

Local Control and Accountability Plan (LCAP) Federal Addendum

Every Student Succeeds Act (ESSA)

School year

2024-2025

Date of Board Approval:

June 25, 2024

LEA name:

PANAMA-BUENA VISTA UNION SCHOOL DISTRICT

CDS code:

15-63362

Link to the LCAP:

(optional)

<https://www.pbvUSD.k12.ca.us>

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

The LCAP Federal Addendum was approved by the Board of Trustees, submitted to the CDE, and approved by the State Board of Education in July 2019.

Reviews/Revisions:

Review only: May 2024

Revisions: June 2024 (pending Board of Trustees approval)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all**

resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Panama-Buena Vista Union School District (the "District") uses federal funds to supplement and enhance actions and services funded with state funds designed to help all students meet the state academic standards. The District's "5 Pillars of Excellence" (Strategic Plan Priorities 2021-24) guide the work of the Board, district administration, teachers, paraprofessionals, and all support staff to focus on:

Student Achievement

Diverse Learning Organization

Wellness, Safety, and Equity for All

Family and Community Partnerships

Fiscal Responsibility

P-BVUSD invests in developing effective school leaders and teachers in an effort to provide a multi-tiered system of support for the whole child as well as meaningful partnerships with families. The LCAP goals and actions are informed by educational partner feedback and prioritized with the support of multiple needs assessments, and Title I, II, III, and IV funds are used to supplement the vision and mission of the District based on the feedback received.

Title I funds are allocated to district schools with the highest poverty ranked by the SELPA approved CALPADS 1.17 report. Title I sites assess the needs of their schools to determine what additional supports would most benefit their student population. Based on those identified needs, Title I schools seek to enhance the District instructional program through additional support staff, supplemental technology and software, incorporating STEM programs, and/or providing programs that target

increasing attendance at school, reducing suspension rates, and providing social-emotional and behavioral support programs. In addition, the District uses allowable set-aside reservations of Title I funds to provide School Social Workers to support the whole child and families.

The nature of the programs conducted by the District's schools varies based on assessed needs. Utilizing LCFF funds, the District provides a baseline for all sites, including an Academic Coach, Intervention Teacher, and Instructional Intervention Aides. Feedback from staff and educational partners guided the use of Title I reservation funds to support the hiring of School Social Workers to help meet the social-emotional needs at Title I school sites. Title I sites may increase the FTE staffing in these positions by utilizing their Title I funds to provide other direct services to students. For example, the District funds a .5 FTE Intervention Teacher at all elementary school sites. Many of the Title I school sites have a higher number of students needing intervention. These sites may use their funds to support additional FTEs, increasing access to intervention for more students and/or additional academic coaching for teachers.

Title II funds are used to support pbvU, a professional development learning model developed by the District. The focus of pbvU is to provide professional learning in an ongoing manner to promote continuous improvement of instruction, content knowledge, and strategies. Professional development offerings are based on assessed needs, determined through the LCAP surveys and educational partner meetings, results from the state academic assessments, as well as district benchmark and interim assessment data. The District Collaborative Workgroup analyzes data from pbvU offerings and teacher feedback to provide an on-going system of continuous improvement. Title II funds also support the Educator Learning Summit offered for teachers during the summer before school starts. The Educator Learning Summit kicks off the District initiatives for the year based on our LCAP priorities and data-identified needs.

Title III funds are focused on developing professional development to provide extensive supplemental support for teachers in understanding the needs of English Learners (ELs) and teaching strategies to support ELs. The priority is to increase teacher efficacy in designated English Language Development (dELD) and integrated English Language Development (iELD) strategies for all grade levels. Strategies for effectively supporting Reclassified Fluent English Proficient (RFEP) students with a focus on writing have also been identified as focus areas for PD.

Title IV funds are used to provide two District Social Workers. LCAP surveys have indicated that staff and parents are concerned about our students' social-emotional well-being and have identified a strong need for additional support in this area.

APPROVED BY CDE

Last review: May 2024

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 LCAP is the document that guides the use of all LCFF funds, including Supplemental and Concentration Grant funds. The LCAP goals and activities are fully aligned with state standards and

requirements. Federal funds are utilized to increase and improve services and activities in alignment with the LCAP goals and actions.

The District determines the priorities for the LCAP based on educational partner surveys, general meetings, and assessment results. Various district and school site committees/councils use this information to provide further input on federally funded activities. The District Advisory Committee (DAC), Title I Parent Subcommittee (TIPS), and District English Learner Advisory Committee (DELAC) are instrumental in providing input on items such as the Parent and Family Engagement Policy (PFEP), review of the Consolidated Application, teacher equity reports, language acquisition programs, and the Uniform Complaint Procedures. These District groups share information that is reported back to the School Site Councils (SSCs). The SSC takes into consideration the priorities of the District LCAP, the input from the committees, and individual school site feedback (from staff and parents) in developing the School Plan for Student Achievement (SPSAs) aligned to the LCAP.

The Instructional Services Division provides monthly meetings with staff, including Directors, Principals, Assistant Principals and Academic Coaches, to support their understanding of the District LCAP goals. School sites conduct meetings with their staff, SSCs, and English Learner Advisory Committees (ELAC) in the development of the SPSA. Each site must address at least five goals in their plan that align directly with the LCAP priorities, taking into consideration the data analysis results of the California Dashboard. Parents are surveyed for input on the SPSA, and at Title I schools they are encouraged to participate in the Title I Program Annual Review and informational meetings to continue increasing their knowledge of the LCAP and Federal Addendum.

