18, 2019

Originally approved by CDE September 3, 2019

Updated May 2021

Instructions, Strategy, and Alignment

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 Every Student Succeeds Act (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.

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 LEA must address the Strategy and Alignment prompts provided below. Please 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.

Response from Arvin Union:

"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 achievement. This is echoed in advocated for in our mission “Every Student Learning, Every Day, No Matter What It Takes” as we work to achieve our four three LCAP goals: 1. All students attain increasingly higher levels of achievement on state standards through grade level, standards-based instruction and targeted support. 2. Provide a safe, nurturing environment with high quality facilities for students, staff, and the community. 3. Increase student attendance rates and engagement in school.

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 in order 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 is collected each year, input is gathered from multiple stakeholder groups, and actions to address needs are reviewed at the district and site levels as they related to priorities identified. Action steps are then revised, added, or deleted with a focus on multiple plans including the LCAP, the LCAP addendum, and school site plans, and documents required for additional funding sources. With the LCAP strategic master-plan in place and funding allocated to action steps for each goal, areas of need remain which can be further supported with federal funds. This work is completed cycle of inquiry is brought to full cycle on an annual basis to ensure actions and funding address student needs implemented on an annual basis.

The following are a summary of key items determined to enhance LCAP funds.

- Title 1 funds will be used to provide supplemental professional development and planning for strategy implementation and standards-based work. Schoolwide interventions, supplemental materials and experiences, and incentives for academic achievement and growth will target student needs. Homeless services will be provided as a set aside. Site-based parent involvement beyond the programs listed in LCAP will be supported through these funds.
- Title II funds will be used to ensure low class size.
- Title III funds will be used to support professional development, intervention, and supplemental materials focused on English Learners promoting deepening of strategy implementation.
- Title IV funds will be used to expand safety personnel, student mental health services, providing academic liaisons for after school, and to support professional development, and to augment technology resources and utilization to support student learning.

Funds are allocated to each site based on student enrollment of socio-economically disadvantaged students for Title I. Title II funds are split evenly among the 3 elementary sites. Title III and Title IV funds are distributed through district level services.

~~Dashboard data over the last three years indicates growth which the district celebrates. Data informing our work includes the following and prompts the revision of district plans as previous district gains have not been consistent or sustained over time. for continued gains and prompting the revision of district plans includes the following: A current Dashboard placement of Yellow districtwide and yellow or below for all student groups in Language Arts and Math~~ 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 remain in a Very Low status (-102.6). Homeless (-35.3) and White (-41) student groups declined and remain 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 remain in a status of Low. However, the white student group (-70.2) declined significantly and remain in a status of Low. Students with Disabilities increased 12.5 points yet remain 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. and intervention. In addition, although the student group of English Learners were placed at a Yellow level, a review of recent ELPAC outcomes indicate 28.6% were well-developed, 35.2% were moderately developed, 20.4% were somewhat developed, and 15.9% were at the beginning stage.

In addition, a review of ELPAC outcomes indicate 45.9% of English Learners made progress toward English Language Proficiency however, the majority are 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% are Somewhat Developed, and 15.71% are Minimally Developed. Analysis of students' expressive skills in speaking and writing provide evidence that Designated and Integrated ELD instruction require further attention.

Data from I-Ready provides even further evidence that reading and math levels overall are not at grade level as indicated by the decrease of percentages of students "at or near" grade level, as grade levels increase Kindergarten through Sixth Grade. Scores acquired during distance learning indicate proficient students overall remain proficient while many students that were one grade level below standard have fallen to two or three levels below grade level.

Surveys and interviews completed with staff, students, and parents indicate growth in a need for continued work on positive climate building. and individual student attention is critical. Our focus is being 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 have been re-written and re-ordered. Goal 4 2 requires a consistent attention to cycles of inquiry deeper clarity of purpose 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 2 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. respectful relationships, meaningful engagement, and implementing wrap-around support for students at high risk. 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 both of these all goals as the district and parents are partners in the educational process of children. in addition to Goal 3 as attendance at the elementary level is largely determined by parent actions and requires parent contacts.

