



**LOCAL EDUCATIONAL AGENCY (LEA)  
FEDERAL ADDENDUM TO THE  
LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)  
2022-2023**

Presentation to the Board of Trustees: June 28, 2022

Consideration and Approval by Board of Trustees: June 28, 2022

## 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). The goals are as follows:

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 2021-2022 school year was collected and includes input gathered from multiple educational partners. Actions to address needs were reviewed at the district and site levels as they related to priorities identified. Action steps were then updated/amended 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. This has been beneficial to support student academic growth for students that were not achieving grade level standards. Schoolwide interventions, supplemental materials and experiences targeted student needs. Implementation of the 95% program and assigned intervention teachers/instructional aides were beneficial in addressing identified high-need skill areas, especially in the areas of foundational reading, reading comprehension, and math. Homeless funds were provided as a set aside and were a benefit to support students with transportation and personal, health, and hygiene needs. 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. Professional development and coaching promoted standards-based instruction and implementation of strategies to support English Learners while instructional assistants supported supplemental extended practice for students in the classroom.
- 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.

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 three (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. On the last California Dashboard available, 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%

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. Most recent scores indicate trends moving in a more positive direction with the return to school in-person.

2021-2022 Local measures indicate the following:

- 2021-2022 I-Ready Mid-year data in Reading districtwide indicates growth from Window 1 to Window 2 yet only 15% of students are working on grade level which is a 7% drop from the previous year.
- 2021-2022 I-Ready Mid-year data indicates 7% of English Learners are working on grade level in Language Arts compared to 29% non-English Learners.

- 2021-2022 I-Ready Mid-year data indicates 14% of Socio-economic Disadvantaged are working on grade level in Language Arts compared to 23% not economically disadvantaged.
- 2021-2022 I-Ready Mid-year data in Math indicates growth districtwide from Window 1 to Window 2 yet only 10% of students are working on grade level which is a 6% drop from the previous year.
- 2021-2022 I-Ready Mid-year data indicates only 10% of Socio-economic disadvantaged are working on grade level in Math compared to 15% not economically disadvantaged.
- 2021-2022 I-Ready Mid-year data indicates only 5% of English Learner students are performing at grade level in Math compared to 20% non-English Learners.
- 2021-2022 STAR Renaissance mid-year data indicates only 19% of students who are classified as Economically Disadvantaged are assessed at grade level in Language Arts. Significantly more at risk are English Learners with only 1% working on grade level at mid-year in Language Arts. Math scores indicate only 12% of Economically Disadvantaged students and English Learners were assessed at grade level at mid-year.

While gains have been made between Window 1 this year and Window 2, the impact of distance learning for the 2020-2021 school year and ongoing struggles are clearly evident in these scores.

A focus on intervention at the earliest levels does make a difference and provides evidence to continue to be supported. Intervention data from 2021-2022 95% Group beginning to end of year data comparison indicates growth from 0 to 20% Core in First Grade, 1 to 22% Core in Second Grade, 1 to 8% Core in Third Grade. More significantly is the decrease of students 2 or more years below grade level in Phonics which decreased from 49% to 11% in First Grade, 92% to 53% in Second Grade, and 85% to 40% in Third Grade.

The data 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. This includes the expansion of Universal Preschool to support the community's earliest learners.

2021-2022 Estimated ELPI progress indicates a drop to 39.25% following the effects of distance learning and COVID absence impacts. This is a dramatic drop from the review of 2019 ELPAC outcomes indicated 45.9% of English Learners made progress toward English Language Proficiency with patterns of not progressing to the highest level of English Proficiency continuing. Analysis of students' expressive skills in speaking and writing provided evidence that Designated and Integrated ELD instruction require continued further attention.

Surveys and interviews completed with staff, students, and parents indicate varied responses in regard to positive climate building, safety, and engagement. Our focus has been modified to focus on “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.

We are heading into year two of our three year 2021-2024 LCAP cycle and will be implementing three global goals and one target goal for English Learners. 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 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 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 input from our Educational Partners 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, IV, and American Rescue Plan (ARP) funds.

