



**LOCAL EDUCATIONAL AGENCY (LEA)
FEDERAL ADDENDUM TO THE
LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) 2024-
2025**

Presentation to the Board of Trustees: June 25, 2024

Consideration and Approval by Board of Trustees: June 25, 2024

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 January 2023 with a focus on implementing 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 new three year Local Control Accountability Plan (LCAP) 2024-2027. The new goals are as follows:

1. Promote well-being and foster an environment conducive to elevating student learning and staff retention through a multi-faceted approach including provision of basic services and implementation of grade-level standards supported by professional development, mentorship opportunities, and Professional Learning Team collaboration assessed by district surveys/reviews and walkthrough rubrics.
2. Implement multi-faceted strategies aimed at holistic student success and safety focused on social- emotional-behavioral learning initiatives and extra-curricular activities fostering a positive and engaging learning environment, curriculum to ensure equitable academic success, and a supportive physical and emotional environment fostering inclusion and well-being of all students assessed by state and local measures.
3. Implement a comprehensive attendance improvement program targeting chronic absenteeism, utilizing strategies such as personalized outreach, early intervention, and community engagement to foster a positive attendance culture within the school community to be assessed by state and local measures.

4. Enhance parental and community involvement in addressing outcomes for all students by establishing regular communication channels, organizing workshops for shared learning, and collaborating with families to create tailored support plans for students facing challenges assessed through local measures.
5. Develop and implement strategies (targeted initiatives) to ensure a minimum of one year academic growth per year for all students, as measured by state standardized assessments and classroom formative assessments.
6. Provide short-cycle professional development in response to data analysis of monthly focus areas supporting delivery of targeted instruction utilizing research-based language instruction strategies and culturally responsive curriculum delivered in a supportive environment leading to improved Language Learner Progress on the California Dashboard and an increased district reclassification rate by May 2025.

DEVELOPMENT OF DISTRICT PLANS

Data throughout the 2023-2024 school year was collected and includes input gathered from multiple educational partners. Actions to address needs have been reviewed at the district and site levels as they relate to priorities identified through a Targeted Assistance Continuous Improvement Process with Problem of Practice and Root Cause work group analysis. This foundational work has led discussions and pivots as new data continues to become available. Action steps throughout multiple plans were then updated/amended 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 with the allocation of federal funding through review of past implementation:

- Title 1 funds have been used to provide supplemental professional development and district level instructional support of planning for strategy implementation and alignment of curriculum with a focus on state framework implementation to support classroom level 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 are planned to targeted student needs. Implementation of the 95% program, as an integral component of site MTSS supplemental supports, and assigned intervention teachers/instructional aides, to address universal and supplemental needs, 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. These actions are expected to continue with revisions in service delivery based on data collected through cycles of inquiry.

- Title II funds were used, and planned to continue, to be allocated to upper elementary grade staff to ensure low class size.
- Title III funds were used, and planned to continue, to support professional development for teachers and instructional assistants and to provide intervention staff 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, support professional development, 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 current work included the following which has prompted an update and revision of targeted actions in site and district plans. I-Ready, STAR, 95% Intervention, and English 3D along with other diagnostic and formative assessments were utilized to ensure availability of outcomes to inform instruction. KiDS (Kern Instructional Data Platform) was especially utilized at the district level to disaggregate data to focus on student groups and students and Ellevation to facilitate communication and feedback related to English Learners. SchoolCity provided district level staff and classroom teachers access to construct formative assessments, which provided data analysis to drive PLC conversations.

Formative data through I-Ready end of year data indicates 32% of students scoring early or mid/above grade level in Reading and 32% of students scored two or more below grade level. 53% of students met their I-Ready growth goal and 21% met their stretch goal.

English Learners: 1% growth in Language Arts to 32 % early to above grade level and a decrease of 1% two years or more below grade level

Socio-economically disadvantaged: 1% growth in Language Arts to 32% early to above grade level and a decrease of 1% two years or more below grade level

Students with Disabilities: 1% increase in Language to 31% early to above grade level and a decrease of 1% two years or more below grade level

Formative data through I-Ready end of year data indicates 29% of students scoring early or mid/above grade level in Math and 25% of students scored two or more grade levels below grade level. 51% of students met their I-Ready growth goal and 20% met their stretch goal.