APPROVED BY CDE

Last review May 2024

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

School site participation is based on the percentage of Free and Reduced Price Meals (FRPM). Schools with the highest percentage of students on FRPM participate in Title I. As of the 2023-2024 school year, all 14 schools receiving Title I funds are operating School-Wide Programs (SWPs). Annually, the Title I principals meet with District personnel, including the Assistant Superintendent of Instructional Services, the Director of Consolidated Programs, and the Director of Fiscal Services, to review current data regarding school eligibility in the programs. Should a

new school be identified as possibly eligible for Title I funding, the principal is brought into the meetings one year ahead of the actual participation. Parents and Families are notified annually of the school's participation in the Title I programs. Parents are invited to the Annual Title I Informational meeting to discuss how the school was identified as eligible for Title I funding and are given details on the SWPs at their site.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

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.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Example of Data Sheet

II. Table 1. Combined Reports. – Complete one report for comparable elementary, middle, and high schools.

School Site	Total Enrollment	Low-Income Enrollment	% Low-Income Students	Minority Enrollment	% of Minority Students	Total Teachers	Number of Ineffective/Misassigned Teachers	% Ineffective/Misassigned Teachers	Number of Inexperienced Teacher	% of Inexperienced Teacher
[School Site 1]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]
[School Site 2]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]
[School Site 3]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]
[School Site 4]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]

THIS ESSA PROVISION IS ADDRESSED BELOW:

Data Sources: Following the instructions found on the CDE Educator Equity website, Dataquest was used to respond to staffing questions regarding educator equity. The Human Resources Division provided additional information from district databases, and the Information Safety and Technology (IST) Department provided CALPADS data report 1.14. Utilizing these reports, spreadsheets were created to analyze data in each area.

Educational Partner Input: Multiple meetings and opportunities were provided throughout the LCAP planning process. Teachers, principals, and other educational partners were engaged in meetings, surveys, and informal feedback. CSEA and P-BVTA union partners also participated in input sessions to support the development of the LCAP goals and actions. In addition, school site Principals, Assistant Principals, and Academic Coaches meet monthly to discuss teacher professional development needs.

Strategies to address equity gaps: The current teacher shortage across the state has increased the difficulty in finding and retaining experienced, appropriately licensed teachers to place in classrooms. The District makes every effort to attract and retain these types of teachers. There is a District focus on supporting new teachers with training, Academic Coach support at each site, mentoring, and ongoing professional learning. The Instructional Services Division supports on-going professional development that targets school leaders, Academic Coaches, and teachers to increase their knowledge and improve practices to be more effective in their work. Some of the strategies and activities utilized by the District include new teachers attending three additional contract days for PD in the District adopted curriculum, a "Casting Call" job fair for teachers and paraprofessionals interested in working for the district, high-need schools (Title I) receiving first choice in the selection of new staff, experienced teachers transferring from another district can receive salary credit for all years previously taught, an additional salary column for teachers completing 'units' of PD, professional learning for all teachers through pbvU with courses aligned to the LCAP priorities with a variety of courses offered to support teachers (ELA, Math, ELD, SEL), MTSS strategies to address teaching and learning of all students and their unique needs including Special Education, English learners (EL), unhoused, foster, and migrant.

Written policies/procedures that identify processes to monitor staff credentials and assignments.

P-BVUSD adheres to District Board Policy 4112.2 and Administrative Regulation 4112.2 regarding the verification of credentials. Staff also follows ESSA recruitment policies, the Administrator's Assignment Manual from the California Commission on Teacher Credentialing, and the assignment monitoring responsibilities for credential monitoring. The plan to address disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced teachers include:

P-BVUSD strives to recruit and retain highly qualified teachers at each of our school sites. Our district's plan to address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective or inexperienced teachers is as follows (after review and reflection on the most recent recruitment and annual transfer season):

1. Ensure early staffing projections are received from our Business Services Division and that we conduct early and effective recruitment and extend early offers of employment to secure the most qualified teaching candidates.
2. Extend staffing priority to school sites serving our highest levels of low-income and minority students, meaning those school sites will be able to select teaching candidates with the most qualifications first.

3. Establish and maintain residency programs to better prepare special education teachers and encourage fully credentialed and invested teachers to join our District.

4. Continue to work with our certificated teachers' bargaining unit in developing incentives for fully credited teachers with permanent status to teach at our school sites with high rates of low-income students and minority students.

Does the District have an equity gap? Yes

Q: Are minority students taught at higher rates than other students by ineffective teachers?

A: 9.5 percent of teachers in schools with the highest percentage of minority students are misassigned or teaching without credentials, while 4 percent of teachers in schools with the lowest percentage of minority students are misassigned or teaching without credentials. This represents an equity gap of 5.5 percent.

Q: Are low-income students taught at higher rates than other students by ineffective teachers?

A: 9.5 percent of teachers in schools with the highest percentage of low-income students are misassigned or teaching without credentials, while 4 percent of teachers in schools with the lowest percentage of low-income students are misassigned or teaching without credentials. This represents an equity gap of 5.5 percent.

Q: Are minority students taught at higher rates than other students by inexperienced teachers?

A: 22 percent of teachers in schools with the highest percentage of minority students have two or fewer years of teaching experience, while 7.5 percent of teachers in schools with the lowest percentage of minority students have two or fewer years of teaching experience. This represents an equity gap of 14.5 percent.

Q: Are Low-Income students taught at higher rates than other students by inexperienced teachers?

A: 22 percent of teachers in schools with the highest percentage of low-income students have two or fewer years of teaching experience, while 7.5 percent of teachers in schools with the lowest percentage of low-income students have two or fewer years of teaching experience. This represents an equity gap of 14.5 percent.

APPROVED BY CDE

Last reviewed: May 2024

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none">• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)

	<ul style="list-style-type: none"> • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers • Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits • Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

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

The District provides multiple Educational Partner meetings to review the LCAP and align parent involvement. Parents are notified through ParentSquare, flyers, and the District website. Parents can attend SSC and ELAC meetings at their school sites to review the LCAP and provide input in all areas addressed in the LCAP, including parent engagement activities. The TIPS, DAC, and DELAC are District-level Parent Committees that provide ongoing training on the LCAP, PFEPs, Federal and State programs, and District Plan for ELs. Surveys indicate that time, lack of information, and availability of childcare are barriers to parent engagement. To implement and

sustain effective family engagement, the District and school sites may provide:

- varying times (morning, afternoon, evening) for meetings and activities;
- providing home to school communication (English and Spanish) in many different forms (electronic, phone calls, flyers) to advertise parent training, meetings, and events;
- welcoming parents to bring children to activities or meetings as necessary in order to attend and be involved in the events, and child care is available on-site at many functions as well; and,
- providing interpreters at parent events.