LCAP Goals were 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 focusing on 95% Intervention, reading comprehension using integrated content core, 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 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 between the home and school 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 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 supplemental materials focused on English Learners to support upcoming professional development
- Title IV funds allocated to:
  - Provide support for implementation of technology with parents, staff, and students through personnel support
  - The expanded hours and staffing numbers of Campus Supervisors
  - Contract for SchoolCity to support instructional staff to personalize learning to improve student academic achievement
  - Provide well rounded education through academic liaisons/resource teacher to support after school program
  - Support implementation and use of technology to foster student academic achievement through ongoing professional development for teachers, principals, other school leaders, and instructional staff

## *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 is 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 as part of the annual process. The 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.



Elements written within site Family Participation Policies are: Title I Meetings, Open House, Fall/Spring Parent Conferences, Student Performances and Workshops, and Parent Center opportunities. Parent Rights handbooks and school site parent handbooks are shared online or in print at the beginning of the school year.

The district supports teachers, specialized instructional support personnel, principals, other school leaders, and other staff 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 focus 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 through the district's District Advisory Council, School Site Councils, and English Language Learner Committees, we strive to increase opportunities for parents/families. 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, informal gatherings such as Coffee with the Principal, and the beginning steps of our Parent Ambassador program has fostered ties to promote working as equal partners. A foundation of this work is reflected through our school-parent compact which outlines how parents, the entire school staff, and students share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The district works with sites to identify specific goal areas based on input from Parent Surveys and input given by our Educational Partners at meetings.

District staff work alongside 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 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 works 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 to ultimately achieve outcome expectations. This continues through our implementation of online platforms and continued opportunities for virtual meeting participation and online parent communication in addition to in person meetings. This step is critical to ensure communication between families and school in order to share achievement needs of students relative to standards-based performance.

The district provides opportunities for the informed participation of parents and family members with disabilities through regularly scheduled IEP meetings, regular interaction with classroom teachers, and parent advisory meetings led by the Director of Student Services. Parents and family members of migratory children are 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 ParentSquare, Facebook, the District Webpage, and flyers providing information and school reports, students in identified groups receive specific 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.

School Wide Program (SWP): The Arvin Union School District and each school site conduct an annual needs assessment including data and educational partner input in conjunction with LCAP and ESSER planning processes. Previous goals are evaluated and realigned based on input from educational partners. 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. The district continues to ensure focus 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. Specific English Learner strategies have been selected to support vocabulary acquisition and practice, expanded writing through scaffolding, and organizing information for comprehension through group activities focused on note taking and summarizing information.

Learning windows have been created and are updated to guide units of study and lesson design sessions are held by collaborative grade level groups to promote grade level standards delivery by all staff with the additional support of Teachers on Special Assignment and Academic Coaches at all sites. 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 evaluated and is being refined/reorganized 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 with the addition of 95% intervention for foundational reading skills, 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 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 Director of Support Services coordinates services for homeless children and youth. Medical needs have been and continue to be handled on a referral basis conducted by school nurses who are funded through base or LCAP funding. Family Advocates from the Family Resource Center-support making contacts for food, medical and housing needs, help 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 Director of Support Services to support student enrollment, attendance, and success including provisions of daily hygiene items and uniforms to meet district dress code while at school. In addition, funds are set aside to provide everyday clothing and undergarments as needed 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 and this past year's Director of Support Services maintain contact with this organization in Bakersfield. Transportation support to and from school funded by Title I is provided as needed. The district has investigated reimbursing mileage for parents that are able to provide transportation and has implemented this method of supporting families as an option to district provided transportation. The district's Director of Support Services holds the role of McKinney-Vento & Foster Youth Liaison to advocate for Homeless students and works closely with the Kern County Superintendent of Schools and neighboring/partner districts serving the student and family to identify students and coordinate services. The McKinney-Vento & Foster Youth Liaison also provided training to Principals, secretaries, attendance personnel, support staff, instructional assistants, and teachers at the beginning of the 2021-2022 academic year and as needed and will continue this training annually. The liaison meets 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 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 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 of Early Childhood Education coordinates 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. Sites conduct Kinder Roundup events funded by Title I to familiarize students and families with their campus, classrooms, and teachers. A three-year Preschool through Third Grade Curriculum Collaboration (P3CC) grant opportunity to align math expectations began in Fall 2021-2022 and will continue through 2022-2024. The district is also implementing expansion of Universal Preschool to include a significant focus on Preschool and Transitional Kindergarten including modifications to leadership staffing to support early childhood education.