English Learners: 2% growth in Math to 29% early to above grade level and a decrease of 3% two years or more below grade level.

Socio-economically disadvantaged: 2% growth in Math to 29% early to above grade level and a decrease of 3% two years or more below grade level

Students with Disabilities: 2% increase in Math to 29% early to above grade level and a decrease of 3% two years or more below grade level

I-Station 2023-2024 Reading Growth in Spanish for students grades K-6 indicates 20% of students grew one or more levels, 62.1% maintained, and 18% declined 1 or more levels.

2022-2023 California Dashboard efforts and outcomes on each of the areas-

MATHEMATICS DASHBOARD

District groups identified as lowest performance level RED areas in Math include:

Overall District- (-96 maintained 1.2)

District student groups- All Students (-96 maintained 1.2), English Learners (-106.8 maintained 2.3), Hispanic (-95.9 maintained 1.5), Low Income (-98 maintained 1.7), Students with Disabilities (-164 declined -19.4)

School Sites identified as the lowest performance level RED:

Haven Drive (-116.9 maintained 0.6)

School site student groups identified at the lowest performance level RED include:

Haven Drive- Hispanic (-115.3 maintained 2.5)

Bear Mountain- English Learners (-98.1 declined -9.8), Students with Disabilities (-164.7 declined -46.8)

El Camino Math- Students with Disabilities (-150.3 declined -21.5)

Sierra Vista Math- Students with Disabilities (-141.5 declined -27.3)

LANGUAGE ARTS DASHBOARD

District groups identified as having the lowest performance level RED areas in English Language Arts include:

English Language Arts- English Learners (-76.1 maintained -0.5), Students with Disabilities (-136.1 declined -12.1)

School Sites identified as the lowest performance level RED:

Bear Mountain (-83.7 declined -12.6) and Sierra Vista (-71.8 declined -3.8)

School site student groups identified at the lowest performance level RED:

Bear Mountain- English Learners (-98.1 declined -20.8), Hispanic (-84.7 declined -13), Low income (-86.2 declined -12.9), Students with Disabilities (-144.5 declined -54.2)

El Camino- Students with Disabilities (-136.7 declined -8.5)

Sierra Vista- English Learners (-78.7 declined -5.7; Hispanic -72 declined -4.1), Low income (-72.9 declined -3.3)

ELA 2022-2023 Dashboard data

Distance from standard

All students (-62) Orange

English Learners (-76.1) Red

Homeless (-87.3) Orange

Socio-economic disadvantaged (-64.4) Orange

Students with disabilities (-136.1) Orange

Hispanic (-61.9) Orange

White (-61.9) Orange

Math 2022-2023 Dashboard data

Distance from standard

All students (-96) Red

English Learners (-106.8) Red

Homeless (-100.1) Orange

Socio-economic disadvantaged (-98) Red

Students with disabilities (-164.1) Red

Hispanic (-95.9) Red

White (-80.5) Yellow

CAST SCIENCE 2022-2023 CAASPP reporting

Met or Exceeded

All students 10.13%

English Learners 3.01%

Homeless 15.38%

Socio-economic disadvantaged 9.66%

Students with disabilities 0%
African American 9.09%
Hispanic 9.69%
White not reported
Migrant 11.11%

CAASPP CAA 2022-2023 - CAASPP.org

Language Arts % of students at achievement level

All students taking CAA

Level 1 64%

Level 2 24%

Level 3 12%

Socio-economically disadvantaged

Level 1 59.09%

Level 2 27.27%

Level 3 13.64%

English Learners

Level 1 86.67%

Level 2 0%

Level 3 13.33%

Hispanic

Level 1 65.22%

Level 2 21.74%

Level 3 13.04%

CAASPP CAA 2022-2023 - CAASPP.org

Math % of students at achievement level

All students taking CAA

Level 1 72%

Level 2 20%

Level 3 8%

Socio-economically disadvantaged

Level 1 72.73%

Level 2 18.18%

Level 3 9.09%

English Learners

Level 1 86.67%

Level 2 13.33%

Level 3 0%

Hispanic

Level 1 69.57%

Level 2 21.74%

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 and strategic Local Control Accountability Plan (LCAP) development process. The district provides 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 continue to be identified for additional support through data analysis and input from our Educational Partners as part of strategic planning and the LCAP development.

