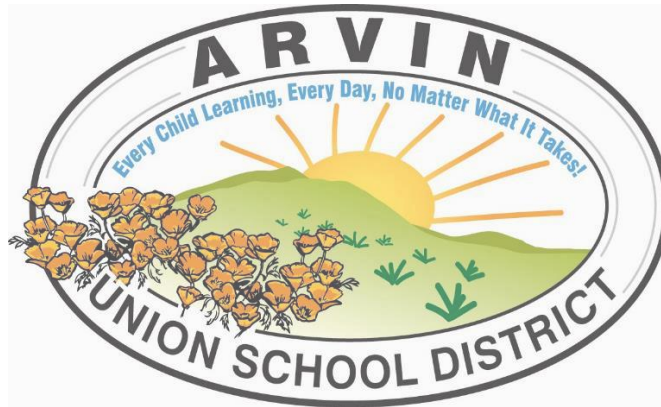




**LOCAL EDUCATIONAL AGENCY (LEA)
FEDERAL ADDENDUM TO THE
LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)
2026-2027**

Presentation to the Board of Trustees: June 23, 2026
Consideration and Approval by Board of Trustees: June 23, 2026

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.

District Vision: Working together to empower all students to become life-long learners.

Using Fullan's framework for Coherence and the Thoughtful Classroom Teacher Effectiveness Framework the Arvin Union School District strives to decrease disparities among all district student groups as well as disparities between district and state outcomes: Strengthening and deepening learning and developing internal accountability will guide our actions to promote consistent measurable student growth. This is advocated for in our mission, "Every Student Learning, Every Day, No Matter What It Takes" as we work to achieve the goals of our three year 2024-2027 Local Control Accountability Plan as measured by (LCAP) metrics within six (6) goals which are as follows:

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

5. Develop and implement strategies (targeted initiatives) to ensure a minimum of one year academic growth per year for all students, as measured by state standardized assessments and classroom formative assessments.
6. Provide short-cycle professional development in response to data analysis of monthly focus areas supporting delivery of targeted instruction utilizing research-based language instruction strategies and culturally responsive curriculum delivered in a supportive environment leading to improved Language Learner Progress on the California Dashboard and an increased district reclassification rate by May 2027.

DEVELOPMENT OF DISTRICT PLANS

Data throughout the 2025-2026 school year was collected and includes input gathered from multiple educational partners. Actions to address needs have been reviewed at the district and site levels as they relate to priorities identified through a Targeted Assistance Continuous Improvement Process with Problem of Practice and Root Cause work group analysis. Focusing on the POP and Root Cause, all sites within the district exited Targeted Assistance in the year following identification. This foundational work continues to guide district and site-level planning as new data related to student outcomes and educational partner input become available.

Action steps throughout multiple plans have been updated/refined including the Local Control Accountability Plan (LCAP), the LCAP addendum, LCRSET, LREBG action steps within the LCAP, school site plans, and documents required for additional funding sources. With the LCAP strategic plan in place and funding allocated to action steps for each goal, areas of need remained which will be further supported with federal funds.

The following summarizes key items determined to enhance LCAP funds with the allocation of federal funding through review of past implementation:

- Title 1 funds were used to provide supplemental professional development and district level instructional support of planning for strategy implementation and alignment of curriculum with a focus on state framework implementation to support classroom level standards-based work. This was beneficial to instructional staff planning and delivery of lessons to support student academic growth for students that were not achieving grade level standards. Schoolwide interventions, supplemental materials, and experiences were planned to meet the needs of identified students with targeted needs. Implementation of the 95% program, as an integral component of site MTSS supplemental supported foundational literacy Assigned intervention teachers/paraprofessionals addressed identified high-need skill areas, especially in the areas of foundational reading, reading comprehension, and math. Homeless

funds were provided as a set aside and were budgeted to be a benefit to support students with transportation and personal, health, and hygiene needs. Site-based parent involvement beyond the programs listed in LCAP were supported through these funds. These actions continued with revisions in service delivery based on data collected through cycles of inquiry.

- Title II funds were used, and planned to continue to be allocated to secure upper elementary grade level staff to ensure low class size.
- Title III funds were used, and planned to continue to support professional development for teachers and instructional assistants and to provide intervention staff focused on English Learners. Professional development and coaching promoted standards-based instruction and implementation of strategies to support English Learners while instructional assistants supported supplemental extended practice for students in the classroom.
- Title IV funds were used to expand safety personnel, support professional development, augment technology resources, and to support student learning within expanded learning programs. Plans for 2026-2027 include continuing with safety personnel, support of professional development and to support learning through after school resource teacher activities.

Funds were allocated to each site based on student enrollment of socio-economically disadvantaged students for Title I. Use of Title II funds was determined at the district level to meet the needs of impacted grade levels 4-6 among the three (3) elementary sites. Title III and Title IV funds were distributed to support additional staff at the sites level and to provide district assistance to sites.

Data from platforms and programs informing our current work included the following which prompted an update and revision of targeted actions in site and district plans:

- I-Ready
- STAR
- 95% Intervention
- English 3D
- Kern Integrated Data System (KiDS) was especially utilized at the district level to disaggregate data to focus on student groups and students.
- Ellevation to facilitated communication, feedback, and data reports related to English Learners
- SchoolCity provided district level staff and classroom teachers access to construct formative assessments, which provided data for analysis to drive Professional Learning Community (PLC) conversations.
- Interim Assessment Blocks (IABs)

Formative data through I-Ready end of year data indicates 34% of students scoring early on grade level or mid or above grade level in Reading and 15% of students

scoring two grade levels below. Students scoring 3 or more years below grade level remained the same at 16% between 2024-2025 and 2025-2026.

English Learners: In Language Arts 23% of students scored early on grade level and mid or above grade level with a decrease of 1% from last year and students scoring two grade levels below remained the same at 18%.

Socio-economically disadvantaged: An increase of 1% in Language Arts to 32% early on grade level and mid or above grade level. Students scoring two grade levels below decreased by 1% to 15%.

Students with Disabilities: 6% increase in Language Arts to 37% early on grade level and mid or above grade level and students scoring two grade levels below remained the same at 16%.

Formative data through I-Ready end of year data indicates 30% of students scoring early on grade level and mid or above grade level in Math and 15% of students scored two grade levels below. 1% less students scored 3 or more grade levels below moving from 12% in 2023-2024 to 11% in 2024-2025.

English Learners: In Math 22% scored early on grade level and mid or above grade level and students scoring two years or more below grade level increased 2% to 16% when comparing 2024-2025 to 2025-2026.

Socio-economically disadvantaged: 2% growth in Math to 30% early on grade level and mid or above grade level and remaining the same as the previous year with students scoring two grade levels below at 15%.

Students with Disabilities: Remained the same as the previous year in Math at 13% early on grade level and mid or above grade level. Also remaining the same as the previous year with students scoring two grade levels below at 15%.

2025-2026 Spring/End of year I-Ready Spanish indicates:

Overall Spanish Reading Results

- Percentage of K-6 Dual students scoring in each level
- 765 Students Tested
 - 365 Early On Grade Level and Mid or Above GradeLevel: 48%
 - 164 Students One Grade Level Below: 21%
 - 236 Two Grade Levels Below and Three or More Grade Levels Below: 31%

2024-2025 California Dashboard efforts and outcomes on each of the areas-:

MATHEMATICS DASHBOARD REFLECTION

Key Growth Areas:

Overall District Performance: Increased by 9.1 points, maintained Yellow (Status Level-Low).

Significant District Student Group Growth:

Students with Disabilities: +10.4 points- Orange.

English Learners: + 6.7 points-Yellow.

Hispanic Students: + 8.1 points-Yellow.

Low-Income Students: +8.1 points-Yellow.