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 aligns federal funds with activities funded by state and local funds through a comprehensive LCAP development process. The district is dedicated to providing 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 have been identified through data analysis and stakeholder input as part of the Local Control Accountability Plan development.

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

Goal 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 in order 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.

And.

~~Goal 1. All students attain increasingly higher levels of achievement on state standards through grade level, standards-based instruction and targeted support. Goal 1~~

Goal 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." Goal 2 will be supplemented or enhanced through the following actions:

***Title I funds allocated to:

- additional personnel to support programs including After School, student services, and after school programs
- Provide funds to support a full time additional Academic Coach at the elementary sites
- Provide Teachers on Special Assignment to deliver targeted support to site staff
- Intervention Teachers providing 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 math~~ **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. **This may include the addition of hours to their work day to provided targeted instruction.**
- ~~- Provide funds to support a full-time Vice Principal at each site with a portion of time spent on direct services to students through intervention or socio-emotional individual or group work to support engagement and academic achievement~~
- Homeless services
- Uniforms are purchased for loan at site
- Supplemental field trips to support the educational effort and provide experiences students would not otherwise be exposed to
- 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

***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 providing 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 professional development and materials focused on English Learners

***Title IV funds allocated to:

- Academic liaisons for the after-school program
- Provide support for implementation of the ~~Skeeler~~ district Parent Portals with parents, staff, and students

~~Goal 2. Provide a safe, nurturing environment with high quality facilities for students, staff, and the community.~~

Goal 1: "Expand collaborative partnerships with students, parents, staff, and the community to further open lines of communication fostering a safe and welcoming educational environment through which all stakeholders are actively engaged in the learning process."

***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
- Supplement base/LCAP funded PBIS implementation and attendance efforts with resources for Tier 3 intervention

***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

~~Goal 3. Increase student attendance rates and engagement in school ***Title I funds provide:-- Overtime for district and site staff to conduct school workshops, home visits, or hold individual conferences with students/families to promote academic success.-- Supplement base/LCAP funded PBIS implementation and attendance efforts with resources for Tier 3 intervention~~

APPROVED BY CDE and updated May 2021

Title I, 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:

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).

Response from Arvin Union:

N/A

APPROVED BY CDE

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

The LEA parent and family engagement policy was developed jointly with, agreed on/with, and distributed to, parents and family members of participating children. This process begins 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 are 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 is reviewed and input provided, updates are brought before the governing board annually. This parent and family engagement policy is printed in English and Spanish and shared with families through district parent portals or in print as necessary to accommodate family needs. ~~and sent home to all families.~~

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 ~~distributed~~ shared online or in print at the beginning of each school year.

The LEA educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff with support of the Family Engagement Framework-A Tool for California School Districts. This framework provides us 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 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 works with sites to identify specific goal areas based on input from Parent Surveys and input at meetings.

District staff works 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 is 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 will be working 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 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 LEA ~~will~~ **provides** opportunities for the informed participation of parents and family members with disabilities through regularly scheduled IEP meetings and regular interaction with classroom teachers. Parents and family members of migratory children are provided support through regular program Parent Advisory Council meetings, Individual Learning Plans (ILPs), and outreach support. Above and beyond regular district communication including Blackboard/Parent Square, Facebook, District Webpage, and flyers providing information and school reports, these students receive program support.