Priorities have been 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)/ESSER funds.

LCAP Goals will be 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 Multi-tiered Systems of Support including 95% and universal differentiated group supports, reading comprehension using integrated content core, English Language Development, and/or Math.
- Professional Development focused refinement of alignment of planning and instruction focused on expectations from the California Frameworks and State Standards Documents. Additional Professional Development focused on supporting a pivot to use of Interim Block Assessments and utilizing this data to inform instruction at rigorous levels will be implemented. A continuation of modeling and classroom feedback 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 will take place at grade specific levels. Foundational reading will be an extensive focus for the 2024-2025 school year.

- Utilize student data for progress monitoring in a data cycle including grade level planning meetings
 - 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 in the after school program Homeless services
 - 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. Describe

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

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 the 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 and Family Meals workshops, Latino Family Literacy, Fresno State University for Parents, 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. The district has been awarded an Implementation grant for Community Schools which will focus on expanding family connections through home visits and in-person/virtual joint learning opportunities. A foundation of this work is reflected through each site's 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 and collaboration opportunities 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 multiple opportunities for in person meetings at various times and dates throughout the year. This step is critical to ensure communication between families and school in order to share the 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 have conducted an annual needs assessment including data and educational partner

input in conjunction with annual LCAP input, school site and program collaborations, and ESSER amendment processes. Previous goals are evaluated and realigned based on input from educational partners and formative and summative outcome data. 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 Advancement Via Individual Determination (AVID) 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 are a district expectation and are updated to guide units of study and lesson design sessions which 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. State framework exemplars and expanding state assessment examples are utilized in conjunction with 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 Universal support including differentiation of instruction in the classroom, deployment of students for group instruction, and computer assisted leveled learning through I-Ready. Supplemental support which 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. Intensive intervention will occur following a refined referral system to add another layer of support for language arts and math which will prevent the need for or inform 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 case management 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 is 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 2023-2024 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 through case management.

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 TK and Kindergarten teachers from each site to facilitate the transition from early childhood programs both in and out of the district. Each school site

sets aside specific days and evenings for registration to Preschool, TK, and Kindergarten. The Supervisor II of Early Childhood Education maintains a yearly list of students of age to continue in Pre-K, possibly select to stay in Pre-K or K, who is of age to move to TK and K all of which is being disaggregated by the home address to identify school sites to promote welcoming transitions. 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 our district was granted an extra year of extension which will continue through 2024-2025 with a focus on providing opportunities for spread, depth, and consistency of systems leading to positive outcomes. 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. Early childhood staff are included in all vertical alignment opportunities to ensure consistency and common language.

- 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 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 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 21st Century and ELOP planning. District staff have begun to promote Dual Enrollment to parents and students early in their middle school years to ensure they are aware of the opportunity as the high school program grows having had an excellent success rate.

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.

Information from Kern Integrated Data Systems as this was written indicates a significant 94% of district students are identified as Low Income, 14.6% are

participating in the district's Migrant Program, 2.2% of district students are homeless, and 0.4% are identified as foster.

The ethnic make-up of Arvin is significantly Hispanic/Latino. Unduplicated student counts noted here are based on mid-February information compiled from the Kern County Superintendent of Schools - Kern Integrated Data System. Ethnicities within the district include 94.4% Hispanic, 3.7% White, 0.2% Asian, and 0.7% African American, 0.1% Filipino, and 0.03% American Indian/Native. 59% of our population are English Learners with a primary language of mainly Spanish yet including a small population of Arabic and native languages. Students with Disabilities comprise 9.8% of the district's enrollment- significantly 1% higher than during the 2022-2023 school year. The district's unduplicated LCFF percentage is approximately 96%.