Long term English Learners: 4.1 points- Orange.

Site Growth:

Haven Drive: +4.7 points, improved from Orange to Yellow.

Haven Drive Hispanic Student Group: +3.2 points -Yellow.

Haven Drive Homeless Student Group: +57.4 increased significantly (no color- since there were less than 30 students in the current or prior year).

Bear Mountain English Learners: +8.1 points- Yellow.

Bear Mountain Students with Disabilities +10.7- Orange.

El Camino Students: +16.8 points, Yellow.

El Camino Students with Disabilities: 3.6 points- Orange.

Sierra Vista Students with Disabilities: +12 points- Orange.

Persistently Low Performing

School-Specific Student Groups:

Bear Mountain Long-Term English Learners -58.1 (no color- since there were less than 30 students in the current or prior year).

ENGLISH LANGUAGE ARTS DASHBOARD REFLECTION

Key Growth Areas:

Overall District Performance: Improved by 7.1 points-Yellow (Low Status).

Significant District Student Group Growth:

English Learners: + 8 points- Yellow

Students with Disabilities: +11.3 points- Orange

Long-Term English Learners: +10.8 points- Orange

Foster Youth: +29.1 points (no color- since there were less than 30 students in the current or prior year).

Homeless Youth: +25 points moving from Red to Yellow

Socioeconomically Disadvantaged: +6.5 points -Yellow

Hispanic: +7 points-Yellow

White: +10.1 points (no color- since there were less than 30 students in the current or prior year).

Site Growth:

Sierra Vista overall increased 16.7 points-Yellow

Sierra Vista:

English Learners increased 14 points- Yellow

Hispanic Students increased 17.1 points-Yellow

Socioeconomically Disadvantaged Students increased 14 points maintaining Yellow

Homeless Youth increased 25 points (no color- since there were less than 30 students in the current or prior year).

Students with Disabilities increased 15.9 points- Orange

El Camino:

All students increased 3.9 points-Yellow

White students increased 14.4 points (no color- since there were less than 30 students in the current or prior year).

Hispanic students increased 4.6 points- Yellow

Bear Mountain:

All students increased 9.8 points moving from Red to Orange

English Learners increased 8 points- Orange

Students with Disabilities (-140.8, increased 3.7) moving from Red to Orange

Socioeconomically Disadvantaged students increased 8.7 points moving from Red to Orange

Hispanic students increased 9.9 points moving from Red to Orange

Haven Drive:

English Learners increased 9.3 points- Yellow

Long-Term English Learners increased- Orange

Homeless Youth increased 24.2 points (no color- since there were less than 30 students in the current or prior year).

Students with Disabilities increased 23.3 points moving from Red to Orange

Persistently Low-Performing (Red) Student Groups in ELA:

Bear Mountain:

Long-Term English Learners decreased -19.2 (no color- since there were less than 30 students in the current or prior year).

Students with Disabilities decreased -1.3- Red

El Camino Real:

Students with Disabilities decreased -17.5 moving from Orange to Red

English Learners decreased -1.3 moving from Yellow to Orange

CAST SCIENCE 2024-2025 CAASPP Dashboard reporting

Met or Exceeded

*All students 45.2- Yellow

*English Learners 42.6- Orange

*Homeless 43.9 points- Yellow

*Socio-economic disadvantaged 44.5- Orange

*Students with disabilities 33.4- Red

*African American not reported (fewer than 11 students tested)

*Hispanic 45.4- Yellow

*White 37.6- no color

Long-Term English Learners 37.3- Orange

2024-2025 LANGUAGE ARTS

All students taking CAA:

Level 1 54.84% Decreased -7.06%

Level 2 22.58% Increased +3.53%

Level 3 22.58% Increased +3.53%

Socio-economically disadvantaged:

Level 1 54.84% Decreased -7.06%

Level 2 22.58% Increased +3.53%

Level 3 22.58% Increased +3.53%

English Learners:

Level 1 59.90% Decreased 15.10%

Level 2 27.45% Increased 10.78%

Level 3 10.51% Increased 2.18%

Level 4 2.14% Increased 2.14%

Hispanic:

Level 1 44.52% Decreased 17.38%

Level 2 25.66% Increased 6.61

Level 3 20.36% Increased 1.31

Level 4 9.46% Increased 9.46%

2024-2025 MATHEMATICS

All students taking CAA:

Level 1 64.52% Decreased 23.19%

Level 2 22.58% Increased 8.29%

Level 3 12.90% Increased 12.90%

Socio-economically disadvantaged:

Level 1 51.77% Decreased 33.94%

Level 2 27.21% Increased 12.92%

Level 3 13.52% Increased 13.52%

Level 4 7.50% Increased 7.50%

English Learners:

Level 1 63.51% Decreased 28.16%

Level 2 24.87% Increased 16.54%

Level 3 8.56% Increased 8.56%

Level 4 3.06% Increased 3.06%

Hispanic:

Level 1 50.69% Decreased 16.14%

Level 2 27.39% Increased 7.45%

Level 3 14.07% Increased 14.07%

Level 4 7.84% Increased 7.84%

ALIGNMENT

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The Arvin Union School District aligns federal funds with activities funded by state and local resources through a comprehensive and strategic Local Control Accountability Plan (LCAP) development process. The district provides a base program including equitable staffing and core materials at each site. Beyond the base program, which includes the staff and materials necessary to operate district and school programs, academic and environmental/socio-emotional needs are identified for additional support through data analysis and input from our Educational Partners as part of strategic planning and the LCAP development process.

Priorities are established and resources assigned as district and site leadership, including the Chief Business Officer, review funding guidelines, ensuring the least restrictive funding sources are utilized to meet needs beyond the base program and within Tier 2 and Tier 3 (supplemental and intensive support) interventions. Remaining Tier 2 and Tier 3 priority areas are reviewed to ensure that dedicated federal funds supplement and extend the base program, increase or improve services identified in the LCAP, and meet the varying requirements of Title I, Title II, Title III, and Title IV.

LCAP Goals will be supplemented or enhanced through the following actions from Title Funds:

➤ Title I funds allocated to:

- Additional personnel to support programs including after-school programs and student services
- Support a full time additional Academic Coach at the elementary sites
- Provide Teachers on Special Assignment (TOSA) to deliver targeted support to site staff
- Intervention teachers to provide direct services to meet the needs of students in Language Arts focusing on Multi-tiered Systems of Support, including 95% program and universal differentiated group supports, reading comprehension using integrated content core, English Language Development, and/or Math.
- Professional Development: focused on the refinement and alignment of planning and instruction based on expectations from the California Frameworks and State Standards documents. Additional Professional Development focused on supporting intentional and consistent use of formative assessments including Interim Block Assessments (IBAs) and utilizing this data to inform instruction at rigorous levels will be implemented. A continuation of modeling and classroom feedback on basic skills, foundational reading blocks, reading comprehension, developing language, building mathematical concepts, enhancing writing skills, and supporting professional learning community grade level and department work in Language Arts/English Language Development, Math, Science, Social Studies, Writing, and 21st century skills to prepare students for college and career readiness will take place at grade specific levels. Foundational reading will be an extensive focus for the 2026-2027 school year, and grade levels/student groups most at-risk (as identified by disaggregated data) will be prioritized for support.
- Utilize student data for progress monitoring in a data cycle including grade level planning meetings
- Provide consumable supplemental materials for students and consumable planners and communication tools for family engagement
- Provide additional instructional assistants to work with targeted grade levels/groups of students during the regular school day.
- Provide additional instructional assistants to work with identified students in the areas of Language Arts and Math in the after school program
- Homeless services
- Expand opportunities for parents to be involved in their child's education through supplemental workshops and activities including overtime for staff supporting this and materials

- Provide communication tools to ensure meaningful engagement between the home and school in the educational process
- Overtime for district and site staff to conduct school workshops, home visits, or hold individual conferences with students/families to promote academic success
- Title II funds allocated to decrease class sizes at impacted grade levels in the district
- Title III funds allocated to:
 - Teacher on Special Assignment supplementing core professional development for teachers of English Language Learners and providing coaching to instructional staff
 - Provide additional instructional assistants to work with identified students requiring additional language development support and targeted practice to increase skills
 - Provide supplemental materials focused on English Learners to support upcoming professional development
- Title IV funds allocated to:
 - The expanded hours and staffing numbers of Campus Supervisors
 - Provide well rounded education through academic liaisons/resource teacher(s) to support after school program
 - Support implementation and use of technology to foster student academic achievement through ongoing professional development for teachers, principals, other school leaders, and instructional staff

Title I, Part A

EVERY STUDENT SUCCEEDS ACT (ESSA) PROVISIONS NOT ADDRESSED IN THE LCAP PARENT AND FAMILY ENGAGEMENT

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

Describe how the LEA will carry out its responsibility under Section 1111(d).

