

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

School Year

2024-25

Date of Board Approval

6/10/24

LEA Name

Chula Vista Learning Community Charter
School

CDS Code:

37 68023 6115778

Link to the LCAP:

(optional)

[https://cvlcc.ss20.sharpschool.com/common/
pages/GetFile.ashx?key=IjO8AGHM](https://cvlcc.ss20.sharpschool.com/common/pages/GetFile.ashx?key=IjO8AGHM)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

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.)*

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.

Chula Vista Learning Community Charter (CVLCC) is a community responsive institution and has a strong strategy to use federal funds to supplement and enhance local priorities and initiatives, as reflected in the CVLCC LCAP. CVLCC offers a cutting-edge educational experience to prepare students for the twenty-first century. The school provides opportunities inside and outside of the classroom for student to demonstrate confidence, empowerment, self-discipline, ethical responsibility, and resiliency by committing to academic excellence. Students are expected to participate in numerous experiences to involve themselves in the community through MicroSociety, Service Learning, 4 Pilar Projects, Internships, and the Spanish Exchange Program.

All students in grades TK through 6th participate in MicroSociety, Service Learning, and Innovation programs that provide opportunities for students to relate their daily academic program to career and community experiences. Students are encouraged to apply their intellectual creativity in an employment of their choice. Students develop solutions to real world problems through interactions with their customers and coworkers. 7th and 8th grade middle school students take on 4 Pilar Projects to solve issues affecting the community and world around them. Students work in teams to make a difference in the world and discover how they could create change. High school students participate in Internships throughout the county of San Diego and carry out 100 hours of Community Service.

Academy classes and electives are taught by faculty members to release classroom teachers to plan by grade level and content areas on a weekly basis. Chula Vista Learning Community Charter School incorporates collaboration to ensure consistency of practice with teachers by working in grade levels and/or department teams to plan standards-based curriculum and instructional approaches. Teachers design daily lessons together. In TK-6, teachers develop and execute the same exact subject lesson plan. Middle and high school teachers design content area lessons based on student mastery. Academic coaches are hired to support teachers during their collaboration/professional learning community time. Teachers and administration use data to guide teaching practices, providing greater accountability, and feedback on student learning and growth. (Goal 1)

All students are provided opportunities to acquire knowledge, skills, work habits, and core values believed to be critically important to be successful in today's world, particularly in collegiate programs and contemporary careers and workplaces. (Goals 1, 2 & 3)

Parents are provided with training, information, and multiple resources to cultivate a spirit of community for the advancement of student success. (Goal 2)

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 goals support the federally funded programs by ensuring that high needs and unduplicated students data analysis, pedagogical focus, and socio-emotional support remain a fundamental priority that drives decision making and how CVLCC operates as an educational institution serving the community. CVLCC Finance Department, in collaboration with the Chief Executive Officer, Director, and school site Administrators take pride in making sure funds are driven at supporting LCAP goals and actions - and always put students first. All CVLCC LCAP goals are supported by federal funding.

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(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

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

N/A

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 CDE's 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.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A - We are a Charter School.

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)• 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 <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
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 <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
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.

N/A

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 parent community at CVLCC plays an active role in developing, revising and giving input on the school's family engagement policy. The document is approved on a yearly basis to highlight needs to support the school (Parent Compact). CVLCC will continue to provide parent workshops. These learning opportunities help parents and community members gain important understanding on a variety of topics. At these parent workshops we have taught parents and the community about State academic standards, State assessments and data analysis, and how to effectively monitor student progress. In the past, we have focused on topics such as reading at home, how to support a mathematical thinker, and strategies to improve language acquisition. Parent workshops are included in the CVLCC LCAP Goal 2 Action 3. CVLCC provided training and support for parents on appropriate use of social emotional learning, technology, digital citizenship - as well as workshops on how to best use online programs and/or technological devices to positively impact academic success. School site Informational Technology Personnel also offer training for parents, so they can access online programs and further support student learning at home through the use of technology. Programs like Jupiter Grades and Powerschool have improved the way teachers communicate with parents and the community. The use of technology to support student learning is interwoven through the CVLCC 2024-25 LCAP, but it is specifically noted in LCAP Goal 1 Action 5 and Goal 2 Action 4. CVLCC employees use many methods to effectively communicate with parents. Meetings are frequently held and all parents are invited, and encouraged, to attend the monthly CVLCC Board Meeting. Messages to the community also go out via email, phone, and text message using the program School Messenger. Parent also can receive communication about academic progress and classroom behavior through Jupiter Grades. CVLCC also updated the school website so information for parents is readily available for the parent community. CVLCC also uses social media accounts, such as Twitter and Instagram, to send out important messages and share the happenings at each school site with the community. CVLCC offers translation services at meetings. For a school that is 95% Latino, this is critically important, and further supports communication between the school and the greater community. We also host a monthly Emergent Bilingual Advisory Committee/English Learner Advisory Committee (EBAC) meetings to communicate and work with parents of English Learner students. These meetings are designed to communicate important information about English Learners at CVLCC, but it is also a meeting where teachers and school leaders provide training to parents of English Learner students to support learning at home. The school has also partners and contracts outside community agencies to actively engage parents by organize learning opportunities to meet the school's overall goals. CVLCC is consistently working to improve Parent and Family Engagement.