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.

- 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 2023-2024 school year with 15% inexperienced teachers, Bear Mountain 17% inexperienced teachers, and El Camino Real 9% inexperienced teachers. The middle school had a 44% inexperienced teacher rate.
- Ineffective teachers for low-income and minority students: The ineffective teacher rate for Sierra Vista ended the 2023-2024 school year with 14.5, Bear Mountain 14.5%, and El Camino Real 4.6% ineffective teachers. The middle school had a 25.6% ineffective 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 continues to strive to recruit and hire fully credentialed staff to serve 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 -with the middle school most difficult to staff. 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. Two dedicated TOSAs are 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 district Teachers on Special Assignment. All instructional staff participate in back-to-school professional learning as an annual event with key focus areas identified through data and exit interviews from the previous year. The district works closely with Kern County Superintendent of schools to support induction candidates and each year mentors are hired to support building capacity of new teachers as interns or through induction.

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 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, principals lead study sessions include revisiting lag metrics and determining needs for student equity and performance, analyzing formative assessment outcomes to inform instruction/deployment/differentiation, 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 District leadership workshops especially focused on Professional Learning Communities (PLCs). 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. Principal coaching will be provided by district-level administration.

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 2022-2023 and 2023-2024 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 are supported by aligned improvement plans including School Site Plans for improvement, LCAP actions, AVID action plans and others. All are focused toward the achievement of metrics for six (6) district goals for implementation through the plan period 2024-2027 including ensuring wellbeing and positive environments with highly trained staff, providing social-emotional-behavioral supports, attendance improvement, parental involvement, developing and implementing strategies to ensure a minimum of one year academic growth per year, and professional development to support English Language Development instruction and outcomes. 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, EL assessments, STAR Renaissance), calendared district common formative assessments, attendance, 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's four schools have exited Additional Target Support and Improvement (ATSI) as listed:

- Bear Mountain- Homeless and Students with Disabilities
- El Camino Real- Homeless, Students with Disabilities, and White
- Haven Drive Middle- Homeless and Students with Disabilities
- Sierra Vista- Homeless and Students with Disabilities

Educational Partner 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 prior consultation from professional consulting groups with materials continued to be in use from "The Thoughtful Classroom". 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. Ongoing professional development is embedded into leadership meetings and side-by-side coaching provided by district personnel (Title III TOSA).

Classroom observations reflect a pivot from an initial focus on authentic student engagement with increased listening and speaking opportunities built into lessons. A

necessary pivot is to ensure students practice and independently use forms and functions at increasing levels of proficiency with specific attention to planning for instruction, practice, and self-promoted use at rigorous levels. 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. A revised Benchmark textbook with more specific instruction for writing has been adopted for implementation in the 2024-2025 school year. 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 Educational Partner 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 is being updated and will continue to evolve based on identified student needs. The newest revision will include a timeline for use of Interim IAB's for English Language Development as instructional tools. In addition, a Designated ELD walkthrough tool has been utilized for the 2023-2024 school year and will continue to be used with a focus on student-initiated language focused on form and function but less on language frames beyond ELD levels 1 and 2. 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.) PII: C6 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. 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 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 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/weekly 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.

The California Healthy Kids Survey was utilized as a measure of School Climate. The survey was conducted district-wide during the 2023-2024 school year for 5th and 6th grade elementary students and 7th grade at the middle school. Data for California Healthy Kids is not disaggregated by student group thus analysis is focused on grade levels and specific areas of study.

A key learning to be taken from data including California Healthy Kids surveys, as well as the supplemental Kern Integrated Data Systems Connectedness survey, is lack of consistency of reported information between upper grade students when reported in CHKS and the wider grade span of students when measured by the Connectedness Survey. Positive responses tend to decline even through the 5th to 7th grade span for CHKS. Notable also are significant differences among school sites with no apparent pattern of strong consistency when comparing each school on various indicators. This is despite a district-wide roll out of PBIS, MTSS referral process for Tier 1, and RULER implementation for socio-emotional learning. Focus group input targets the impact of specific positions or specific people identified as key components of helping students in measured areas.

