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

School Year
2026-2027

Date of Board Approval
June 17, 2026

LEA Name
Chula Vista Elementary School District

CDS Code:
37-68023-0101592

Link to the LCAP:
(optional)

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 Elementary School District (CVESD) strategically leverages federal funds to supplement, not supplant, state and local resources, in alignment with the Local Control and Accountability Plan (LCAP) and the requirements of the Every Student Succeeds Act (ESSA). Federal funds are purposefully allocated to enhance district initiatives, expand equitable access to high-quality instruction, and address the identified needs of all students—particularly those who are underserved—based on comprehensive needs assessments. These investments directly support and align with CVESD's five LCAP goals: Academics, Safe and Inclusive Environments, English Learner Support, Innovation, and Family Engagement.

CVESD ensures access to rigorous, standards-aligned Tier 1 instruction in every classroom as the foundation for student success and the advancement of its Academic and Innovation goals. Through the implementation of a Multi-Tiered System of Supports (MTSS), the district utilizes a cohesive, data-driven framework that integrates high-quality core instruction with targeted academic and behavioral supports. Ongoing analysis of multiple measures of data informs decision-making at the district, school, and classroom levels, ensuring responsiveness to student needs and continuous improvement. Instructional practices are grounded in evidence-based strategies and are designed to promote innovative learning experiences, visible thinking, and high levels of student engagement through critical analysis, collaboration, communication, and creativity.

This comprehensive approach also advances the district's goals related to Safe and Inclusive Environments, English Learner Support, and Family Engagement. The integration of Social-Emotional Learning (SEL) within the MTSS framework supports the development of the whole child, while fostering safe, inclusive, and supportive learning environments. Targeted supports for English learners, along with meaningful family engagement, ensure that students and their families are active partners in the educational process. Collectively, these efforts ensure the delivery of a well-rounded educational program that promotes student achievement, language development, and overall well-being.

TITLE I:
Funds are used to support schoolwide programs that strengthen access to high-quality, standards-aligned Tier 1 instruction, particularly for low-income students. Supplemental supports may include professional development in evidence-based instructional strategies, additional academic interventions, and resources to support the implementation of a Multi-Tiered System of Supports (MTSS). Title I also supports family engagement activities, such as parent workshops, communication tools, and opportunities for ongoing input, to strengthen partnerships between schools and families and improve student outcomes. Supplemental uses of funds may include staffing for instructional services to support professional development that enhances Tier 1 instruction, staffing and resources for innovation station learning experiences, and transportation costs (e.g., bus services) to support students, including those identified under McKinney-Vento, in accessing school and maintaining consistent attendance.

TITLE II:
Funds are used to improve teacher and administrator effectiveness through supplemental professional learning and support systems. These supports may include instructional coaching, collaboration through Instructional Leadership Teams (ILTs), participation in the Peer Assistance and Review (PAR) program, and mentoring through the New Teacher Induction Program. Funds may also support recruitment and retention efforts, as well as professional development focused on literacy, language development, and standards-aligned instruction across content areas. Supplemental uses may include districtwide teacher training in key instructional focus areas, staffing and release time for New Teacher Induction and PAR participation, and resources necessary to implement effective Instructional Leadership Teams as part of the district's Rigorous Learning for All plan.

TITLE III:
Funds are used to supplement programs and services for English learners. Supplemental supports may include enhanced and customized professional learning for staff on designated and integrated ELD and additional academic and language support services. These efforts are designed to increase reclassification rates, improve student performance on the English Language Proficiency Assessments for California (ELPAC), and support progress toward meeting state academic standards. Supplemental uses of funds may include staffing for instructional services to support professional

development for English learner instruction, data systems to monitor and analyze English learner progress, and supplemental instructional materials and books for classroom and professional learning use. Title III Immigrant funds may also support staff and services designed to assist newcomer students in successfully transitioning into the school system.

TITLE IV:
Funds are used to enhance student access to a well-rounded education and to support safe and healthy learning environments. Supplemental activities may include expanded learning opportunities, enrichment programs, student wellness supports, and instructional resources that promote engagement and collaboration. Funds may also support initiatives that improve school climate and provide students with access to supportive, inclusive learning environments. Supplemental uses may include staffing and resources to implement innovation station learning experiences that promote student engagement, collaboration, and applied learning across content areas.

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 Chula Vista Elementary School District (CVESD) aligns the use of federal funds to its Local Control and Accountability Plan (LCAP) goals—Academics, Safe and Inclusive Environments, English Learner Support, Innovation, and Family Engagement—through ongoing analysis of student data to inform planning, implementation, and continuous improvement. Federal funds are used to supplement state and local resources and are strategically directed to support equitable access, high-quality instruction, and improved outcomes for underserved student groups.