The District further encourages family engagement education by providing an early release week for students so that teachers are able to schedule and conduct Parent/Teacher conferences informing parents about their child's academic achievement, interventions and collaborating on how best to meet the needs of the child.

As per the Board approved policy, the PFEP was developed through input from educational partner meetings during the LCAP listening posts, Board meetings public comment, DAC, DELAC, and T1PS parent committee meetings, and online parent surveys (English/Spanish). So that all parents may participate, the district assists parents with language needs in addition to English/Spanish; who may lack literacy skills; or need other access due to a disability. Meeting minutes, notes, and survey results are kept and shared with the LCAP planning committee throughout the process. The PFEP is distributed to all students at the beginning of the year or upon enrollment and is available on the District website.

The district will provide assistance to all families by offering training sessions presented by teachers. Participation helps parents navigate the school systems and understand state standards and grade level expectations, CAASPP, ELPAC, and local assessments, and Dashboard results to improve their child's achievement.

The district/schools provide parents with materials and resources for parents to work with their children to improve academic achievement. Teacher experts develop materials and provide parents with instruction on how to use them at home: Family Math Night, Literacy Night, How to Read to Your Kindergartener, Accessing Resources on the Web, Getting Started with ParentSquare. Title I sites are required to have at a minimum 3 parent engagement activities each year

Through use of staff experts and consultants, the District will educate teachers, support personnel, principals in how to reach out to families, work with parents, multicultural training, building efficacy and collaboration. Annual training sessions are held to encourage parents to take roles in the SSC, ELAC, DELAC, T1PS, DAC. The District will continue providing Parent University where parents can learn alongside teachers.

The District provides opportunities for the informed participation of families (including families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, are migratory, or are of any racial or ethnic minority background) by providing information, reports, meetings, and trainings in a format and language that families understand. District and school communication is provided in English and Spanish, and interpreters of other languages/sign languages are available upon notification.

This District launched ParentSquare to unify all communication to families. Parents, teachers, administrators at all levels can communicate regarding data reports, attendance, grades, and other information in several languages through multiple platforms to engage parents in all aspects of their child's education.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).

8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District provides multiple educational partner meetings to review the LCAP and align parent involvement. Parents are notified through ParentSquare, flyers, and the District website. Parents can attend SSC and ELAC meetings at their school sites to review the LCAP and provide input in all areas addressed in the LCAP, including parent engagement activities. The TIPS, DAC, and DELAC are District-level parent committees that provide ongoing training on the LCAP, PFEPs, Federal and State programs, and the District Plan for English Learners. Surveys indicate that time, lack of information, and availability of childcare are barriers to parent engagement. To implement and sustain effective family engagement, the District and school sites may provide:

- Various timeframes and opportunities such as morning, afternoon, and/or evening meetings and activities
- Provide school-to-home communication (English and Spanish) in many different formats (electronic, phone calls, flyers) to advertise parent training, meetings, and events
- Opportunities for parents to bring children to meetings as necessary to attend and be involved in the events
- Interpreters at parent events

The District further encourages family engagement by providing an early release week for students at the end of the first quarter so teachers can conduct Parent/Teacher conferences. During Parent/Teacher Conferences, teachers provide report card conferencing to inform parents about their child's academic achievement and interventions and further collaborate on how best to meet each child's needs.

ESSA 1112(b)(3) – This provision is N/A - the District does not have any schools identified for Comprehensive Support and Improvement or Targeted Assistance and Intervention.

ESSA 1112(b)(7)

As per the Board approved policy, the PFEP was developed through input from educational partner meetings during the LCAP listening posts, Board meetings, public comment, DAC, DELAC, and TIPS parent committee meetings, and online parent surveys (English/Spanish). So all parents may participate, the District assists parents with language needs in addition to English/Spanish who may lack literacy skills or need other access due to a disability. Meeting minutes, notes, and survey results are kept and shared with the LCAP planning committee throughout the process. The PFEP is distributed to all students at the beginning of the year or upon enrollment and is available on the District website.

The District will provide assistance to families by offering training, Parent Chats with the Principal and/or Counselor, Parent University, Moving On – Transitioning KN to 1st, 3rd to 4th, 6th to 7th, etc. Participation helps parents navigate the school systems and understand state standards and grade

level expectations for CAASPP, ELPAC, local assessments, and Dashboard results to improve their child's achievement.

The District and schools provide parents with materials and resources for parents to work with their children to improve academic achievement. Teacher experts may develop materials and provide parents with instruction on how to use materials at home or during Family Math Night, Literacy Night, How to Read to your Kindergartener, Accessing Resources on the Web, and Getting Started with ParentSquare. Title I sites must have at least four parent engagement activities each year. These activities are a direct result of parent interest surveys and data assessments.

Using staff experts and consultants, the District and school administration will educate teachers, support personnel, and administrators on how to communicate with families, work with parents, and build efficacy and collaboration. Annual training encourages parents to take roles in the SSC, ELAC, DELAC, TIPS, and DAC.

The District provides opportunities for the informed participation of families (including families who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, are migratory, or are of any racial or ethnic minority background) by providing information, reports, meetings, and trainings in a format and language that families understand. District and school communication is provided in English and Spanish, and interpreters of other languages/sign languages are available upon notification. Committee meeting notices/agendas are posted at least 72 hours in advance at each site, and advisory committee meeting dates, agendas, and minutes are posted on the District website to keep all parents and families informed.

APPROVED BY CDE

Last reviewed: May 2024

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

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

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

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Neglected or delinquent: N/A

Kern County Superintendent of Schools (COE) provides educational services for children living in local institutions for neglected or delinquent children and neglected and delinquent children in community day school programs.

SWP: PBVUSD has 14 schools that operate Title I School-Wide Programs that address the entire educational program to ensure all students, particularly those who are low-achieving, demonstrate

proficiency with the State academic achievement standards. Each school site conducts a comprehensive needs assessment that drives the school plan.