Elementary data, as reported by students, indicates continuous growth over 3 years in the area of School Connectedness, Academic Motivation, and Facilities Upkeep. Parental Engagement in Schooling increased this past year. Elementary site data does not follow a specific trend when sites are compared rather averages are reported and each site has reviewed their data to address areas for improvement.

As noted with parent input there are concerns about student engagement with work and homework assigned. Students reporting they finish all assignments increased 14% between 2021 and 2024 administrations to a current 78% however has not rebounded

since a high of 86% in 2020 stating school assignments are finished. School boredom increased by 3%. Additional concerns come from continuous decreases totaling 11% since regarding students feeling an adult at school cared about them.

Holding steady for 2 years are perceived school safety and fairness. Declines in Positive Behavior, Anti-bullying Climate, Social-emotional learning supports, Rule Clarity, High Expectations, Caring Relationships, and Meaningful are of concern with continued drops. Of concern also is a continued drop in the Promotion of Parent Involvement.

Middle school data indicates significant needs in students feeling part of the school, stating they are bored, not responding positively to the school is usually neat and tidy, and expressing that school is a waste of time. That said, significant growth is evident in Low Violence Victimization, No Harassment, No Mean Rumors, Not Fearing Getting Beaten Up, and Perceived School Safety. The middle school has made significant progress in the areas of safety due to intense restructuring of expectations at the site. Academic engagement, sense of belonging, and meaningful participation are significant areas of concern.

Overall areas of strength and need were noted in Prompt 1. Additionally, PBIS reviews for application for recognition indicate 2 sites prepared for Bronze application, 1 for Silver, and one that did not meet Bronze readiness upon review. Each site has reviewed various and notably variations in consequences and awards were noted without a formal / documented system to be referred to by staff, students, and parents. Classroom expectations, referrals, and accountability also varied widely as noted through documentation yet were becoming more consistent as the year progressed. A focus on promoting positive behavior and academic focus has been noted to require more attention to relationship building activities for awards and consequences and a pivot away from tangible awards which were a focus.

ATTENDANCE DATA INCLUDED:

CHRONIC ABSENTEEISM DASHBOARD - The district was identified as YELLOW (24.6% Chronic)

This was a decrease of 9% in the Chronic Absentee rate which we celebrate. Targeted attendance campaigns, reaching out to families, attendance conferencing, messaging, incentives, and dedicated staff expansion to specifically target this need were implemented and continue. Long-term independent study was discontinued and short term independent study was continued only for illness per district policy

SUSPENSION DASHBOARD- no groups with lowest performance band identified

The district was identified as GREEN (0.8% maintained). This was a maintenance of low rates of suspension which we celebrate. Increased implementation of PBIS, initial district-wide implementation of RULER Social-emotional learning curriculum, roll-out and use of a tiered referral plan for behavior, and revision to tasks assigned to campus supervisors and social workers have directly impacted this area.

School sites BLUE: Bear Mountain, El Camino,

School sites GREEN: Sierra Vista, Haven Drive

Student groups particularly at risk: African American and Homeless at the district level

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, Southern Kern Expanded Learning Network, and Entrusted Legacy 21st Century to support after school programs and provide socio-emotional support to our students.

ACTION STEPS:

PROVIDING STUDENTS WITH A WELL-ROUNDED EDUCATION

To support the educational and safety needs of our students, the district operates an Expanded Learning Opportunity Program including 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 and Entrusted Legacy to provide classroom tutors funded by ASES and 21st Century that work with our students at the elementary schools. Entrusted Legacy staff support middle school students for both ASES and 21st Century. Tutors from this program may come with very little pre-training and do not necessarily have any other connection with Arvin or our schools. Title IV funding provides a district Resource Teacher as an instructional liaison 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 21st Century.