- The LEA parent and family engagement policies are included in the CVLCC Parent Handbook and the CVLCC School Charter. These documents are distributed to the community at the start of each year and posted on the school website. Parent and family engagement policies are also communicated at CVLCC School Board Meetings.
- The LEA will continue to train teachers, leaders, and staff members about the importance of communicating and working with the parent community. Examples of this training/education is described in detail above.
- The LEA is a 50/50 Dual Immersion/Bi-literacy school. All documents and parent communications are provided in English and Spanish. Presentations to the community include simultaneous or side-by-side Spanish translation.
- The LEA is careful to provide any necessary accommodation/support that is needed to facilitate communication with parents/community members with disabilities.

- The LEA operates monthly EBAC Meetings for parents of English Learners and migratory students as noted above.

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.

N/A

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:

N/A

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:

CVLCC is vigilant and very supportive of unsheltered families/students. When a student is homeless at CVLCC the entire community comes together to support in any way deemed appropriate, productive, and beneficial to the family and/or the individual child. Parents and families are given the necessary resources and targeted assistance within the community to ensure a hospitable education environment. At designated meetings, community resources are available to families of unsheltered students. Funds for homeless education are dispersed to support funding for the Chula Vista Community Collaborative, an organization that draws together all sectors of the local community to develop strategies and systems that protect the health, safety, and wellness of its residence. Parents are referred to this organization. Funding is also used to pay for school uniforms, meals, and educational conferences to support homeless education.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), 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.

Early Childhood Education Programs - N/A (A-B)

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:

Chula Vista Learning Community Charter School has renewed a partnership with University of California San Diego (UCSD) and will be offering classes on the CVLCC campus that will result in university credit, but also satisfy high school A-G requirements. CVLCC is hoping to increase access to UCSD course work/dual enrollment in the future. CVLCC will also continue working with Southwestern Community College to provide summer school courses that satisfy A-G requirements, this is also a relationship CVLCC hopes to further develop. The plan is to transition the school into a dual enrollment program in the coming years.

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:

N/A

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.

CVLCC provides ample opportunities to facilitate professional growth and improvement. Each year a new teacher orientation is given to prepare new teachers and to support a positive start to the school year. New teachers also work in-house with Teacher Induction Coordinators who support teacher growth and professional development throughout the school year. CVLCC also provides substantial amounts of professional development for all teachers, leaders, and staff throughout the school year. School site leaders attend leadership learning meetings every two weeks and meeting on a regular basis to collaborate. All school sites use the Professional Learning Cycle model to provide teacher collaboration time. Each school site also has an Instructional Leadership Team of lead teachers to support a shared decision making model, provide professional development, and support the growth of all teachers. CVLCC has developed a rigorous system of feedback and evaluation for all teachers and staff, including an evaluation system to help develop and grow each of the school site leaders pedagogical and leadership knowledge/skills. CLVCC is an institution that builds capacity and has countless opportunities to develop leadership.

- The LEA provides numerous professional development opportunities for school leaders/directors. Professional development has focused in the areas of Language Development Standards, Mathematics, school safety, leadership development, Instructional Rounds, equity/social justice, and pedagogy/teaching. Professional development is provided by internal staff and outside consultants.
- The LEA provides numerous professional development opportunities for teachers. Professional development has focused in the areas of Guided Language Acquisition Design, report cards/grade book programs, Mathematics, Balanced Literacy, Instructional Rounds, pedagogy/teaching craft, Restorative Practices, and writing Instruction. Professional development is provided by internal staff and outside consultants.
- The LEA measures growth and improvement through the analysis of data, student monitoring, and a rigorous teacher/leader evaluation process.
- The LEA also uses community stakeholders surveys to measure growth and improvement.
- The LEA is committed to developing teachers and school leaders to advance their careers. Teachers/leaders are frequently promoted to internal leadership positions and/or secure promotions at other schools in the greater San Diego community.
- The LEA also supports college/university work to advance ones career.
- The LEA uses the Instructional Rounds process to ensure continuous improvement. Teams of teacher and leaders have traveled to Harvard University to be trained in Instructional Rounds.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