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

The District Parent and Family Engagement Policy is developed jointly with, agreed upon by, and distributed to, parents and family members of participating children. This process begins with District Advisory Council members reviewing the previous Family Engagement Policy and sharing input from their participation at their school sites over the previous year. Input for changes are discussed, taken back to individual school sites for discussion at the School Site Council, and returned to the District Advisory Council for a vote. Following this process, after the policy is reviewed and input provided, updates are brought before the governing board as part of the annual process. The parent and family engagement policy is printed in English and Spanish and shared with families through district parent portals or in print as necessary to accommodate family needs.

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

The district supports teachers, specialized instructional support personnel, principals, other school leaders, and other staff utilizing the Family Engagement Framework-A Tool for California School Districts and the Family Engagement Toolkit (Continuous Improvement Through an Equity Lens). These tools provide guidance for effective Family Engagement to support student achievement which is a foundational pillar of Community School work as well. District and site staff focus on demonstrating leadership initially by ensuring that foundational components of state and federal laws regarding Family Involvement are met.

With the assistance of input from parents through the district's District Advisory Council, School Site Councils, and English Language Learner Committees, we strive to increase opportunities for parents/families. The district has provided training to Principals in the use of The Family Engagement Framework to set goals and identify areas of focus. Building capacity over time through governance committees, and informal gatherings such as Coffee with the Principal, and Parent Empowerment Committees (PECs) at each site have fostered ties to promote working as equal partners. The district has been awarded an Implementation grant for Community Schools which will focus on expanding family connections through home visits and in-person/virtual joint learning opportunities. This work expanded refinement of the community partnerships utilized for parent workshops. A key component of the work for 2026-2027 will be Parent Teacher Home Visits and workshops dedicated to specific grade level standards led by a district Equity TOSA. A foundation of this work is reflected through each site's school-parent compact which outlines how parents, the entire school staff, and students share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The district works with sites to identify specific goal areas based on input from Parent Surveys and input given by our Educational Partners at meetings.

District staff work alongside site program staff through regular meetings and collaboration opportunities to provide coordination and technical assistance for celebrating families and their assets, working with families as partners, assisting families in accessing community resources, promoting effective two-way communication, assisting families to support academic achievement, and providing information on expectations, standards and how families can be involved. An area for focus is expanding the range of staff trained in these areas to ensure effective engagement of school/family/community at every opportunity not limited to only formally scheduled events throughout the year. An added layer of concern has been

identified through the Community Engagement Initiative (CEI) focused on the Middle School and applicable to all sites, as educational partners indicate that, while there are various types of communication, the communication may not be clear to all parties nor meet their needs. The district works with sites to expand opportunities to share information and receive feedback. The goal is to expand hands-on opportunities for families to experience standards based work first hand and to ultimately achieve outcome expectations. This continues through our implementation of online platforms and multiple opportunities for in-person meetings at various times and dates throughout the year. This step is critical to ensure communication between families and school in order to build the home-school connection where families learn strategies that can be used in the home to support students relative to standards-based performance and to help achieve families' dreams for their students' future.

The district provides opportunities for the informed participation of parents and family members with disabilities through regularly scheduled IEP meetings, regular interaction with classroom teachers, and parent advisory meetings led by the Director of Student Services. Parents and family members of migratory children are provided support through regular program Parent Advisory Council meetings, Individual Learning Plans (ILPs), and outreach support completed virtually or in person.

Above and beyond regular district communication including ParentSquare, Facebook, the District Webpage, and flyers providing information and school reports, students in identified groups receive specific program support.

SCHOOLWIDE PROGRAMS, TARGETED SUPPORT PROGRAMS, AND PROGRAMS FOR NEGLECTED OR DELINQUENT CHILDREN

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

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

School Wide Program (SWP): The Arvin Union School District and each school site have conducted an annual needs assessment including data and educational partner input in conjunction with annual LCAP input, school site and program/planning collaborations, LCRSET data reviews, and LREBG Needs Assessment work. Previous goals are evaluated and realigned based on input from educational partners formative data, and summative outcome data. Action steps are designed to address student needs and logistics are fine-tuned for implementation. Funds are allocated to supplement the base program and LCAP actions. Our guiding framework is taken from Fullan's Coherence including: Focusing Direction; Cultivating Collaborative Cultures; Deepening Learning; and Securing Accountability. Guiding our work are the nine (9) areas of focus from the Thoughtful Classroom Teacher Effectiveness Framework including: Organization, Rules, and Procedures; Positive Relationships; Engagement and Enjoyment; A Culture of Thinking and Learning; Preparing Students for New Learning; Presenting New Learning; Deepening and Reinforcing Learning; Applying

Learning; and Reflecting on and Celebrating Learning. The district continues to ensure focus on Student Success Strategies including close reading, note taking, higher-level thinking, and collaboration with instructional strategies taken from Advancement Via Individual Determination (AVID) and the Thoughtful Classroom Toolbooks. Specific English Learner strategies have been selected to support vocabulary acquisition and practice, expanded writing through scaffolding, and organizing information for comprehension through group activities focused on note taking and summarizing information.

Learning windows are a district expectation and are updated to guide units of study and lesson design sessions which are supported by collaborative grade level groups to promote grade level standards delivery by all staff with the additional support of Teachers on Special Assignment and Academic Coaches at all sites. Curriculum is enriched or accelerated using concepts from The International Center for Leadership in Education focusing on Rigor and Relevance while delivering content. State framework exemplars and expanding state assessment examples are utilized in conjunction with The Thoughtful Classroom deepening and learning components. A Multi-tiered System of Support has been evaluated and is being refined/reorganized to address students at high risk of not meeting standards. A significant focus is being placed on Tier 1/Universal classroom instruction as the supplemental support triangle model is inverted with closer to 80% of students having needs and 20% on grade level rather than 80% on grade level and a smaller 20% requiring intervention. Attention to first instruction is critical to remedy this long-term pattern. This includes Universal support including differentiation of instruction in the classroom, deployment of students for group instruction, and computer assisted leveled learning through I-Ready. Supplemental support which includes small group instruction with the addition of 95% intervention for foundational reading skills, opportunities for extra practice, support from instructional assistants and intervention teachers, and learning labs. Intensive intervention will occur following a refined referral system to add another layer of support for language arts and math which will prevent the need for or inform Student Study Team intervention steps.

HOMELESS CHILDREN AND YOUTH SERVICES

ESSA SECTION 1112(b)(6)

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

The district is dedicated to educational excellence for students experiencing homelessness and strives to meet their needs as they may differ on a daily basis. The district's Director of Support Services coordinates services for homeless children and youth. Medical needs have been and continue to be handled on a referral basis conducted by school nurses who are funded through base or LCAP funding. Family Advocates from the Family Resource Center support case management, including

making contacts for food, medical, and housing needs; helping complete paperwork or applications for resources, and work with the families as needed on a case-managed basis.