LCAP Goal 1: Academics
Supported by Title I and Title II funds, which enhance access to high-quality instruction through professional learning, evidence-based practices, and systems that strengthen Tier 1 instruction and improve student achievement.

LCAP Goal 2: Safe and Inclusive Environments
Supported by Title I and Title IV funds, which contribute to positive school climate and inclusive learning environments through supplemental supports and services.

LCAP Goal 3: English Learner Support
Supported by Title III funds, which provide supplemental services to improve English language proficiency, increase reclassification rates, and support progress toward meeting state academic standards.

LCAP Goal 4: Innovation
Supported by Title I and IV funds, which expand access to a well-rounded education and promote innovative instructional approaches that increase student engagement and application of learning.

LCAP Goal 5: Family Engagement
Supported by Title I funds, which strengthen meaningful family engagement through communication, outreach, and opportunities for active participation in student learning.

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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.

Provision provided in the Consolidated Application.

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

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

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

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

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

Educator Equity Data Tables available here:

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THIS ESSA PROVISION IS ADDRESSED BELOW:

CVESD annually reviews teacher assignment, credentialing, and experience data to identify and address any disparities that may result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. Data sources include teacher credentialing records, assignment monitoring reports, Human Resources staffing data, and student demographic information.

CVESD requires all teachers to hold the appropriate California teaching credential and authorizations for their assigned position. Teacher applicants must provide valid credentials and required authorizations prior to employment. The district monitors teacher assignments throughout the year to ensure compliance with state credentialing requirements and to minimize out-of-field assignments.

CVESD consists of 43 non-charter schools, of which 38 operate as Title I Schoolwide Program schools. Based on student demographic and socioeconomic data, Title I schools serve significant populations of low-income and minority students. As part of its annual analysis, the district examines the rates of ineffective, inexperienced, and out-of-field teachers assigned to these schools and compares them to districtwide staffing patterns.

Based on the most recent review, 2% of teachers serving low-income and minority students are identified as ineffective according to State Board of Education-approved definitions. Additionally, 1% of teachers serving low-income and

minority students are assigned to out-of-field positions based on State Board of Education-approved definitions. The district also found that 42 of 1,004 teachers (4.2%) assigned to Title I Schoolwide Program schools serving low-income and minority students have less than one year of teaching experience and are therefore classified as inexperienced teachers.

To address potential disparities, CVESD carefully considers teacher placement decisions to promote equitable access to qualified and experienced educators across all schools. The Human Resources Department conducts annual staffing analyses and reviews assignment patterns to ensure that the distribution of experienced teachers is balanced between Title I and non-Title I schools whenever possible.

The district provides targeted support for inexperienced teachers through induction and mentoring programs, instructional coaching, site-based administrative support, collaborative professional learning opportunities, and ongoing professional development. In addition, administrators monitor teacher performance and provide individualized support plans, coaching, and professional growth opportunities for teachers identified as needing additional assistance. The district also continues to review credentialing and assignment practices to reduce out-of-field placements and ensure that students are taught by appropriately credentialed educators.

CVESD will continue to monitor teacher effectiveness, experience, and assignment data annually and implement staffing, recruitment, retention, and professional learning strategies as needed to address identified disparities and ensure that low-income students and minority students have equitable access to effective, experienced, and appropriately credentialed teachers.

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	An ineffective teacher is any of the following: • 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. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	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: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP)

	• **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

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

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

CVESD addresses the Parent and Family Engagement provisions through LCAP Goal 5: Family Engagement, in conjunction with the District's Parent and Family Engagement Policy and aligned site-level policies established and implemented at each school site. These policies provide the foundation for meaningful family engagement, shared responsibility, and consistent communication between schools and families in support of student success.

LCAP Goal 5 includes three primary actions to support Educational Partner Engagement:

- Community Outreach: Community Outreach focuses on district-wide events and parent workshops that provide families with access to information, resources, and learning opportunities to support student success.
- Parent Leadership and Education: Parent Leadership and Education is designed to build parent capacity and strengthen engagement at the school site level by promoting parent leadership opportunities, increasing participation in school-based decision-making, and supporting families in actively contributing to school improvement efforts.
- Digital Engagement: Digital Engagement ensures timely and accessible communication through multiple platforms, enabling families to stay informed and engaged.