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

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CVLCC uses data analysis to support the success and achievement of all students, but an extended focus is placed on examining student subgroups to ensure English Learners, Students with Disabilities, and Low Socio-Economic students are being supported and are thriving. As detailed throughout the LCAP, it is clear that goals and actions are directed at supporting high needs and unduplicated students. CVLCC also has the unique aspect of its dual language program. The school was established to offer our community a program rooted in the idea of developing bi-literate students who have the linguistic tools to thrive in our global society. The 50/50 model at CVLCC is designed to eliminate the achievement gap that adversely affects target populations. By learning two languages simultaneously, all students at CVLCC are referred to as Emergent Bilinguals, rather than identifying them as English Language Learners or Spanish Language Learners. The program strategically utilizes research-based strategies to reach all students as a way to impact social and educational change. The program further encourages engaging students in meaningful and intellectual techniques, through innovative instructional strategies to scaffold content, while developing high levels of academic language. The school also promotes the development of multilingual and multicultural competencies relevant to all students. The administration team works diligently to guide teachers in their instructional practice to enhance student achievement through the development of standards-based curriculum, language acquisition, connections to real-life experiences, and strong parent/community participation. Our goals are to advocate for social justice, celebrate diversity and promote international perspectives through challenging learning opportunities utilizing critical thinking for all students. With data analysis and a humanistic mindset CVLCC is well prepared to support all students.

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 analysis and the use of data to drive instructional decisions is an important aspect of the CVLCC culture. One example is the use of the Thought-Exchange platform to illicit data from the all community stakeholders. This effort to learn more about the needs of our community has dramatically impacted how we operate as a school and has led leaders and teachers to improve supports for all students and families. This is an example that highlights growth, progress, and innovative ways to explore the use of data. CVLCC is also adept at traditional aspects of data analysis, such as the deep examination of the California Assessments of Student Performance and Progress (CAASPP) data and subsequent backwards planning. There are also programs such as Illuminate, I-Ready, Achieve3000 that help teachers and leaders analyze data and student progress. Teachers are also trained to review and analyze student work, using the results to make pedagogical decisions. In addition, groups of teachers have been trained at Harvard School of Education to implement Instructional Rounds. The practice has influenced the way all teachers think about data collection and collective development of action plans to serve the needs of all students.

- The LEA uses CAASPP data/results to ensure that activities detailed in Part A above are leading to academic growth/improvement school-wide. Data analysis is an ongoing component of teacher PLC, system-wide leadership, and CVLCC Board meetings.
- The LEA ask for feedback activities, such as the ones detailed in Part A, by providing frequent opportunities for stakeholders to offer feedback on LCAP goals and the general operation of the school.
- The LEA host monthly Emergent Bi-Lingual Advisory Committee/English Learner Advisory Committee and Budget Academic Achievement Committee/School Site Council meetings to communicate with stakeholders and give our community an opportunity to participate in shared decision making.
- The LEA has bi-weekly Leadership Learning meetings and weekly Leadership Operations/Logistics meetings. These meetings provide opportunities for the school site leaders to offer feedback on the growth and improvement of the LEA.
- The LEA has monthly meetings with resource teachers, counselors, and para-professionals.
- The LEA has bi-weekly meetings with system-wide office/clerical/attendance/health staff.
- The LEA has monthly CVLCC Board meetings, as well as quarterly Parent Symposiums and Parent Education Workshops.
- The LEA used a Parent Needs Survey and the ThoughtExchange platform to interact with stakeholders and elicit feedback/critique.
- The LEA integrates programs/strategies detailed in Part A in coordination with other programs/strategies that allow the LEA to thrive.

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:

Professional Development activities specific to English Learners not funded with Title III will be applied as follows:

- English Language Development Training by each school sites Instructional Leadership Team, expenditures will include instructional materials and additional resources. Resources have included supplemental resource books for all teachers: Curriculum Development in language Teaching (ISBN-13: 978-1316625545), Teaching Reading to English Language Learners (ISBN-13: 978-0132855198), and The Fountas & Pinnell Literacy Continuum, Expanded Edition: A Tool for Assessment, Planning, and Teaching, PreK-8 Expanded Edition (SBN-13: 978-0325060781).
- Ongoing work on designated and integrated English Language Development (ELD) for teachers through our Teacher Induction Program, as well as teachers working with our English Language Learner students.
- Instructional leaders, counselors, and other staff participate in ELD Program Training offered by the San Diego County Office of Education.
- Bringing Integrated and Designated ELD to Life
- Integrated and Designated ELD for Grades 6-12
- Instructional leaders, counselors, designated teachers will participate in the Long Term English Learner Network offered through the San Diego County Office of Education.