In addition, school sites work to meet immediate student needs with support from LCAP and Title I funding: The Director of Support Services supports student enrollment, attendance, and success through provisions of daily hygiene items and uniforms to meet district dress code while at school. In addition, funds are set aside to provide everyday clothing and undergarments as needed to ensure basic needs are met. Academic support materials include backpacks and school supplies.

Operation School Bell has provided donations of clothing and backpacks over the last few years as the Director of Support Services maintains contact with this organization in Bakersfield. Transportation support to and from school funded by Title I, and/or LCAP, is provided as needed. The district reimburses mileage for parents that are able to provide transportation and has implemented this method of supporting families as an option to district provided transportation.

The district's Director of Support Services holds the role of McKinney-Vento & Foster Youth Liaison to advocate for Homeless students and works closely with the Kern County Superintendent of Schools and neighboring/partner districts serving students and families to identify students and coordinate services. The McKinney-Vento & Foster Youth Liaison also provides training to Principals, secretaries, attendance personnel, support staff, instructional assistants, and teachers at the beginning of the each academic year and as needed to provide updates. The liaison meets regularly throughout the academic year with Family Resource Center staff and particularly with the Family Resource Center Secretary directly involved with identified homeless students.

In addition, the district ensures the annual review and update of a written policy that supports the enrollment of homeless students and dissemination of the public notice of the educational rights of homeless students. A focus on regular 1-to-1 contacts with our homeless population continues to be a priority to identify specific needs through case management funded by LCAP.

STUDENT TRANSITIONS

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

The district's Supervisor II of Early Childhood Education and designated administrator coordinates pre-school articulation meetings with TK and Kindergarten teachers and administrators from each elementary site to facilitate the transition from early childhood

programs both in and out of the district. Each school site sets aside specific days and evenings for registration for Preschool, TK, and Kindergarten.

The Supervisor II of Early Childhood Education and district's designated administrator maintains a yearly list of students who are eligible to continue in Preschool, remain in Preschool or Kindergarten, or transition to TK or Kindergarten, all of which are disaggregated by the home address to identify school sites to promote welcoming transitions.

Sites conduct Roundup events with elements funded by Title I to familiarize students and families with their campus, classrooms, and teachers. The district continues to build upon the strong foundation established through the completed three-year Preschool through Third Grade Curriculum Math Collaboration (P3CC) grant. Systems, practices, and collaborative structures developed through the grant remain in place and continue to inform instructional planning, vertical articulation, and program improvement efforts. Positive outcomes identified through Math Dashboard data and the Butte County Instructional Survey have supported the expansion of these practices into additional content areas. Early childhood staff are included in all vertical alignment opportunities to ensure consistency and common language.

Site administrators and AVID District Directors for Elementary and Secondary help coordinate Preschool through eighth-grade vertical alignment of student success strategies at each site to promote articulation through the grades. These include but are not limited to: use of organizational tools, note-taking, and Depth of Knowledge questioning and responses. AVID articulation meetings occur between elementary sites and middle school within the district along with yearly recruitment activities. Grade placement forms are completed by grade level teachers and provide vertical articulation information on academics and behavior for program placement of students.

Sixth-grade students transitioning to the middle school are bussed or take a short walking field trip to the middle school campus for orientation and to meet staff in the late spring. In addition, elective course informational nights are scheduled in the late Spring and surveys for class schedules are completed by sixth-grade students headed to the middle school and by seventh-grade students moving to eight-grade. A seventh and eight grade Round-up Night will be held to support students transitioning from the elementary to the middle school at which time students have the opportunity to familiarize themselves with the campus and each of their teachers. In addition, graduation requirements, grading policies, schedules, and extra-curricular activities are explained in detail.

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

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

Middle school staff meet with Arvin High staff to facilitate the transition from the middle school within our elementary district to Arvin High School in the Kern High School District. Eighth graders transitioning to high school are invited to participate in a visit to the high school campus to hear site expectations and become familiar with club offerings. The high school conducts a visit to the middle school site to meet with students prior to open enrollment.

Eighth-grade students may enroll in summer classes and academies at the high school prior to graduation, promoting a smooth transition. Eighth-grade graduation will be held at the high school campus setting the stage for expectations of high school graduation four years in the future.

In addition, the Superintendent or designee attends articulation meetings with the Kern High School District, county AVID District Director meetings, and Kern Pledge meetings. Conversations revolve around courses available, recruiting students for program placement, and student preparedness. These meetings also support planning for yearly summer school enrollment, data exchanges for class placement, and school attendance at rallies at the High School to promote attendance in clubs and career strand opportunities to identify student interests and skills.

The district is excited to strengthen collaboration with the high school as part of 21st Century and ELOP planning. District staff have begun to promote Dual Enrollment to parents and students early in their middle school years to ensure they are aware of the opportunity as the high school program grows, which has demonstrated a strong rate of student success.

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.

A. No GATE activities are funded by Title I

B. While the district implements a library program, Title funds are not utilized.

Title I, Part A, Educator Equity

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

EDUCATOR EQUITY

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

As of mid-June 2026, Arvin Union School District's unduplicated student population includes: 93% Low-Income, 51.6% English Learners (primarily Spanish-speaking, with a small population of Arabic and indigenous language speakers), 14% Migrant students, 3.4% Homeless students, 0.6% Foster youth, and 14.3% Students with Disabilities (SWD). Ethnically, the district is 91.2% Hispanic/Latino, with smaller populations of White (7.7%), Asian (0.2%), African American (0.56%), and Filipino (0.15%) students. The Local Control Funding Formula (LCFF) unduplicated percentage is 94.4%.

The following data presented is based on the state board's definition of "inexperienced" (1st or 2nd year teacher) and "ineffective" (lacking a teaching credential) which was not in place at the initial writing of this plan.

- Inexperienced teachers for low income and minority students: We have focused efforts on balancing staff experience as it pertains to school sites as well as grade levels. The addition of categorical/grant funds has created an influx of new staff, many with no years of formal teaching. As teachers come with varied backgrounds, we also take this into account for teacher placement. An initial estimate, pending state reporting, is that Sierra Vista ended the 2025-2026 school year with 11% inexperienced teachers, Bear Mountain 7% inexperienced teachers, and El Camino Real 10% inexperienced teachers. The middle school had a 22% inexperienced teacher rate.
- Ineffective teachers for low-income and minority students: The estimated ineffective teacher rate for Sierra Vista ended the 2025-2026 school year with 0%, Bear Mountain 2%, and El Camino Real 2% ineffective teachers. The middle school had a 6% ineffective teacher rate.

In order to ensure no out-of-field or mis-assignments occur; certificated openings, new positions, and applicants are carefully reviewed by the HR department and the Superintendent. Monitoring of credentials and certification is conducted and information used for placement. Qualifications reviewed include EL certification, BCLAD/BILA, subject area competency including single and multiple subjects, and Special Ed or specialist credentials.

A continued partnership with Cal State University Bakersfield provides dual language residency teachers through the Kern Multilingual Residency Program (KMRP) to co-

teach in our classrooms, graduate with their initial credential, and commit to a future teaching position contingent upon availability.

The district continues to strive to recruit and hire fully credentialed staff to serve students with the support of a HR Director who, along with the personnel department, attended job fairs and posts positions in an attempt to attract credentialed teachers with a focus on BCLAD and English Learner certified instructors as well as single subject instructional staff. The teacher shortage has made this very difficult and many of the district's new staff are hired on provisional permits. The district has increased on-scale salary ranges over time in an attempt to compete with larger districts who are closer to the urban area.