APPROVED BY CDE with updates May 2021

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 conduct an annual needs assessment including data and stakeholder input. Previous goals are evaluated and realigned based on input from stakeholders. Action steps are designed to address student needs and logistics are fine-tuned for implementation. Funds are allocated to supplement base and LCAP actions. Our guiding framework is taken from Fullan's Coherence including: Focusing Direction; Cultivating Collaborative Cultures; Deepening Learning; and Securing Accountability. Guiding our work are 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 are 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 will support vocabulary acquisition and practice, support expanded writing through scaffolding, and organize information for comprehension through group activities focused on notemaking and summarizing. Learning time is extended through the use of instructional aides, intervention staff, and extended hours. Quality of this time is largely driven by school site implementation plans focusing on lead and lag metrics. Learning windows are created to guide units of study and lesson designs completed by collaborative grade level groups to promote grade level standards delivery by all staff. Curriculum is 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 initiated—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 and Dreambox. 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.

TAS: N/A the district has no targeted assistance schools

Neglected or delinquent: N/A there are no students in community day school programs
APPROVED BY CDE

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.

Response from Arvin Union:

N/A the district has no targeted assistance schools.

APPROVED BY CDE with updates May 2021

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.).

Response from Arvin Union:

The district is 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 are 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 maintains contact with this organization in Bakersfield. Transportation support to and from school funded by Title I may be provided in the form of contracted bussing, district transportation, and the district has investigated reimbursing mileage for parents that are able to provide transportation. The district's Family Resource Coordinator holds the role of the Homeless/Foster Liaison to advocate for Homeless students and works closely with the Kern County Superintendent of

Schools and neighboring or partner districts serving the student and family to identify students and coordinate services. The Homeless Liaison also provides training to Principals, secretaries, attendance personnel, support staff, instructional assistants, and teachers on a yearly basis. The liaison meets regularly throughout the academic year with staff directly involved with identified homeless students. In addition, the district ensures 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 will be a focus to identify specific needs.

APPROVED BY CDE updated May 2021

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 Family Resource Coordinator will conduct yearly 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. In addition, a summer Kinder Camp program may be funded by 21st Century or other district funds. Sites will conduct Kinder Roundup events funded by Title I to familiarize students and families with their campus, classrooms, and teachers. Pre-screening events may be added this coming year to support teacher knowledge of student readiness skills to be funded through Title I. A three year P3CC grant opportunity to align math expectations will begin in Fall 2021-2022.

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 ~~surveys for course 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.

Middle school staff 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 are invited to participate in a visit to the high school campus to hear site expectations and become familiar with club offerings. The high school also conducts a visit to the middle school site to meet with students prior to open enrollment. Eighth graders are enrolled in summer classes and academies at the high school prior to graduation promoting a smooth transition. Eighth grade graduation is 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 attends articulation meetings with the Kern High School District, county AVID District Director meetings, and Kern Pledge meetings. Conversations 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.

APPROVED BY CDE with updates May 2021

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. 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.

Middle school staff 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 **which is part of the Kern High School District**. Eighth graders transitioning to the high school are invited to participate in a visit to the high school campus to hear site expectations and become familiar with club offerings. The high school also conducts a visit to the middle school site to meet with students prior to open enrollment. Eighth graders are enrolled in summer classes and academies at the high school prior to graduation promoting a smooth transition. Eighth grade graduation is held at the high school campus setting the stage for expectations of high school graduation four years in the future. In addition, the Superintendent and/or designee attends articulation meetings

with the Kern High School District, county AVID District Director meetings, and Kern Pledge meetings. Conversations 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.

APPROVED BY CDE

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.

Response from Arvin Union:

N/A

APPROVED BY CDE

Title I, Part A, Educator Equity

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

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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:

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 has an LCAP unduplicated percentage of ~~97.3~~ 95.82%. According to DataQuest enrollment reports pulled ~~6/10/2019~~ May 29, 2021, site minority percentages are high at all sites with are 97.2% at Sierra Vista, ~~96.5~~ 96.3% at El Camino Real Elementary to ~~98.7~~ 99% at Bear Mountain Elementary and ~~97~~ 97.6% at Haven Drive Middle School. Socioeconomically disadvantaged rates ~~range from~~ are 97.4% at Sierra Vista ~~from 92.3~~ 90% at El Camino Real Elementary to ~~95.9~~ 97% at Bear Mountain Elementary and ~~95.8~~ 98.7% 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. ~~This was remedied with the non-reelect of this teacher who was replaced with a permitted teacher. 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: ~~There is a disparity in experience of teachers, moving into 2019-2020. While 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 will begin ~~end the 2020-2021 school year~~ with 40.7% 3% inexperienced teachers, Bear Mountain 48.6% 7% inexperienced teachers, and El Camino Real 20.7%