Annually, a program review is conducted with educational partners (SSC, staff, parents, and leadership) involvement to ensure the school plan and activities are effective. All school plans are aligned to the District LCAP, and activities are prioritized based on site-level needs determined by multiple data criteria.

The District supports the implementation of core and supplemental programs and personnel, targeting the activities outlined in the LCAP. At the site level, program expenditures must pass through an extensive system of internal controls to ensure the programs and expenditures demonstrate a benefit to students with a measurable outcome; are aligned to the SPSA goals; and are allowable, allocable, and reasonable under Title I.

SWPs identify children most at risk of not meeting the standards and provide additional intervention in the area of need. Teachers meet weekly to discuss student progress, review data and ongoing local assessment results, and adjust instruction to meet students' intervention needs. The focus district-wide for all students continues to be literacy. The District has also identified the high-need area of increasing math achievement.

P-BVUSD provides support services such as clothing, medical assistance, transportation, food, and other specific needs services to unhoused students. The District Homeless Liaison works with school site contacts when enrolling students and works with families to determine their specific needs.

TAS: LEA has no targeted assistance school (TAS) programs.

APPROVED BY CDE

Last reviewed: May 2024

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District follows Federal and State law mandates and identifies unhoused students annually. Per federal law, all schools are responsible for identifying unhoused students, accurately inputting the information into the student information system (SIS), and informing the District's Homeless Liaison of known or suspected unhoused students.

The designated District liaison, currently the Director of Innovation & Improvement is responsible for:

1. Proper identification of students eligible services and/or provisions under the McKinney-Vento act using a housing questionnaire administered to all families at least annually
2. Ensuring all students have full and equal opportunity to succeed in school including but limited to immediate enrollment and access to their school of origin

3. Ensuring all students and families are informed of their educational rights and have access to all opportunities in P-BVUSD (e.g. transportation, coordination of health care, mental health, and other services)
4. Ensuring all staff receive professional learning opportunities and guidance related to the McKinney-Vento act

In coordination with the Consolidated Programs Department, Title I, Part A reservation funds are used to provide unhoused youth with services supporting their achievement in school including enrollment, attendance, and overall success. Additionally, in partnership with the Student Support Services department, School Social Workers prioritize unhoused youth and their families including case management and direct support services and/or referrals to resources available through community-based resources and/or providers in order to reduce barriers to school attendance.

APPROVED BY CDE

Last reviewed: May 2024

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.

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A- Title I, part A funds are not allocated to preschool programs.

Grade 8 to High School transitions:

P-BVUSD is a part of the KCSOS Kern Integrated Data System (KiDS), which maintains a county-wide data-sharing agreement to promote collaboration across districts in the county. This program assists in onboarding our 8th-grade students into the Kern County High School District.

Elementary Transitions: The District and schools offer various events to assist students when matriculating to the next grade. This includes kindergarten orientation days for incoming TK and Kindergarten students and 6th grade orientation days for junior high school.

The District's Music Department provides traveling music events to sites encouraging all students, especially low-income, minority, English learners, and students with disabilities, to participate and enroll in music programs.

APPROVED BY CDE

Last reviewed: May 2024

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district uses LCFF funds to identify and serve gifted and talented students. The District will maintain the elementary GATE program, which provides opportunities for unduplicated students to access increased exposure to high levels of abstract thinking and an accelerated pace of learning during the school day. This action increases opportunities for unduplicated students, including our low-income and English learner students, to engage in academic enrichment activities, which they may not have access to outside of school. The District will explore options to expand the GATE program design to allow for more accessibility to any student who meets the eligibility requirements.

Schools that have specifically identified needed improvement of the school library in their SPSAs and budget may use supplemental funds for school library programs to support student academic achievement. The school library is becoming more integrated with technology, and there is a focus on digital literacy. A library media clerk maintains libraries at each site. Library collections are upgraded with current reading materials at various reading levels to promote student reading. Schools can identify the need by determining the age of materials in circulation, examining parent/student/staff interest requests, and expanding materials that reflect cultural diversity and/or multilingual reading material.

APPROVED BY CDE

Last reviewed: May 2024

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Teachers:

First and second-year teachers are provided with the opportunity to clear teaching credentials in the Induction Program, which provides new teachers with mentors and monthly professional development. The Induction mentors attend meetings and Induction conferences to better support the needs of novice teachers. Mentors and candidates meet quarterly with site administration to ensure candidates are receiving all the needed support and are on track for completion. Induction and new teacher support mentors are provided an annual professional development series improving and supporting the diverse coaching needs of new teachers.

All teachers are provided with District funded opportunities for professional learning and growth both through pbvU as well as during traditional professional development models. A district professional development plan is designed each year based on district annual measures, the strategic plan needs assessments, and implementation outcomes. A series of training focused on essential learning is identified in the District LCAP and provided to all teachers through various delivery modalities. The pbvU model of professional learning is designed to provide optional professional learning that supports the district's strategic plan. pbvU is designed by teachers for teachers to meet current District and classroom needs based on student and teacher data, to include implementation outcomes. Professional learning occurs outside contractual hours and does not infringe upon instructional time with students. Administration of ELA and math assessments are required of all teachers in grades K-8. District personnel monitor the assessment results and use the results, along

with walkthrough data focused on implementation to guide the professional development needs offered to support teachers.

District and Site Administrators:

Professional learning is provided to district and site administration in the form of an Administrator Learning Summit, monthly district professional learning meetings focused on LCAP and district priorities, as well as through conference attendance and monthly PLCs. District and site administrators will receive training in conducting classroom observations, using data to inform decision-making, leadership development, school plan development, and leading District instructional priorities at their school sites.

Other School Leaders:

Training is provided to other leaders through the Educator Learning Summit, quarterly professional learning opportunities designed to support District initiatives, pbvU coursework, membership on school and district committees, school leadership teams, professional learning communities, and coaching. Professional learning is tailored to fit the learning needs identified in the needs assessment provided annually and after each professional learning opportunity. Site-specific professional development is provided in collaboration with district and site staff to differentiate learning for the various site needs.