Efforts have been made to allocate fully credentialed staff throughout schools and grade levels with the middle school most difficult to staff. Reviews of staff experience and student demographics are needed to move beyond the focus on permits and waivers and look even deeper at the years of experience of our staff. The criteria of "inexperienced", including teachers with less than 2 full years of experience, necessitates action over the upcoming years as positions are offered or staff moved among campuses for program needs. We continue working with the certificated union as transfer language within our current contract may impact disparity outcomes. 2025-2026 staffing percentages indicated far less ineffective and inexperienced teachers than in previous years.

Active recruiting of certificated staff is supported by the Human Resources Director funded through LCAP. New teacher induction and intern program completion for 1st and 2nd year teachers are supported through LCAP and a significant percentage of staff members hired provisionally are on the path to clearing credentials. One dedicated TOSA is assigned to new teachers or those without a full permit. New teachers received an additional two or three days of onboarding and monthly after-school trainings specifically targeted at district strategy implementation, district procedures, and information to support attaining a full credential.

The Arvin Union School District engages educational partners, such as the certificated and classified unions, during LCAP input to discuss staffing needs and during negotiations discuss contract language affecting staffing. In addition, educational partners at the district and site administrative levels review a draft master staffing roster during the hiring period beginning in February to identify staffing needs and allocation of staff. District staff are in contact with local universities and have personal contacts to seek candidates that we can retain and are fast-tracked for experience from respective internships such as Kern Rural Residency and Mini-corp. District staff, board members, and parents provide strategies through meetings and conversations targeted to this topic.

Title II, Part A

EVERY STUDENT SUCCEEDS ACT (ESSA) PROVISIONS NOT ADDRESSED IN THE LCAP

PROFESSIONAL GROWTH AND IMPROVEMENT

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

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

Professional induction for new teachers begins the first two or three (2 or 3) days of their contracted year (pending program participation) with district onboarding provided by the Superintendent, Assistant Superintendent, and district Teachers on Special Assignment. All instructional staff participate in back-to-school professional learning as an annual event with key focus areas identified through data and exit interviews from the previous year. The district works closely with Kern County Superintendent of Schools to support induction candidates and each year mentors are hired to support the capacity-building of new teachers as interns or through induction.

Teachers receive ongoing support from site administration, Academic Coaches and District Teachers on Special Assignment. Monday banked-time is set aside for Professional Learning Teams work among grade levels, departments, vertical alignment teams, and programs with a focus on group planning and evidence of student outcomes through work samples and observations. AVID institutes and workshops/trainings aligned to specialty areas are provided to support teachers. As a supplemental layer to this work and to support outcomes, principals lead study sessions revisiting lag metrics and determining needs for student equity and performance, analyzing formative assessment outcomes to inform instruction/deployment/differentiation, refining school implementation plans, and supporting leading from the middle with collaborative cultures. Protocols to guide cycles of inquiry are utilized. Staff members desiring to expand their role at the site are invited to participate as grade level leaders and to join district committees.

This year, not all district administrators held a Clear Administrative Services Credential and there was a need to utilize the Professional Induction program for administrators to support the attainment of a Clear Administrative Services Credential, which required support from a district administrator to provide induction counseling or participation in a college program. Principals, Vice Principals, District Directors, and Supervisors receive ongoing training and support with curriculum, instruction, assessment, budget, governance, personnel, and parent involvement through a series of ongoing district Administrative Council sessions, District Professional Learning Committee work, and one on one meetings led by district level personnel.

All district administrators and Teachers on Special Assignment participate in District leadership workshops, especially those focused on Professional Learning Teams (PLTs). These school leaders also work collaboratively with Coordinators from the Kern County Superintendent of Schools Office and attend targeted outside workshops aligned to goals and programs and funded accordingly. Site administrator coaching will be provided by district-level administration.

The district's professional learning system promotes collective responsibility for improvement of student learning priorities through evidence-based collaborative inquiry cycles, building collective capacity, and managing complex change based on data from benchmarks, analysis of student work, and dashboard/local outcomes. A focus on student access and outcomes is guided by collaborative inquiry cycles through virtual classroom visits conducted by site administrators. Growth and needs are measured through an annual online Professional Learning Community Survey.

Systematic use of the Thoughtful Classroom feedback tool promotes a focus on 4 cornerstones and 5 episodes of lesson implementation. In conjunction with identified school priorities, this ensures a focus on observing evidence of students' efforts relative to standards, praising approximations, posing questions for reflection, and proposing ideas that enable educators to acquire, implement, and assess improved practices. Resources for professional learning includes time supported by beginning of year meetings, Monday banked time for collaboration, weekday site meetings, and planning meetings scheduled after school including Professional Learning Teams (PLTs). Personnel including site administrators, program directors, teachers on special assignment, coaches, and leadership teams provide a wealth of support accessible to all throughout the school year.

These actions are supported by aligned improvement plans including School Site Plans for Improvement, LCAP actions, AVID action plans and others. All are focused toward the achievement of metrics for six (6) district goals for implementation through the plan period 2024-2027 including ensuring well-being and positive environments with highly trained staff, providing social-emotional-behavioral supports, attendance improvement, parental involvement, developing and implementing strategies to ensure a minimum of one year academic growth per year, and professional development to support English Language Development instruction and outcomes. Metrics attached to these goals provide targets to reach which pull people together toward common outcomes. Each plan provides a level of support targeted to priorities with various levels of action aligned to state and federal funding sources.

Professional growth must be aligned to support student outcomes. Dashboard data outcomes, lag and lead academic metrics (I-Ready, EL assessments, STAR

Renaissance), calendared district common formative assessments, attendance, behavior data and evidence of student work reviewed during classroom visits are key elements used to define success. Kern County Superintendent of Schools offers access to utilize the Kern Integrated Data System (KIDS), which provides data in a very succinct and relevant manner. AVID self-studies, implementation of state standards surveys, Professional Learning Community Surveys, and PBIS/Multi-Tiered Systems of Support Survey reviews provide insight to make adjustments in systems and will continue to do so throughout the upcoming academic years.

PRIORITIZING FUNDING

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

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

Title II funds are prioritized to the elementary sites to ensure a class size ratio of no more than 30 students per class in grades 4-6, as authorized under allowable uses of funds for impacted grade levels. Comprehensive support for professional learning is provided through base, LCAP, and Title funding (Titles I, III, and IV). Title II funds ensure district students have a class size conducive to learning based on structures and strategies in place for instructional staff. The district's four schools have exited Additional Target Support and Improvement (ATSI) as listed:

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

Educational Partner input continues to stress the importance of low adult to student ratios facilitating the promotion of grade-level competency through more direct contact between students, teachers, and parents. This feedback is gathered during input sessions from stakeholders and guides our prioritization of resources to the elementary sites where students may be displaced to another elementary school if classes reach capacity. District enrollment ratios through the comparability report are examined yearly and indicate class sizes are comparable among elementary sites. Student displacement is minimized with the addition of teachers supported through these funds.

DATA AND ONGOING CONSULTATION TO SUPPORT CONTINUOUS IMPROVEMENT

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

Professional learning is promoted by leading from the middle with prior consultation from professional consulting groups with materials that continue to be in used from "The Thoughtful Classroom". Site and district staff also consult with county personnel particularly in the area of AVID, standards-based instruction, and program

implementation. Through these consultation meetings, district and site leadership teams identify needs through discussions regarding dashboard data outcomes, lag and lead academic metrics and evidence of student work reviewed during classroom visits.

In addition, AVID initial self-studies, Butte County implementation of state standards surveys, PLC surveys, and Multi-Tiered Systems of Support surveys are reviewed. Data results include identified strengths and needs are shared and plans are made at the district or site level. Growth is measured by attention to the same measures above in terms of implementation and student outcomes on state assessments, district benchmarks and diagnostics, survey results, and observations.