SUPPORTING SAFE AND HEALTHY STUDENTS

The district will provide Social Workers at each of our school sites funded through LCAP for 2024-2025. 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 have 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 extra 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 systems and personnel focused on engaging staff to empower students to support educational outcomes through use of data. This 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

Priority 6A: School Climate-
California Dashboard Suspension Indicator

GREEN-

District Overall 0.8% maintain 0

English Learners 0.7% declined 0.3%

Hispanic 0.8% maintain 0

Low Income 0.8% maintain 0

Students with Disabilities 0.3% Increase 0.3%

White 1% declined 1.1%

BLUE -

Foster Youth 0% declined 4%

ORANGE -

African American 4.8% maintained 0.1%

Homeless 1.9% increased 1.9%

Priority 6C: Survey of Safety and Climate-

California Healthy Kids Students taken February 1, 2024

Elementary 5th grade 2023-2024

School connectedness 72%

Perceived school safety 75%

Meaningful participation 48%

Elementary 6th grade 2023-2024

School connectedness 61%

Perceived school safety 64%

Meaningful participation 34%

Elementary 2023-2024 data

Safe place for staff 41%

Safe place for students 43%

Meaningful student participation 39%

Safe place 2023-2024 data

Elementary ranges from 50% to 56%

Meaningful student engagement

2023-2024 data

Elementary ranges from 46% to 53%

Facilities well-maintained

Elementary ranges from 39% to 53%

Middle school 2023-2024

School connectedness 39%

Perceived school safety 40%

Meaningful participation 15%

Middle School 2023-2024 data

Safe place for staff 19%

Safe place for students 16%

Meaningful student participation 22%

Safe place 2023-2024 data

Middle School 28%

Meaningful student engagement

2023-2024 data

Middle School 38%

Facilities well-maintained

Middle School 30%

INTENDED OUTCOMES

Priority 6A: School Climate-

California Dashboard Suspension Indicator

California Dashboard in order of need for greatest decline

African American 0.6%

*Blue -Decline significantly -4.2%/status of Low

Homeless 0.6%

*Green -Decline -1.3% /status of Low

White 0.6%

*Blue - Decline -0.4%/status of Very Low

District Overall 0.6%

*Green -Maintain -0.2%/status of Low

Hispanic 0.6%

*Green - Maintain -0.2%/status of Low

Low Income 0.6%

*Green -Maintain -0.2% /status of Low

English Learners 0.6%

*Green - Maintain -0.1% /status of Low

Foster Youth 0%

*Blue -Maintain 0 /status of Very Low

Students with Disabilities -0.3%

*Blue - Maintain 0 / status of Very Low

Priority 6C: Survey of Safety and Climate-

California Healthy Kids Students

2025-2026 data or 2026-2027 if available

Elementary 5th grade

School connectedness 85%

Perceived school safety 85%

Meaningful participation 85%

Elementary 6th grade

School connectedness 85%

Perceived school safety 85%

Meaningful participation 85%

Elementary data

Safe place for staff 75%

Safe place for students 75%

Meaningful student participation 75%

Safe place 2025-2026 data or 2026-2027 if available
Elementary 75%

Meaningful student engagement
Elementary 75%

Facilities well-maintained
Elementary 60%

Middle school
School connectedness 75%
Perceived school safety 75%
Meaningful participation 75%

Middle School data
Safe place for staff 75%
Safe place for students 75%
Meaningful student participation 75%

Safe place 2025-2026 data or 2026-2027 if available
Middle School 65%

Meaningful student engagement
Middle School 65%

Facilities well-maintained
Middle School 50%

- 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, our district continues to address the significant academic needs of students not meeting grade-level proficiency with a new 3-year LCAP that has been realigned and refined as reflected in our new levels of understanding of data and needed next-steps to address these needs 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 more rigorous universal instruction with spiraled and tailored supplemental and intensified supports as needed to meet student gaps in learning and ensure the attainment of one year's growth for each year in school is supported for all students districtwide.

Our aligned strategic plans will guide district work for LCAP to maintain employment of personnel, to refine and strengthen 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 new goals and related action steps to focus explicitly on engagement/attendance and well-being, standards-based academic achievement, professional development to build on current expertise while also supporting new staff to the district, and support our multilingual learners attain English Language Proficiency. Educational Partner 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 begin our new three-year LCAP.