Advancement:

Staff are able to learn about school administration through the Administrative Training Program. Teachers who wish to advance to administrative positions are mentored by a sitting principal, attend sessions on the inner workings of the district, and substitute for assistant principals to gain the needed administrative and leadership skills to lead a school.

Professional Development Leadership Teams (PDLTs):

PDLTs consist of teachers and administrators who develop courses to support the unique learning needs of all teachers from the core to electives. The PDLT component enriches and bolsters leadership capacity with facilitators and instructors supporting peer-to-peer learning throughout the cycle. The Professional Development Department staff supports the ongoing learning of teacher-facilitators and instructors.

In addition, principals are assigned a district Principal Supervisor who supports the principal in meeting the goals of the school site's plan and the principal's individual growth goals. Principal Supervisors work with principals through a continuous improvement cycle to ensure ongoing growth and development designed to meet school and district needs.

Professional development activities are analyzed through evaluations, attendance, levels of satisfaction, and usefulness of the activities. Surveys from all educational partners before-during-after learning cycles, after each essential learning opportunity, as well as teacher reflections before and after implementation, currently drive the professional development evaluation model. Student learning outcomes are measured qualitatively through teacher feedback and assessments. Participant surveys are used to determine types of professional development offered/needed and suggested improvements to upcoming professional learning.

CAASPP data is monitored annually, disaggregating by school site, grade level, student groups, claims and targets, and this information is shared with school sites to determine areas of need. STAR Reading/Math, CBM's, and District IABs and benchmark assessments are monitored throughout the year. This data is used to guide instruction, and place students in intervention or enrichment groups. Professional development needs are also identified through assessment data and teachers are provided with support around small group instruction utilizing this data. Ongoing professional

development in data-driven instruction also provides academic coaches and site administrators the tools needed to guide instructional needs and student outcomes on their campuses.

APPROVED BY CDE

Last reviewed: May 2024

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C) – *Not applicable to charters and single school districts.*

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

Since 2018-19, no schools have been identified for CSI.

A multi-tiered support system is established to determine priorities in using Title II resources. The Instructional Services Division, including the departments of Extended Learning, Professional Development, New Teacher Support, Innovation and Improvement, Assessment, Curriculum & Technology, and other departments, review multiple measures to prioritize and plan PD. To analyze outcomes and needs, LCAP development meetings, surveys, the District Advisory Committees (DAC and DELAC), and weekly Directors' meetings are utilized to determine appropriate and sustainable PD. The process includes a review of state measures (SBAC, ELPAC), local assessment results, LCAP goals and actions, staff surveys, and feedback from PD evaluations. Support is differentiated based on factors including the percentage of high-need, socioeconomically disadvantaged, underperforming students, English learners, and special education students.

The district uses Title II funds to support PD aligned with the established priorities and outcomes aligned with LCAP goals.

Should any of our schools be identified for CSI in the future, the District has outlined the plan below to provide support to those schools.

Support for ATSI/CSI Identified Schools:

The District Support Team (DST) will work alongside any identified ATSI/CSI schools to ensure the development of an effective school plan to address site needs. DST members will include the Assistant Superintendents of Instructional Services and Educational Services, the Principal Supervisors of Instructional Services, and the Director of Consolidated Programs. The CSI plan will be developed based on identified needs and criteria of all State indicators, including student performance against State-determined long-term goals, be based on a school-level needs assessment, including evidence-based interventions; and identify resource inequities, which may include a review of LEA- and school-level budgets, and address those inequities throughout the implementation of the plan.

The identified protocol is as follows:

Meeting 1: Principal Overview

Meeting 2: Site Leadership Team

Meeting 3: Principal and Support Staff SPSA Goal Development

Meeting 4: Ongoing planning and development meetings as needed.

The schools will be charged to embed their CSI plan into their School Plan for Student Achievement (SPSA). The SPSA has been developed to improve academic achievement throughout the school so all students, particularly the lowest achieving students, demonstrate proficiency on academic standards. The SPSA will be developed in partnership with site educational partners including school administration, support staff, teachers, staff members, family and community members, and the P-BVUSD DST.

Schools will receive personalized training from the DST to identify how the school became identified as CSI and additional support will be provided to review the school's California School Dashboard, student group disaggregated data, and develop a plan to address next steps. To support the development of the CSI plan, training, as well as ongoing site support sessions, will be provided to the identified schools on the CDE SPSA template, ESSA, and CA Education Code requirements for Title I Schoolwide Programs, CSI requirements, Comprehensive Needs Assessments, SPSA annual review, SPSA development, evidence-based interventions, and steps to identify resource inequities. The comprehensive needs assessment will include an analysis of state and local data to identify the strengths and areas of need for school-wide results, as well as identify student groups not meeting proficiency on academic standards. The annual review of the SPSA will analyze state and local data to determine the effectiveness of goals, actions, and expenditures toward increasing the achievement of all students. The annual review will also compare planned goals, actions, and expenditures with actual goal outcomes, actions, and expenditures to identify gaps. An analysis of these results will provide the next steps and needed revisions for the upcoming SPSA to meet the identified needs determined from the comprehensive needs assessment. The SPSA strategies, actions, and expenditures will be based on the identified student and professional learning needs. The plan will include evidence-based interventions that identify and address any resource inequities through the review of District and school-level budgets and the SPSA annual review. Federal and state funds allocated to the school will be reviewed and analyzed in the SPSA. Goals and actions will be monitored throughout the year with the DST, site leadership team, school advisory committees, and School Site Council to monitor progress.

Monitoring and evaluating the plan of support:

Each identified school will collaborate with their educational partners to determine the necessary evidence-based interventions that will best serve their students based on the internal needs assessment conducted at the school site level. The needs assessment will include an analysis of all current and relevant data, including the California School Dashboard, disaggregated CAASPP data,

educational partner survey data, and monitoring of local assessment data as outlined in the SPSA. The DST will support identified schools in the process of continuous improvement. This will include conducting a root cause analysis. The District will develop a plan to support the areas identified during the root cause analysis. A series of professional development sessions will be developed to support the above-mentioned process. The identified site's Principal Supervisor and DST will meet with the site administration and leadership team on a regular basis, participate in school site leadership team meetings, and monitor the progress of the school's culture and academic programs. The purpose of these ongoing meetings is to develop a system of coherence within the instructional program, establish school-wide initiatives to ensure each support team member understands their roles and responsibilities within the system, and provide targeted support to the sites in areas of needed improvement. In addition to this, ongoing evaluation of key indicators (funding, staff development, and educational partners) would be reviewed to implement any interventions being considered in order to support the successful implementation of the selected evidence-based strategies.