An area for growth continues to be the analysis of formative and summative data disaggregated by student group to modify instruction, reteaching and extension to ensure needs are targeted and addressed and not lost in the overall data picture.

Current initiatives are based on problems of practice initially identified through observation and feedback from survey questions and rubrics from the book “Learning by Doing”.

LCAP input sessions are conducted by district office personnel with targeted groups on a yearly basis. Ongoing input is gathered from teachers, paraprofessionals, administrators, academic coaches, teachers on special assignment, parents, and community members. A feedback form and/or surveys are provided with various categories that provide the opportunity to address professional learning. These and district surveys addressed below provide information to update professional development plans as they are completed on a yearly basis:

- Butte County Survey - curriculum, standards, and professional learning
- CCI/CSS – AVID surveys for systems, leadership, instruction, and culture
- Multi-Tiered Systems of Support rubric – vision, leadership, support/collaboration, use of data, communication and engagement of stakeholders, equitable access to rigorous coursework
- California Healthy Kids Surveys – safety, engagement, academics
- Learning by Doing surveys – collaboration, use of data and assessments

Title III, Part A

EVERY STUDENT SUCCEEDS ACT (ESSA) PROVISIONS NOT ADDRESSED IN THE LCAP

TITLE III PROFESSIONAL DEVELOPMENT

ESSA SECTION 3115(c)(2)

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

The district program design for English learners includes two models:

- Structured English Immersion with content instruction in Math, Science, Language

Arts, Social Studies, PE, and the Arts with a dedicated component of English Language Development focused on students at two (2) levels – those with reasonable fluency and those not yet at the reasonable fluency level.

And

- Dual Language Immersion which is a language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language (Spanish) with the goal of high academic achievement, first and second language proficiency, and cross-cultural understanding.

All principals participate in ongoing professional development to support English Learners. Professional development focuses on a variety of topics including instructional strategies, program responsibilities, ELAC, DELAC, ELPAC administration, reclassification, and monitoring of student progress. Principals participate in, and deliver, professional development designed for teachers. Topics include Integrated/Designated ELD, responding to question types, a focus on particular standards selected at the district level for focused attention based on assessment results, use of engagement strategies, and building academic vocabulary. Principals ensure dedicated time for Designated ELD with differentiated groups defined by grade level staff.

Title I site coaches received training from, and with, district staff and Teachers on Special Assignment in order to provide direct support to grade levels during PLC, to support the development of instructional plans during grade level alignment meetings, and to provide individual support to teachers following administrators setting expectations for implementation of the ELD program design and instruction toward ELD standards with strategy implementation.

Job duties for district TOSA, for the portion of their salary funded out of Title III, include providing supplemental professional development to instructional staff at all sites to ensure a deep working understanding of the components, content, and strategies appropriate for Integrated ELD and Designated ELD periods to ensure student groupings are differentiated, and designed to meet targeted levels of need with lessons focused on state English Development standards. This is additional professional development above and beyond what is embedded by district-level administration, the LCAP funded Director of Curriculum, Instruction and Assessment, District TOSAs, and/or site administrators for the required implementation of integrated and designated ELD and standards-based instruction. Initial ELD supports will utilize resources including Systematic English Language Development, Thinking Maps, Write from the Beginning, and Constructing Meaning as well as AVID resources for English Learners.

Training is typically planned during the regular workday and delivered during monthly instructional aide workshops and during after school workshops.- Ongoing professional development is embedded into leadership meetings and side-by-side coaching provided by district personnel (Title III TOSA). LCAP and Educator Effectiveness funded training is held typically on full days outside of the regular school year or on weekends to provide in-depth workshops based on identified needs noted during classroom observations or by data reviews.

Classroom observations reflect a pivot from an initial focus on authentic student engagement with increased listening and speaking opportunities built into lessons to more advanced text-based lessons at the upper grades. Instructional practices must ensure students practice and independently use forms and functions at increasing levels of proficiency with specific attention to planning for instruction, practice, and self-promoted use at rigorous levels. Past ELPAC and CAASPP scores for the subgroup of English Learners indicated a need for increased vocabulary knowledge and using text structures to support reading for meaning. Writing skills are of special concern as samples gathered during redesignation consideration and CAASPP/ELPAC writing observations indicate simple sentences, lack of expanded vocabulary, and multiple grammar errors. District based training provided by site administration and site academic coaches is guided by the Write from the Beginning program and integrating this writing program with the district's Language Arts Programs. The structure of writing is supported by ongoing support through ongoing support and coaching. A revised Benchmark textbook with more specific instruction for writing was adopted for implementation in the 2024-2025 school year. District TOSAs, for the portion of their position funded by Title III, further target this training focused on the needs of English Learners based on writing samples identified during redesignation decision making.

ENHANCED INSTRUCTIONAL OPPORTUNITIES

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

The district does not apply for Title III Part A Immigrant funding.

TITLE III PROGRAMS AND ACTIVITIES

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Data and Educational Partner discussions have guided the district to review problems of practice.

It was determined that high quality language instruction specific to English Learners must begin with Integrated English Language Development as this supports the majority of the school day. Engagement focused on student use of content vocabulary

and sentence structure in speaking and writing is an action step being implemented for the upcoming school year. The Arvin Union School District ELD Focus template is being updated and will continue to evolve based on identified student needs to support a required block of time for Designated ELD. The newest revision will include a timeline for use of IABs for English Language Development as instructional tools and progress monitoring. In addition, a Designated ELD walkthrough tool has been utilized beginning with the 2023-2024 school year and will continue to be used with a focus on student-initiated language focused on form and function and implementation of both Designated and Integrated ELD, but less on language frames beyond ELD levels 1 and

Professional development targeting these areas will be provided during the focus months to differentiate instruction to ensure scaffolding for the various language levels of students.

Areas of focus include:

- Developing vocabulary and speaking skills in students with limited oral skills and extended writing exchanges (Sept.) PII: C6 elementary and B3-B7 middle school
- A focus on narrative writing EL standards PI: C10, PII: A2, B3-B5 - and B6-7 (October)
- A focus on expository writing EL standards PI: C10, PII: A2, B3-B5 - and B6-7 (November/December)
- A focus on notetaking to retell/present information: PI, A-4 Adjusting language choices (February)

"Benchmark" English Language Development materials provided for Designated ELD are available for staff use. However, a broader focus on developing academic language related to content is necessary and use of time has been expanded to include content vocabulary to frontload students for integrated ELD instructional content. An additional focus on rigorous language use and structures beyond simple speaking is being implemented to ensure that EL students have full access to intellectually rich and comprehensive curricula including supplemental materials to ensure steady progress in both academic content learning and language development while making progress toward English proficiency and reclassification. Additional emphasis is placed on writing development and language structures to support English Learners, including newcomer students and Long-Term English Learners.

Supplemental activities are targeted to:

- Student practice of skills supported by instructional assistants assigned to classrooms determined by site needs.
- Professional development through modeling by Teachers on Special Assignment above and beyond that of site administration, academic coaches,

or district professional development designed by the curriculum and instruction department.

- Providing Parent Education materials and workshops particular to the needs of English learners as they relate to the above areas.

ENGLISH PROFICIENCY AND ACADEMIC ACHIEVEMENT

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- A. achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and B. meeting the challenging State academic standards.

Basic elements ensuring a structure for assisting English Learners to achieve in English proficiency and academic success begin with a district staff review of school site schedules to ensure dedicated time for Designated ELD. Learning Windows (unit overviews) are completed with components to support Designated and Integrated ELD. Leveled groups at all grades and a revised deployment system will support differentiation based on student language proficiency and academic needs.