- Site administrators and AVID District Directors for Elementary and Secondary 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 occur between elementary sites and middle school within the district along with yearly recruitment activities. Grade placement forms are completed by grade level teachers and provide vertical articulation information on academics and behavior for program placement of students.
- 6th graders transitioning to the middle school are bussed or take a short walking field trip to the middle school campus for orientation and to meet staff in the late spring. In addition, elective course surveys for class schedules are completed by 6th graders headed to the middle school and by 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 which time graduation requirements, grading policies, schedules, and extra-curricular activities are explained in detail.

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.

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 conducts 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 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. The district is excited to expand collaboration with the high school as part of 21<sup>st</sup> Century and ELOP planning.

## **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.

Based on information gathered from the Kern Integrated Data System supported through the Kern County Superintendent of Schools Office, unduplicated student populations include, from most to least: 91.3% Socio-Economically Disadvantaged, 61.2% English Learners, 5.7% Homeless, and 0.4% Foster Youth. The English Learner population is mainly Spanish speaking with a very small population of Arabic and native languages. Ethnicities within the district include 95.9% Hispanic, 2.5% White, 0.16% Asian, and 0.9% African American, 0.19% Filipino, and 0.06% American Indian/Native. Students with Disabilities are 8.8% of the district's enrollment and 13.4% qualify for Migrant services. The district's unduplicated LCFF count based on 2021 CBEDS was 96.8%%.

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 balancing staff experience as it pertains to school sites as well as grade levels. The addition of funds has created an influx of new staff many with no years of formal teaching. As teachers come with varied backgrounds, we also take this into account for teacher placement. Sierra Vista ended the 2021-2022 school year with 19% inexperienced teachers, Bear Mountain 22% inexperienced teachers, and El Camino Real 21% inexperienced teachers. The middle school had a 15% 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 2021-2022 school year with 14%, Bear Mountain 10%, and El

Camino Real 12% ineffective teachers. The middle school had a 9% 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 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 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 Director 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. Reviews of staff experience and student demographics are 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 Human Resources Director. New teacher induction and intern program completion for 1st and 2nd year teachers are supported through LCAP and a significant percentage of staff members hired provisionally are on the path to clearing credentials. A dedicated TOSA is assigned to new teachers or those without a full permit. New teachers received 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 engages educational partners, such as the certificated union, during LCAP input to discuss staffing needs and during negotiations discuss contract language affecting staffing. In addition, educational partners 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.

## *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 begins 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 participate in back-to-school professional learning as an annual event with key focus areas identified through data from the year.

Teachers receive ongoing support from site administration, Academic Coaches and District Teachers on Special Assignment. Monday banked-time is set aside for Professional Learning Community work via the Zoom/Teams platforms or in-person 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 with their principal supported by guidance from 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.

This year, not all district administrators held a Clear Administrative Services Credential and there was a need to exercise the Professional Induction for administrators to support the attainment of a Clear Administrative Services Credential, which required aide by a district administrator to provide 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 District leadership workshops funded by LCAP and will complete Workplace Inventory Assessments. These school leaders also work collaboratively with Coordinators from Kern County Superintendent of Schools Office and attend 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/local outcomes. A focus on student access and outcomes is guided by collaborative inquiry cycles through virtual classroom visits conducted by site administrators.

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 includes time supported by beginning of year meetings, Monday banked time for collaboration, weekday site meetings, and planning meetings scheduled after school. Substitutes were utilized to support Professional Learning Communities (PLCs) during 2021-2022 and this practice will be continued. Funds allocated to staff who directly require support or were trained to disseminate support are in place. Personnel including site administrators, program directors, teachers on special assignment, coaches, and leadership teams provide a wealth of support accessible to all throughout the school year.

These actions supported by aligned site improvement plans including School Site Plans for improvement, LCAP actions, AVID action plans and others all are focused toward the achievement of metrics for four (4) district goals for implementation through the plan period 2021-2024 including engagement, academic achievement, professional development to support learning outcomes, and a focus on English Language Development. Metrics attached to these goals provide targets to reach which pull 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 must be aligned to support student outcomes. 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 succinct and relevant 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 and will continue to do so 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 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 had 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 is 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.

## **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. 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, PLC 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 continues to be 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 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 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 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, 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 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 is 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 provides Professional Development using module components to support teachers of English learners. Supplemental training is led by district TOSA's, for the portion of their salary funded out of Title III, and includes all instructional staff (certificated and instructional assistants). This training is specifically focused on the needs of English Learners. Training is 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 is embedded into leadership meetings and side-by-side coaching provided by district personnel (Title III TOSA).