APPROVED BY CDE

Last reviewed: May 2024

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

Data is analyzed on a regular basis (local and state assessments, survey data) to determine areas of need regarding instruction and leadership practices. Data points include, but are not limited to, student behavioral and social/emotional needs, ELD, math instruction, intervention, and ELA interventions. Title II funds are used to provide professional learning tightly aligned to the data outcomes by utilizing the continuous improvement process, consultants in the areas of PBIS, ELD, SEL, math instruction and intervention, ELA intervention or new teacher support to improve current instructional practices.

LCAP program goals and actions are part of the fiber of the District and are woven into all opportunities to discuss where we are and where we want to go both fiscally and programmatically. This continuous improvement process includes analysis of data collected and reviewed through annual measurable outcomes, formative assessments, surveys of all educational partners, observations, and presentations to the Board of Trustees and educational partners. The district conducts ongoing monitoring of goals and actions for effectiveness, areas that need improvement, supplemental areas that can be supported by federal funding, and administrative staff support for planning, data analysis, and budget alignment. All outcomes are included in the continual sharing of data to all educational partners.

The strategic program and budget planning follow the continuous improvement cycle. Once state and local funding resources are accounted for, federal funds are used to layer the remaining unfunded activities using the most current regulations and guidance for the use of supplemental federal funds including Title II.

Consultation with all educational partners also follows the continuous improvement cycle to include data and program review incorporated through weekly instructional services meetings, monthly budget and program implementation meetings, District and site advisory committees, open-ended responses from surveys, and regular agenda items on LCAP progress incorporated into board meetings. All outcomes are then analyzed and prioritized to ensure equity.

APPROVED BY CDE

Last reviewed: May 2024

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;

3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Provide effective professional development.

The Panama-Buena Vista Union School District will provide effective professional development to teachers and administrators, through the use of Title III, and other state and general funds. Panama-Buena Vista is dedicated to ensuring the needs of English learners are met. The Instructional Services (IS) Division has staff funded by Title III whose purpose is to provide professional development and support teachers in meeting the needs of English Learners. Professional development is based on developing the deepening of the pedagogical concepts set forth by the California ELA/ELD Framework and the California ELD Standards and the California English Learner Road Map. Professional development will be provided in multiple ways. The English Learner Program Specialists (ELSPs), IS Coordinators, IS Specialists, and expert consultants will provide opportunities for staff to come to centralized professional development at the district office, attend pbvU ELD courses, and/or professional development provided at the school site. When targeted support is needed, the IS Coordinator, IS Specialists, and ELPS will also work with grade-level teams and teachers to provide support with planning, lesson design, differentiation, and lesson delivery.

Differentiation of professional development will be as follows:

Provide an Instructional Specialist to support teachers and students with improving language development as evidenced through the improvement on assessments such as ELPAC SA, Interims, and the SBAC. The ELPSs will provide an additional layer of support to teachers and are able to provide consultation on lesson planning, model lessons with small groups, and one-on-one support to teachers of EL students in both integrated and designated ELD. Instructional Services Specialists should assist teachers with reclassification, LTEL & RFEP monitoring.

The Instructional Services Specialists will assist in developing a comprehensive professional development plan based on a needs assessment (data, informal surveys, observations, etc.) that aligns state and federal funds to provide ongoing PD that has a positive and lasting impact on the teachers' performance in the classroom. This may include, but not be limited to, 1 day or short-term workshops, ELS, and optional PD offerings that support the goal of increasing EL students' academic achievement.

Provide professional development opportunities which include evidence-based strategies for effective language development, ELPAC domains and question types, the link between ELD, ELA, and other content standards, and strategies for designated and integrated ELD.

Supplemental intensive professional development will be provided on improving effective ELD curriculum implementation for teachers, Academic Coaches, Instructional Services Specialists, IS Coordinators, and administrators to meet the needs of EL students in content areas and/or language acquisition, utilizing the California EL Road Map, the BELIEF modules, and the EL Toolkit of Strategies to train site administrators, coaches and teachers.

The District will also look into building the capacity of teachers, Academic Coaches, and administrators in strategies for EL students with disabilities.

Provide ELD professional learning with support via outside Consultants, IS Coordinator, IS Specialists, and IS Directors to provide professional learning that delivers designated ELD professional development for administrators and teachers, co-teaching co-planning, and modeling of evidence-based ELD strategies, and coaching.

Partner with outside consultants to develop the capacity of our sites and district administrators on the ELD standards and look-fors for designated and integrated ELD in all content areas.

Provide additional professional development to all teachers beyond their contracted time (after school, weekends, pbvU courses) in order to align instruction to the CA ELD Standards and the expectations of the ELPAC blueprints.

The Title III funded IS Specialists and the IS coordinator will participate in Professional Learning Communities (PLCs) at the school sites in order to enhance collaboration among coaches and teachers.

Provide opportunities for department staff and school site staff to attend PD and/or conferences on ELD instructional strategies.

APPROVED BY CDE

Last reviewed: May 2024

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.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

APPROVED BY CDE

Last reviewed: May 2024

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.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Implement effective programs and activities.

Students with a language other than English as indicated on the Home Language Survey are assessed with the state-mandated English language proficiency test. The instructional language program offered to ELs is Structured English Immersion (SEI). In TK-6th, EL students are grouped together by no more than two sequential ELP levels for 30 minutes of Designated ELD daily.

In 7th-8th grades, ELs are scheduled for an instructional period of Designated ELD. EL students are scheduled into general education classrooms with EL-authorized teachers. Teachers provide Integrated ELD during content instruction.