Title III funding for English Language Specific Professional Development:

- Guided Language Acquisition Design, 2 day introduction sessions followed by 5 day instructional planning sessions that are continuously monitored during scheduled PLC's throughout the academic school year.

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

Title III Programs and Activities

ESSA SECTIONS 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:

The services funded through English Learner Title III includes:

- Supplemental instructional program specifically focused on students who need continued support developing linguistic skills and utilizing English to succeed in all academic areas. These supplemental classes will go beyond what is already provided at each school site and will not impeded participation in other programs.
- Supplemental materials to the core materials, have been identified by the LEA, to support developing linguistic skills and utilizing English to succeed in all academic areas. These materials will be used to support supplemental programs.
- Professional development sessions will be provided by the CVLCC staff and consultants to specifically address Title III supplemental activities. These sessions will be integrated in the overall comprehensive plan, but also as independent professional development sessions focused on developing linguistic skills and utilizing English so students succeed in all academic areas.

English Proficiency and Academic Achievement

ESSA SECTIONS 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:

Title III English Language funds are not utilized to monitor academic proficiency. Although Title III funding is not used, below is a list of several actions we take to make sure English Learner students are meeting challenging State academic standards:

- Each CVLCC school site monitors English Language Proficiency Assessments for California (ELPAC) and CAASPP data to ensure English Learners students are developing linguistic skills and utilizing English to succeed in all academic areas. Results are monitored and analyzed on a regular basis at all school sites.
- Accountability to student achievement data and formative assessment data is established through routine analysis of data connected to professional development, professional learning cycles, and on-going

teacher/administration meetings. This is to ensure that students all developing linguistic skills and utilizing English to succeed in all academic areas.

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:

(A) CVLCC works with local universities, such as San Diego State University, University of California San Diego, and University of San Diego, as well as a few non-profit and community organizations. Specifically, as written in Goal 2 Action 2 in the 2024-25 LCAP, CVLCC is working closely with University of California San Diego to continually build the dual-enrollment program at CVLCC High School. This relationship is meant to offer all students, with a focus on English Learners, Students with Disabilities, Student with Socio-Economical challenges, an opportunity to participate in university level courses and secure college and high school credit. This pathway allows access for all students to obtain college and career readiness. Furthermore, the school values the impact education has within the community, which also seeks opportunities for international exchange, internships, and university visits for all students.

(B) Funds are used to provide art, physical education, dance, technology, film, theater, and after school sports. Funding is utilized to support a well-rounded education for all students. This is fully explained in Goal 2 Action 2 in the CVLCC 2024-25 LCAP. Considerable funds are dedicated to Physical Education, Science, Technology, Engineering (Robotics), Visual and Performing Arts, Mathematics, after school Athletics, and to build stronger relationships with local universities. This link to higher education, community organizations, and agencies allows access beyond the classroom walls.

(C) Funds are dedicated to ensuring safety and promoting health and wellness by supporting physical education, after school athletics, and a school garden at the elementary. This is explained in Goal 2 Action 2 in the Goal 2 Action 2 in the 2024-25 LCAP.

(D) Considerable amounts are dedicated to promote the effective use of technology at CVLCC. All students in TK-5th grade are provided 1:1 iPads and students in 6th-12th grade are provided 1:1 laptops. Other examples of the effective use of technology include the tech/film course offered at the CVLCC High School, and all sites have a full time computer technician to support the use of technology by all students and teachers. Technology use is highlighted throughout the 2024-25 LCAP, including Data-driven decision making as it relates to technology in Goal 1 Action 5 and technology programs and support in Goal 2 Actions 2 and 3.

(E) CVLCC Evaluates effectiveness using multiple measures. Two innovative ways were the use of online Parent Surveys and the ThoughtExchange platform to gather information related to the CVLCC LCAP goals, actions, and expenditures. CVLCC also examines additional survey data, CAASP/ELPAC data, and other multiple measures. Data is

shared with all stakeholders and goals are developed based on students needs. The protocols established are key methods to engage community (administrators, faculty, students, and parents) in creating the expectations and accountability structures for the success of our students.