17% inexperienced teachers. The middle school has a 44% 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 do not project any for 2019-2020 or upcoming years. There was no disparity. The ineffective teacher rate for Sierra Vista will begin end 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 are carefully reviewed by the HR department, the Assistant Superintendent, and the Superintendent. Monitoring of credentials and certification is conducted and information used for placement. Qualifications reviewed include EL certification, BCLAD, subject area competency including single and multiple subject, subject area competency and Special Ed or specialist credentials.

The district strives to recruit and hire fully credentialed staff to serve these students with the support of a HR Manager who, along with the personnel department, attends job fairs and posts 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 the majority many of the district's new staff are hired on provisional permits. The district recently 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 is supported by the Assistant Superintendent and the Human Resources Manager. New teacher induction and intern program completion for 1st and 2nd year teachers are supported through LCAP. A dedicated TOSA is assigned to new teachers or those without a full permit. New teachers receive an additional two 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 has 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 review a draft master staffing roster during the hiring period beginning in February to identify staffing needs and allocation of staff. District staff are 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 provide strategies through meetings and conversations targeted to this topic.

APPROVED BY CDE and updated May 2021

Title II, Part A

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

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

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 begins the first 2 **three** days of their contracted year with district onboarding provided by the Superintendent, Assistant Superintendent, and a district Teacher on Special Assignment. All instructional staff participate in back to school professional learning each year with key focus areas identified through data from the year previous.

Teachers receive ongoing support with the support of site administration, Academic Coaches and District Teachers on Special Assignment. Monday banked-time is set aside for Professional Learning Community work 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 receive scheduled sessions of school leadership training from InnovateEd **a leadership consultant**. These sessions include 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 are utilized. Staff members desiring to expand their role at the site are invited to participate as grade level leaders and to join district committees.

Professional induction for administrators begins with support to attain a Clear Administrative Services Credential aided by a district administrator providing induction counseling or work through a college program. Principals, Vice Principals, District Directors and Supervisors receive 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 participate in contracted Innovate Ed District leadership workshops funded by LCAP. This level of school leaders also attend 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 has Principal coaching funded by LCAP.

The district's professional learning system promotes 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 is guided by collaborative inquiry cycles and Learning Rounds which are conducted with discussions of problems of practice to overcome disparities.

Systematic use of the Thoughtful Classroom feedback tool promotes a focus on 4 cornerstones and 5 episodes of lesson implementation. In conjunction with identified school priorities, this ensures 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 include time – supported by beginning of year meetings, Monday banked time for collaboration, Tuesday **weekday** site meetings, and planning meetings scheduled after school or with substitutes. Funds are another resource for which advanced planning and targeted use is key. Funds allocated to staff who directly require support or are trained to disseminate support are in place. Personnel including site administrators, program directors, teachers on special assignment, coaches, and lead learners provide a web of support accessible to all at any time.

These actions supported by aligned ~~InnovateEd~~ **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 ~~3~~ **four** district goals ~~Academics, welcoming environment, and attendance.~~: **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**), ~~SWIS~~ and 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 academic year.

APPROVED BY CDE updated May 2021

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 are 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 is provided through base, LCAP, and Title funding (Titles I, III, and IV). Title II funds ensure district students

have a class size conducive to learning based on structures and strategies in place for instructional staff. The district has no schools in CSI, TSI, or ATSI. Stakeholder input continues 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 has been 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 are examined yearly and indicate class sizes are comparable among elementary sites. Student displacement is minimized with the addition of the teachers supported through these funds.