Teachers will differentiate instruction based on students' proficiency level and provide appropriate scaffolding strategies. The district will explore ELD intervention curriculum for struggling EL students who have not reached English proficiency or met reclassification criteria (LTEL and At Risk of LTEL). The district will pilot and establish an accountability mechanism to monitor EL progress through the use of an assessment to measure language fluency.

The district will explore core and supplemental ELD materials and potentially pilot materials targeted to the needs of newcomers. The district created ELD Curriculum Maps that are aligned with our current ELA maps.

Teachers, academic coaches, and administrators will use Ellevation and KiDS to monitor the progress of ELs, LTELs, and RFEP students.

The district will ensure English proficiency and academic achievement by reviewing district assessment data to monitor the progress of our EL students and provide timely tiered interventions based on their academic needs.

ELs will receive quality and evidence-based instruction which is grounded in the development of the four domains of language and the California ELD Standards.

ELs will become proficient in English and reach high academic standards via full implementation of both integrated and designated ELD. Four groups will be targeted for professional development to increase EL achievement: Academic Coaches, Teachers, principals and assistant principals.

The district will explore best practices for LTELs and at-risk students and incorporate those strategies into the Educator Learning Summit held each summer before school starts.

APPROVED BY CDE

Last reviewed: May 2024

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.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Accountability for Academic Achievement:

The District funds two full-time English Learner Specialists (ELPSs) that oversee the identification of ELs, monitoring of EL progress, LTEL and at-Risk of LTEL, Reclassification of ELs, and RFEP monitoring for four years, and ELPAC testing. All monitoring activities are documented through the Ellevation Software Platform. All classroom teachers and site administrators have access to Ellevation and can use the data to continuously monitor EL progress and target EL students most in need of further intervention. The ELPSs are also dedicated to supporting teachers in increasing their knowledge of the subject matter, teaching knowledge, and skills when working specifically with EL students.

Sites monitor the instruction of ELs in multiple ways. Site administrators are responsible for conducting walkthrough observations during dELD time to ensure EL students' needs are met. Site administrators complete the walkthrough forms to determine the next steps for professional development for their teachers based on data from observations, student data from Star, local benchmark assessments, and other relevant data. Site administrators and leadership teams collaborate regularly to identify and plan the implementation of effective language instruction based on teacher needs. The site's Academic Coach is responsible for working with teachers to improve instruction throughout the year.

Teachers meet during their weekly PLCs and review data regarding student progress toward standards, plan instructional strategies, and ensure there is effective implementation of designated and integrated ELD. Student data is reviewed and teachers analyze evidence of learning to modify instruction to meet the current needs of their EL students and clarify upcoming learning goals. PLC meeting objectives and outcomes are documented and submitted to the site administrator for review. At least annually, teachers must also complete progress monitoring data for EL and LTEL student groups. These are completed in Ellevation to ensure all EL students are reviewed for academic needs.

At the school site, ELACs and SSCs meet to provide input and review EL programs. Student progress toward standards, ELPAC assessments, and other data are used to identify the needs of ELs at the school. District ELPs provide updates on EL data, programs, and evaluations at regularly scheduled DELAC and DAC meetings.

Title III as Supplemental to the Core:

Based on the identified needs of teachers in the district, Title III funds have been targeted to provide professional development for all teachers. The PD is above the basic ELD standards training and is focused on increasing/improving teacher knowledge and implementation of effective teaching strategies to assist students in learning English, understanding the challenges facing ELs in our schools, including awareness of equity issues as they pertain to our ELs, and developing better integrated ELD strategies across all subject areas (especially science and social studies).

Title III funds supplement the core program for ELs in many ways: professional development options are offered throughout the year and allow teachers, coaches, and administrators in the district to be trained in effective ELD strategies. These strategies are to be used during dELD and iELD and will be documented in the walkthrough tool by site administrators. Professional development opportunities also provide teachers and administrators with evidence-based strategies focusing on ELs outside of the school calendar to ensure participants have time to plan and implement the strategies learned prior to school starting in the fall. Additionally, Title III funds will be used to supplement language programs to provide another layer of specialized ELD to those struggling and not progressing to proficiency.

APPROVED BY CDE

Last reviewed: May 2024

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1) use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2) use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3) use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Currently, Title IV funds are managed by the Director of Student Support Services within the Educational Services Division in compliance with federal guidance. An annual needs assessment is integrated within the annual District LCAP process including in-depth analysis of state and local engagement and climate data and feedback from educational partners related to a well-rounded education, safe and healthy activities, as well as use of technology. 2023-2024 local indicators revealed:

- 1. An overall attendance rate of 93.16%
- 2. An overall chronic absenteeism rate of 27.25%
- 3. An overall suspension rate of 2.79%
- 4. An overall expulsion rate of 0%
- 5. An overall sense of connectedness of 70.49%

Several disparities within student groups were identified within this data including Foster and unhoused youth, African American students, and students with disabilities.

Overall, current data demonstrates a need within P-BVUSD for:

- Continued efforts to promote inclusive school environments through culturally responsive practices and educational equity

- Enhanced social-emotional and behavioral (SEB) support including, but not limited to professional learning opportunities for staff, increased explicit and integrated instruction in Social-Emotional Learning (SEL) within universal Tier 1 support for all
- Increased access to mental health services for students and families
- Enhanced supplemental and intensified social-emotional and behavioral (SEB) support for students who do not respond to universal Tier 1 support
- Continued efforts to implement restorative disciplinary practices in response to classroom and office managed behaviors

Accordingly, Title IV funds will be used to meet the identified needs above in accordance with Title IV guidelines. Specifically funding will be used to:

- promote inclusive school environments through implementation of expanded PBIS including professional learning and guidance
- promote restorative disciplinary practices
- provide access to Social-Emotional Learning (SEL) curriculum
- provide guidance and professional learning opportunities related to PBIS, MTSS, SEL, Restorative Practices, etc.
- increase access to school-based mental health support through the retention of two school social workers
- provide access to technology and/or professional learning and guidance to personalize advanced support for students who do not respond to universal Tier 1 support

APPROVED BY CDE

Last reviewed: May 2024

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three years (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Description of any indicators or measures/data points used to examine needs for improvement:

State and local indicators used to examine needs for improvement related to well-rounded education opportunities included engagement (i.e. overall attendance, chronic absenteeism, connectedness), climate data (i.e. suspension, expulsion) and educational partner feedback.