Site staff use "The Thoughtful Classroom" classroom observation tool to ensure lessons contain essential components supportive of language development as they design units and lessons. Site administrators use "The Thoughtful Classroom" observation tool with an emphasis on student outcomes and to provide guiding feedback for use of materials and instructional delivery/use of strategies for English Learners to ensure full implementation of the district ELD program design and delivery of high-quality language instruction. Title III funded TOSAs provide targeted coaching based on observed needs at each site and across the district to support staff in implementing Integrated and Designated ELD and meeting the needs of English Learners. Instructional aides provide targeted practice opportunities-following or to prepare students for teacher delivered lessons.

School site administrators, in conjunction with their school site teams, develop goals focused on evidence of student learning. Implementation plans facilitate instruction focused on modeling and expecting outcomes of increasing levels of proficiency. Data is gathered during scheduled district-wide English Language Development and core subject benchmarks and site-based grade level formative assessments. English Learner progress is also monitored through ELPAC results, local assessment data, and reclassification indicators. An added element for 2026-2027 is Ellevation Assessment. Data gathered is the foundation for daily/weekly lesson planning to ensure student practice of listening, speaking, reading, and writing. Site administrators present evidence of student work on a monthly basis striving to ensure cycles of continuous improvement were in place. Cyclical classroom visits provide evidence of progress toward full implementation and visible evidence of strategy use to promote student growth over time.

The Superintendent, Assistant Superintendent, Supervisor II of Curriculum, Instruction and Assessment, Teachers on Special Assignment, and site staff share observations of student need through ongoing debriefs following walkthroughs. District staff and Title III TOSAs support site administrator planning and delivery of professional development and coaching cycles for grade levels. Enhanced district support including coaching, resources, and suggestions for materials use are provided at site request or when lack of progress is noted to support English language proficiency, academic achievement, and reclassification outcomes for English Learners.

Title IV, Part A

EVERY STUDENT SUCCEEDS ACT (ESSA) PROVISIONS NOT ADDRESSED IN THE LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. Each provision identified on this page must be addressed, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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

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

TITLE IV, PART A ACTIVITIES AND PROGRAMS

ESSA SECTION 4106(e)(1)

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

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

The district reviewed California Healthy Kids Surveys, attendance data, social worker services for the previous year, suspension and expulsion data and referrals to Alternative Learning Academy and program enrollment to conduct our needs assessment. Suspension and expulsions remain at a very low level district-wide.

The California Healthy Kids Survey was utilized as a measure of School Climate. The survey was conducted district-wide during the 2025-2026 school year for 5th and 6th grade elementary students and 7th grade students at the middle school. Data for California Healthy Kids is not disaggregated by student group thus analysis is focused on grade levels and specific areas of study. ALA referrals continue.

Key learning to be taken from data including California Healthy Kids surveys, as well as the supplemental Kern Integrated Data Systems Connectedness survey is that positive responses tend to decline through the 7th grade for CHKS. Notable also are differences among school sites. A district-wide roll out of PBIS, MTSS referral process for Tier 1, and RULER implementation for socio-emotional learning is recorded through Tiered Fidelity Indicators with growth at all sites. Focus group input targets the impact

of specific positions or specific people identified as key components of helping students in measured areas.

Elementary data indicates fifth-grade and sixth-grade students reported School Connectedness at 68%. Perceived School Safety for fifth-grade was reported at 74% and 77% for sixth-grade students. Meaningful Participation was reported at 43% by fifth-grade students and at 41% by sixth-grade students. Elementary site data have been reviewed by each site to address areas for improvement.

Parent survey results indicate generally positive trends in school safety, student engagement, and facility conditions. The most significant growth was reported at the middle school in the areas of school safety (+15% from the 2023-2024 base line data) and well-maintained facilities (+16% from the 2023-2024 base line data). Elementary parent responses remained stable from the 2024-2025 school year, with modest gains noted in school safety, student engagement, and facility conditions. School sites reviewed survey results to identify strengths and areas for continued improvement.

Middle school student survey results indicate continued strengths in several areas. Perceived School Safety increased by 20% to 54% from the 2023-2024 base line data (34%), while School Connectedness remained stable. Meaningful Participation remains above 2024 levels despite a slight decline from the previous year. These results reflect positive progress in student perceptions of safety, connectedness, and engagement at the middle school level.

PBIS reviews for application for recognition indicate 2 sites prepared for Silver application and 2 for Gold based on Spring 2026 Tiered Fidelity reviews. Sites have focused on solidifying Tier 1 behavioral foundations and are moving toward consistency of implementation and referrals for Multi-Tiered Systems of Support, especially for Tier 2. Classroom expectations, referrals, and accountability are becoming more consistent. A focus on promoting positive behavior and academic focus has been noted to require more attention to relationship-building activities for awards and consequences and a pivot away from tangible awards which were a focus. Students in focus groups have responded positively to relationship-building activities.

ATTENDANCE DATA INCLUDED:

2025-2026 DASHBOARD CHRONIC ABSENTEEISM – Overall District Chronic Absenteeism decreased significantly by 5.4%, reaching Yellow status at 13.6%. All school sites achieved Yellow status. Significant growth was noted among Homeless students, with a decline of 10.6% and a current status of 19.1%.

Targeted attendance campaigns, reaching out to families, attendance conferencing, messaging, incentives, and dedicated staff expansion to specifically target this need

were implemented and continue. Long-term independent study was discontinued and short term independent study was continued only for illness per district policy.

2025-2026 DASHBOARD SUSPENSION RATE – The district maintained Blue status with no student groups identified in the lowest performance level. School sites identified as Blue included Bear Mountain, Sierra Vista, and El Camino Real. Haven Drive Middle School maintained Green status. Students with Disabilities remained the lowest-performing student group at Yellow.

Increased implementation of PBIS, continuation of district-wide implementation of RULER Social-emotional learning curriculum, use of a tiered referral plan for behavior, and revision to tasks assigned to campus supervisors and social workers have directly impacted this area.

School sites BLUE: Bear Mountain, El Camino, Sierra Vista

School sites GREEN: Haven Drive

Student groups particularly at risk: Students with Disabilities at the district level (Yellow-suspension)

TITLE IV NEEDS ASSESSMENT

Priority 6A: School Climate- Source: California Dashboard Suspension Indicator			
<i>% of students reported as Suspended on the California Dashboard and placement on the dashboard based on status and change</i>			
<u>METRIC</u>	<u>2024-2025</u>	<u>Intended Outcome 2026-2027</u>	<u>DIFFERENCE FROM 2022-2023 BASELINE</u>
2.1A District Overall	2.1A 0.3% Blue (Maintained -0.2% Very Low)	2.1A 0.6% *Green -Maintain - 0.2%/status of Low	2.1A Declined 0.5%
2.1B English Learners	2.1B 0.3% Blue (Maintained -0.2% Very Low)	2.1B 0.6% *Green - Maintain -0.1% /status of Low	2.1B Declined 0.4%
2.1C Hispanic	2.1C 0.3% Blue (Maintained -0.2% Very Low)	2.1C 0.6% *Green - Maintain - 0.2%/status of Low	2.1C Declined 0.5%
2.1D Low Income	2.1D 0.3% Blue (Maintained -0.2% Very Low)	2.1D 0.6% *Green -Maintain -0.2% /status of Low	2.1D Declined 0.5%
2.1E Students with Disabilities	2.1E 1.3% Yellow (Increased 0.4% Low)	2.1E 0.3% *Blue - Maintain 0 / status of Very Low	2.1E Increased 1.0%
2.1F White	2.1F	2.1F 0.6% *Blue - Decline -	2.1F Declined 1.0%