Classroom observations conducted virtually and in person 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 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 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 is 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 is supported by ongoing support through ongoing support and coaching. District TOSA's, for the portion of their position funded by Title III, further target 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 content vocabulary and sentence structure 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. In addition, a Designated ELD walkthrough tool has been created for initial implementation during the 2021-2022 school year to support coaching to improve instructional practices. 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 English Language Development program(s) but focused on scaffolding with current materials to enable meaningful participation by English Learners at different levels of language proficiency. The "Benchmark" English Language Development materials provided for Designated ELD are available for staff use. However, a broader focus on developing language related to content is necessary and use of time has been 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 is being 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 are 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 ensuring 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 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 use “The Thoughtful Classroom” observation tool with an emphasis on student outcomes and to provide 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 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 provide 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, develop goals focused on evidence of student learning. Implementation plans facilitate instruction focused on modeling and expecting outcomes of increasing levels of proficiency. Data is gathered during scheduled district-wide English Language Development and core subject benchmarks and site-based grade level formative assessments. Data gathered is the foundation for daily lesson planning to ensure student practice of listening, speaking, reading, and writing. Site administrators present evidence of student work on a monthly basis striving to ensure cycles of continuous improvement were in place. Cyclical classroom visits provide evidence of progress toward full implementation and visible evidence of strategy use to promote student growth over time.

The Superintendent, Assistant Superintendent, Director of Curriculum, and Teachers on Special Assignment and site staff share observations of student need through ongoing debriefs following walkthroughs. District staff and Title III TOSAs support site administrator planning and delivery of professional development and coaching cycles for grade levels. Enhanced district support including coaching, resources, and suggestions for materials use are 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**

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, Southern Kern Expanded Learning Network, and Entrusted Legacy 21<sup>st</sup> 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 operates an after-school ASES program at each of our four school sites and 21st Century programs at two sites. We partner with Boys and Girls Club of Bakersfield to provide classroom tutors funded by ASES and 21st Century that work with our students. Tutors from this program came with very little pre-training and do not necessarily have any other connection with Arvin or our schools. Title IV funding provides site based teacher/program liaisons 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 contracts with the Kern County Superintendent of Schools Office to provide Social Workers at each of our school sites funded through LCAP. Social Workers provide 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.

To further support safe and healthy students, the number of Elementary Campus Supervisors and the hours they work has been expanded utilizing Title IV funds. They focus on the development of healthy, resilient, and productive citizens with a particular focus on engagement. 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 with these staff members.

## TECHNOLOGY

Title IV funds provide personnel for training focused on engaging staff to empower students 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. Layers of training focus on using the CANVAS platform and integration of various apps to promote student engagement and use of digital technology as a step toward implementation of technology district wide 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 were purchased to facilitate 21st Century Learning Outcomes.

## RECENT OUTCOMES

1. District suspension rate reported by Data Quest for the 2020-2021 school year was 0.1%. Groups over 1.2% suspension rate included White.
2. Student responses to School Connectedness for 2021-2022 on the California Healthy Kids Survey (CHKS) indicated that 68% of 5<sup>th</sup> graders, 62% of sixth graders, and 47% of middle school students felt connected to school.
3. Student responses based on the California Healthy Kids Survey (CHKS) for 2021-2022 indicated that 76% of fifth graders, 63% of sixth graders, and 45% of middle school students perceived school as safe.
4. Student responses on the 2021-2022 California Healthy Kids Survey (CHKS) indicated that 43% of 5<sup>th</sup> graders, 32% of 6<sup>th</sup> graders, and 18% of middle school students perceived Meaningful Participation.

5. Data for the 2021-2022 school year indicated 33.10% of all students had Chronic Absences with all groups over the goal of 15%.

## 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 decrease 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 in many areas, the impact of COVID-19 over the last 2 years significantly altered this picture with Chronic absenteeism recorded at the highest rates ever for all grades and student groups. Conferencing did have an impact on absences not related to COVID. However, there were significant differences among schools indicating very different struggles and needs. Personnel to continue outreach and engagement strategies as well as incentives are 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 prompted by distance learning in 2019-2020/2020-2021 and absences/stressors in 2021-2022 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 two years of the current LCAP 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 related 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 as we enter the second year of our three-year LCAP.