Description of which activities will be included within the support for a well-rounded education:

By investing in SEL curriculum and materials, schools enhance students' social and emotional competencies, which are integral to their overall educational experience. SEL fosters a positive school climate, promotes inclusive environments, and reduces instances of bullying, violence, and other negative behaviors. The purchase of Social-Emotional Learning (SEL) curriculum and related materials will be instrumental in providing well-rounded education opportunities, aligning with the objectives of Title IV funding. SEL programs equip students with essential skills such as self-awareness, social awareness, responsible decision-making, relationship building, and self-management. These skills are critical for academic success, personal development, and lifelong well-being.

Additionally, guidance and professional learning for staff regarding effective Tier 2 support systems are essential components of promoting a well-rounded education in alignment with Title IV provisions. These systems provide targeted interventions to support students who may require additional assistance beyond the universal supports offered in Tier 1. By equipping staff with the knowledge and skills to implement Tier 2 interventions effectively, schools can ensure that all students receive the personalized support they need to succeed academically, socially, and emotionally. Investing in staff development in this area not only strengthens the educational experience for individual students but also contributes to the overall inclusivity and equity of the learning environment, fostering a culture where every student has the opportunity to reach their full potential.

Description of how the program activities will be evaluated to determine future program planning

In addition to overall state and local data mentioned above (i.e. attendance, chronic absenteeism, connectedness, suspension, expulsion), disaggregated data will be monitored throughout the school year to make adjustments to meet the specific needs of students, as appropriate. Also, feedback/input related to initial SEL implementation of educational partners will be considered. Furthermore, a needs assessment for Title IV will be integrated within the annual LCAP and SPSA review and update to ensure funds are being leveraged appropriately each year to meet the needs of students.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Description of any indicators or measures/data points used to examine needs for improvement:

State and local indicators used to examine needs for improvement related to safe and healthy schools included engagement (i.e. overall attendance, chronic absenteeism, connectedness), climate data (i.e. suspension, expulsion) and educational partner feedback.

Description of which activities will be included within the support for safe and healthy students:

Title IV of the Elementary and Secondary Education Act (ESEA) focuses on student support and academic enrichment, including provisions for safe and healthy schools. Retaining high-quality social workers plays a crucial role in fulfilling these objectives as they are integral in creating and maintaining a positive school environment conducive to learning and well-being. Additionally, implementation of restorative disciplinary practices fosters a culture of empathy, accountability, and growth. Support includes:

1. Access to Mental Health Support: School administrators will partner with school social workers and staff to provide crucial mental health support to students, addressing issues like anxiety, depression, and behavioral disorders. By providing counseling and intervention services, they help create a supportive environment that fosters emotional well-being, which is essential for student safety and overall health.

2. Prevention and Intervention Strategies: School administration and staff will implement prevention and intervention strategies to address issues such as bullying, substance abuse, and violence using restorative approaches. These programs not only mitigate risks but also promote positive behaviors, contributing to a safer and healthier school climate.

3. Enhanced Family and Community Engagement: School administration will partner with school social workers and staff to facilitate family and community engagement opportunities and forge partnerships between schools, families, and community resources, reducing any existing barriers to academic success. This collaboration enhances support systems for students, strengthening their social and emotional development and promoting a sense of belonging and safety within the school community.

4. Trauma-Informed Practices: School administrators will partner with school social workers and staff to employ trauma-informed practices to support students who have experienced adversity or trauma. By understanding and responding to the impact of trauma on students' behavior and learning, they create environments that are sensitive, nurturing, and conducive to healing, thereby promoting student safety and well-being.

Overall, retaining high-quality social workers ensures that schools have the necessary expertise and resources to address the diverse needs of students, thereby fostering a safe, supportive, and healthy learning environment that aligns with the objectives of Title IV funding. Additionally, by equipping staff with the tools and understanding of restorative practices, schools can cultivate environments where conflicts are addressed constructively, relationships are strengthened, and ultimately, students thrive academically and emotionally. Investing in staff development around restorative disciplinary practices not only enhances school safety but also nurtures a community where every individual feels valued and supported in their journey toward personal and academic success.

Description of how activities will be evaluated to determine future program planning

In addition to overall state and local data mentioned above (i.e. attendance, chronic absenteeism, connectedness, suspension, expulsion), disaggregated data will be monitored throughout the school year to make adjustments to meet the specific needs of students, as appropriate. Furthermore, a needs assessment for Title IV will be integrated within the annual LCAP and SPSA review and update to ensure funds are being leveraged appropriately each year to meet the needs of students.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Description of any indicators or measures/data points used to examine needs for improvement

State and local indicators used to examine needs for improvement related to effective use of technology included engagement (i.e. overall attendance, chronic absenteeism, connectedness), climate data (i.e. suspension, expulsion) and educational partner feedback.

Description of which activities will be included within the support of effective use of technology

The purchase of equipment and/or software supporting personalized learning meeting the specific needs of individual students, sharing relevant high-quality educational resources with educational partners, and implementing and supporting school and districtwide approaches including multi-tiered systems of support for using technology to inform instruction and personalize learning to promote academic achievement. Expenditures do not exceed 15% of allotted funds.

Description of how the activities will be evaluated to determine future program planning

In addition to overall state and local data mentioned above (i.e. attendance, chronic absenteeism, connectedness, suspension, expulsion), disaggregated data will be monitored throughout the school year to make adjustments to meet the specific needs of students, as appropriate. Furthermore, a needs assessment for Title IV will be integrated within the annual LCAP and SPSA review and update to ensure funds are being leveraged appropriately each year to meet the needs of students.

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

[Enter date of last conducted needs assessment]

Last needs assessment: March 2024

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
February 2022