	0% Blue (Maintained 0% Very Low)	0.4%/status of Very Low	
2.1G Foster Youth	2.1G 0% Blue (Maintained 0% Very Low)	2.1G 0% *Blue -Maintain 0 /status of Very Low	2.1G Maintained 0%
2.1H African American	2.1H 0% (Maintained 0% No Color Assigned)	2.1H 0.6% *Blue -Decline significantly -4.2%/status of Low	2.1H Declined 4.8%
2.1I Homeless 1.9% increased 1.9%	2.1I 0.6% Green (Declined 0.5% Low)	2.1I 0.6% *Green -Decline -1.3% /status of Low Low	2.1I Declined 1.3%
	2.1J LTEL 1.3% Green (Declined 0.9% Low)	2.1J 0.3% LTEL	2.1J Declined 1.0% - established baseline corrected to 2.3%

California Healthy Kids Student Results - as reported in 2025-2026 LCAP			
% of students responding strongly agree to the following questions on the California Healthy Kids survey.	February 2026	2026-27 Goal	February 2026 differences from the Baseline February 2024
2.3A School Connectedness 5th	2.3A 68%	2.3A 85%	2.3A -4%
2.3B School Connectedness 6th	2.3B 68%	2.3B 85%	2.3B +7%
2.3C School Connectedness Middle School	2.3C 45%	2.3C 85%	2.3C +6%
2.3D Perceived School Safety 5th	2.3D 74%	2.3D 85%	2.3D -1%
2.3E Perceived School Safety 6th Middle School	2.3E 77%	2.3E 85%	2.3E +13%
2.3F Perceived School Safety Middle School	2.3F 54%	2.3F 85%	2.3F +20%
2.3G Meaningful Participation 5th	2.3G 43%	2.3G 75%	2.3G -5%
2.3H Meaningful Participation 6th	2.3H 41%	2.3H 75%	2.3H +1%
2.3I Meaningful Participation Middle School	2.3I 24%	2.3I 75%	2.3I +9%

California Healthy Kids Staff Results - as reported in 2025-2026 LCAP
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% of staff responding strongly agree to the following questions on the California Healthy Kids survey.	February 2026	2026-27 Goal	February 2026 differences from the Baseline February 2024
2.4A Safe Place for staff elementary	2.4A 51%	2.4A 75%	2.4A +10%
2.4B Safe Place for staff middle school	2.4B 24%	2.4B 75%	2.4B +5%
2.4C Safe Place for students elementary	2.4C 54%	2.4C 75%	2.4C +11%
2.4D Safe Place for students middle school	2.4D 31%	2.4D 75%	2.4D +15%
2.4E Meaningful student participation elementary	2.4E 44%	2.4E 75%	2.4E +5%
2.4 F Meaningful student participation middle school	2.4F 36%	2.4F 75%	2.4F +14%

California Healthy Kids Parent Results - as reported in 2025-2026 LCAP			
Priority 6C: Survey of Safety and Climate- Source: California Healthy Kids Parents			
% of parents responding strongly agree to the following questions on the California Healthy Kids survey.	February 2026	2026-27 Goal	February 2025 differences from the Baseline February 2024
2.5A Safe place elementary range	54% all schools	75%	+4 / -2 low and high ranges %
2.5B Safe place middle school	43%	65%	+15%
2.5C Meaningful student engagement elementary range	48% to 54%	75%	+2 / +1 low and high ranges %
2.5D Meaningful student engagement middle school	43%	65%	+5%
2.5E Facilities well maintained elementary range	42% to 56%	60%	+3 / +3 low and high ranges %
2.5F Facilities well maintained middle school	46%	30%	+16%

To support the educational and safety needs of our students, the district partners with Boys and Girls Club of Bakersfield, Kern County Superintendent of Schools, Clinica Sierra Vista, Southern Kern Expanded Learning Network, and Entrusted Legacy 21st Century to support after school programs and provide socio-emotional support to our students. We also are actively engaged with the South Valley Neighborhood Partnership.

ACTION STEPS:

PROVIDING STUDENTS WITH A WELL-ROUNDED EDUCATION

To support the educational and safety needs of our students, the district operates an Expanded Learning Opportunity Program (ELOP) including an after-school ASES program at each of our four school sites and 21st Century programs at two sites. We partner with Boys and Girls Club of Bakersfield and Entrusted Legacy to provide classroom tutors funded by ASES and 21st Century that work with our students at the elementary schools. Entrusted Legacy staff support middle school students for both ASES and 21st Century. Tutors from this program may come with very little pre-training and do not necessarily have any other connection with Arvin or our schools. Title IV funding provides a district Resource Teacher as an instructional liaison to work directly with tutors and students to support project-based learning, homework support, academic intervention and model implementation of AVID skills alongside the tutors from Boys and Girls Club and Entrusted Legacy 21st Century and within Expanded Learning programs.

SUPPORTING SAFE AND HEALTHY STUDENTS

The district will provide Social Workers at each of our school sites and through a Community Health Center funded through LCAP for 2026-2027. Social Workers provide behavioral interventions, aggression replacement training, Girl's Circle, My Journey Grief Groups, Parent Project, suicide awareness, grief support, and facilitate a variety of activities to support the school sites especially during the unprecedented time of the pandemic. In addition, their contacts linked families to other direct services including Clinica Sierra Vista Counseling, the Arvin Family Resource Center, and the EDGE program, among others. They conduct risk assessments and facilitate conflict mediations.

To further support safe and healthy students, the number of Elementary Campus Supervisors and the hours they work have been expanded utilizing Title IV funds. They focus on the development of healthy, resilient, and productive citizens with a particular focus on engagement, school connectedness, and positive behavior supports. Title IV funds added extra hours for elementary and additional personnel at the middle/district level school to meet with students focusing on PBIS modeling, restorative circles and restorative practices. Relationships will be strengthened, and positive interaction supported with these staff members.

TECHNOLOGY

Title IV funds will provide professional development-focused on engaging staff to empower students to support educational outcomes through use of data. This is critical to empower teachers to provide instruction through, with, and for use of technology to ensure equity for students as they will compete in a workplace expecting technological skills and collaborative work habits with a focus on digital literacy, responsible

technology use, and the effective use of Artificial Intelligence (AI) as an instructional support tool.

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

SUMMARY STATEMENT

In conclusion, our district continues to address the significant academic needs of students not meeting grade-level proficiency during the final year of the 2024-2027 LCAP cycle. The LCAP has been continuously refined based on analysis of student outcome data, educational partner input, and implementation evidence, and these efforts are supported by this LCAP Federal Addendum. District academic scores indicate a high percentage of students are struggling and not significantly progressing with consistency in Language Arts and Mathematics, which makes evident a need for more rigorous universal instruction with spiraled and tailored supplemental and intensified supports as needed to meet student gaps in learning and ensure the attainment of one year's growth for each year in school is supported for all student groups districtwide.

Our aligned strategic plans will guide district work through the final year of the current LCAP to maintain employment of personnel, to refine and strengthen professional development, to continue implementation of successful programs and actions, and to provide additional resources to mitigate student learning loss as well as expand areas identified as successful.

The district is expending Local Control Funding Formula supplemental and concentration grant funds as described in the Arvin Union School District's goals and related action steps to focus explicitly on engagement/attendance and well-being, standards-based academic achievement, professional development to build on current expertise while also supporting new staff to the district, and support our multilingual learners in attaining English Language Proficiency. Educational Partner input has collectively affirmed that equity and meaningful engagement are critical to improving foundational Multi-Tiered Systems of Support, Cycles of Inquiry, parent involvement, and ultimately, student outcomes. A strong foundation of personnel and programs has been set forth through sequential Local Control Accountability Plans over the years. Actions are reviewed, modified, expanded, and improved each year as data indicates a need as we continue to implement the final year of our three-year LCAP and aligned strategic plans.