APPROVED BY CDE

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 is promoted by leading from the middle with consultation from the professional consulting groups, ~~InnovateEd~~. Site and district staff also consult 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, ~~SWIS~~ and behavior data, and Multi-Tiered systems of support survey are reviewed. Identified strengths and needs are shared and plans made at the district or site level. Growth is 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 is analysis of formative and summative data disaggregated by student group to ensure needs are targeted and addressed and not lost in the overall data picture.

Current initiatives are 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 are ~~personally~~ conducted by district office personnel with targeted groups on a yearly basis. Ongoing input is gathered from teachers, paraprofessionals, administrators, academic coaches, teachers on special assignment, parents, and

community members. A feedback form **and/or surveys are** is provided with various categories several of which provide 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

APPROVED BY CDE updated May 2021

Title III, Part A

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

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

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.

Response from Arvin Union:

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 receive 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 ~~two~~ district TOSA's, for the portion of their salary funded out of Title III, include 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 is additional professional development above and beyond what is provided 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 **may** will be facilitated through site-based trainings from BELIEF, “Blueprints for Effective Leadership and Instruction” and Thinking Maps – Path to Proficiency for English Learners. The district will provide Professional Development using module components to support teachers of English learners. **Supplemental** training will be led by ~~two~~ 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 is specifically focused on the needs of English Learners. Training will be planned during the regular work day and delivered during monthly instructional aide workshops and during after school workshops ~~for teachers~~. Ongoing professional development will be embedded into leadership meetings and side-by-side coaching provided by district personnel (Title III TOSA’s)

Classroom observations reflect 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 indicate a need for increased vocabulary knowledge and using text structures to support reading for meaning. Writing skills are 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 will be 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 will be supported by ongoing support through afterschool workshops and coaching. ~~Two~~ **D**istrict TOSA’s, for the portion of their position funded by Title III, will further target this training focused on the needs of English Learners based on writing samples identified during redesignation decision making.

APPROVED BY CDE with updates May 2021

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.

Response from Arvin Union:

Title III Part A Immigrant funding is not being 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 has been determined that high quality language instruction specific to English Learners must begin with attention to **Designated and** Integrated English Language Development as this supports ~~comprises~~ 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 ~~has been expanded for~~ **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 note-taking to retell/present information: PI, A-4 Adjusting language choices (February)
2. The district has not selected an additional program(s), but will focus 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, will be 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 will be implemented to ensure that EL students have full access to intellectually rich and comprehensive curricula to

ensure steady progress in both academic content learning and language development.

Supplemental activities will be targeted to

1. Classroom 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.

APPROVED BY CDE updated May 2021

English Proficiency and Academic 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 to ensure a structure for assisting English Learners to achieve in English begin with a district staff review of school site schedules to ensure dedicated time for Designated ELD. Learning Windows (unit overviews) are completed with components to support **Designated and** Integrated ELD.

Site staff will use "The Thoughtful Classroom" classroom observation tool to ensure lessons contain essential components supportive of language development as they design units and lessons. Site administrators will use "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 will provide 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 will provide targeted practice opportunities based on teacher delivered lessons.**

School site administrators, in conjunction with their school site teams, will develop goals focused on evidence of student learning. Implementation plans will facilitate instruction

focused on modeling and expecting outcomes of increasing levels of proficiency. Evidence will be gathered during scheduled district-wide English Language Development and core subject benchmarks and site based grade level formative assessments. Evidence gathered will be the foundation for daily lesson planning to ensure student practice of listening, speaking, reading, and writing. Site administrators will present evidence of student work on a monthly basis as the district strives to ensure cycles of continuous improvement are in place. School administrators will present data and evidence of student work to the board twice yearly. Site led walkthroughs will be conducted on a monthly basis at each campus to share evidence of content area instruction for effective implementation of Integrated ELD and observe English Development instruction for evidence of Designated ELD. Feedback will be provided with the intent cyclical visits will provide evidence of progress toward full implementation and visible evidence of student learning indicates growth over time.

The Superintendent, Assistant Superintendent, Director of Curriculum, and Teachers on Special Assignment will participate in a minimum of eight district meetings where site administrators provide evidence of student work. District staff and Title III TOSAs will support site administrator planning and delivery of professional development and coaching cycles for grade levels based on evidence noted. Enhanced district support including coaching, resources, and suggestions for materials use will be provided at site request or when lack of progress is noted.

APPROVED BY CDE updated May 2021

Title IV, Part A

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

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responses during the review process.

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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;

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 partners with Boys and Girls Club of Bakersfield, Kern County Superintendent of Schools, Clinica Sierra Vista, Kids Code, DreamBox, and Southern Kern Expanded Learning Network 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 operates an after-school ASES program at each of our four school sites and 21st Century programs at two sites. Funding of these programs provides on-site staff at 20 to 1 ratios and office staff to run the programs. We have expanded to include the LCAP funded DreamBox Learning for Math Intervention program with staff funded through Title I. We have also just received **are in the final year of implementation of** the Kids Code Grant for all four school sites. Currently, we partner with Boys and Girls Club of Bakersfield to provide classroom tutors funded by ASES and 21st Century. Tutors from this program come with very little pre-training and do not necessarily have any other connection with Arvin or our schools. Title IV funding would provide 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.**

SUPPORTING SAFE AND HEALTHY STUDENTS

The district currently contracts with the Kern County Superintendent of Schools Office to provide Social Workers at each of our school sites. The cost of this has increased dramatically this year as the current staff have moved from Masters 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. ~~2019-2020 school year and hopefully beyond.~~ Social Workers provide behavioral interventions, aggression replacement training, Girl's Circle, My Journey Grief Groups, Parent Project, suicide awareness, grief support, and have facilitated a variety of activities to support the school sites. In addition, their contacts have linked families to other direct services including Clinica Sierra Vista Counseling, the Arvin Family Resource Center, and the EDGE program among others. They conduct risk assessments and hold conflict mediations. *Elementary Campus Supervisors currently work a four-hour day and there is one full time middle school Supervisor. They focus on the development of healthy, resilient, and productive citizens. Title IV funds add two hours for elementary and ~~a new 4 hour person~~ 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.

TECHNOLOGY

Title IV funds will provide training of the new parent portal to ensure initial implementation of a platform to promote school-wide collaboration with assignments and assessments at the district, school, and staff level. Training will focus 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. The layer of training focused on using the ~~Skøler~~ **CANVAS** platform to promote student engagement and use of digital technology is a step toward implementation of technology district wide which is critical to ensure equity for students as they will compete in a workplace expecting technological skills and collaborative work habits. Additionally technology support materials may be purchased to facilitate 21st Century Learning Outcomes.

INTENDED OUTCOMES

1. Maintain a district suspension rate below ~~3~~ **1.2%** and an expulsion rate below 0.309%
2. Student responses to School Connectedness will increase ~~2%~~ **at all sites 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
4. Current alcohol and drug use numbers will be maintained or decrease as measured by the CHKS

5. Being pushed or being in a fight will decrease 2% as measured by the CHKS
6. Meaningful participation will increase 5% to 75% at the elementary level and 50% at the middle school level as measured by the CHKS
7. High expectations will increase 2% as measured by the CHKS
8. Mean rumors spread about you will decrease 2% as measured by the CHKS
9. Chronic absences Truancy at the middle school will not exceed 18% 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 2019-2020 school year.

Review of data will be conducted yearly with end of trimester reviews summarizing ongoing observations of actions.

APPROVED BY CDE updated May 2021

- 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

Response from Arvin Union:

APPROVED BY CDE

- 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.

Response from Arvin Union:
APPROVED BY CDE