Educational partner engagement is further strengthened through structured opportunities for participation in School Site Councils (SSC), District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), English Learner Advisory Committees (ELAC), and parent organizations such as PTA/PTO. Through these avenues, families are engaged in collaborative decision-making, providing input on programs, services, and priorities that support student achievement and continuous improvement.

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:

CVESD is committed to meaningful parent and family engagement as a core strategy for improving student outcomes and meeting the requirements of ESSA Sections 1112(b)(3) and 1112(b)(7). These efforts are aligned with LCAP Goal 5, which prioritizes family engagement and shared decision-making.

ESSA Section 1112(b)(3): CSI/TSI SCHOOLS

CVESD has one school identified for Targeted Support and Improvement (TSI). CVESD ensures that parents and family members at the identified school are actively involved in the development, review, and revision of the school's improvement plan, or School Plan for Student Achievement (SPSA). This includes engagement through the School Site Council (SSC), as well as opportunities to provide input through meetings, surveys, and educational partner discussions.

ESSA Section 1112(b)(7): PARENT AND FAMILY ENGAGEMENT STRATEGY

PARENT AND FAMILY ENGAGEMENT POLICY:
CVESD maintains a District Parent and Family Engagement Policy that is developed, reviewed, and revised with input from DAC and DELAC. These advisory groups play an active role in providing feedback and revisions to ensure the policy reflects the needs of families. In addition, school site educational partners collaborate to develop and annually review their site-based Parent and Family Engagement Policies. All policies are distributed through multiple platforms, including school sites, digital communication systems, and the district website.

BUILDING PARENT CAPACITY:
CVESD provides ongoing support to families to understand state standards, assessments, and how to monitor student progress. Through DAC and DELAC, a variety of workshops related to academics, literacy, and social-emotional learning are provided to parents with pertinent information to support student success. LCAP Goal 5 and the Parent Ambassador Program promote family leadership and engagement. CVESD also supports Family Resource Centers and community school resources, which provide families with access to educational materials, workshops, and services that strengthen

their ability to support student learning. Parents of students with disabilities are provided opportunities to participate in ongoing district-level meetings, workshops and coffee talks to support engagement and understanding of programs and services.

COORDINATION OF ENGAGEMENT EFFORTS:
Parent engagement efforts are coordinated across programs and aligned through SSC, ELAC, DAC, and DELAC to ensure consistency between district priorities and site-level planning, including SPSA development and implementation.

ACCESSIBLE TWO-WAY COMMUNICATION:
CVESD ensures that all information related to school programs, meetings, and activities is provided in languages and formats families can understand through translation and interpretation services. Schools utilize two-way digital communication platforms, along with in-person and written communication, to maintain ongoing engagement with families.

RESPONSIVE AND INCLUSIVE ENGAGEMENT:
CVESD provides reasonable support for parent involvement activities based on family input. Efforts ensure inclusive participation for all families, including those with limited English proficiency and disabilities, through accessible materials, targeted outreach, and flexible engagement opportunities.

ALIGNMENT WITH LCAP:
Parent and family engagement under ESSA is fully aligned with the LCAP educational partner engagement process. Input gathered through DAC, DELAC, SSCs, surveys, ELACs, Principal Coffee Chats and community engagement directly informs LCAP Goal 5 and the development, implementation, and evaluation of both the LCAP and SPSA.

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.

SCHOOLWIDE PROGRAMS, TARGETED SUPPORT PROGRAMS:

CVESD provides ongoing support to schools in the development, implementation, monitoring, and evaluation of Schoolwide Programs and Targeted Support initiatives through the School Plan for Student Achievement (SPSA) process.

To ensure compliance and meaningful educational engagement, the district conducts annual training for principals, staff, parents and community members. Principal also provide training to their School Site Council (SSC) members. This includes SSC 101 training, which provides an overview of SSC roles and responsibilities, SPSA requirements, federal and state program requirements, budget development, and educational partner engagement expectations. Through this training, SSC members learn how to review program effectiveness, analyze student achievement data, evaluate the impact of funded actions and services, and use evaluation results to inform future planning and resource allocation.

The district establishes and communicates annual SPSA timelines to support schools throughout the planning cycle. Dedicated SPSA support sessions are provided to principals to assist with needs assessment, data analysis, goal development, action planning, budgeting, and alignment of expenditures to identified student needs. Ongoing technical assistance is available throughout the year to ensure plans remain compliant and focused on improving student outcomes.

Schools participate in a continuous improvement process that includes monitoring progress toward SPSA goals, reviewing student performance data, conducting the annual Title I Program Evaluation, and making adjustments based on identified needs. Evaluation findings are used to determine the effectiveness of strategies and expenditures and to guide revisions to the SPSA for the upcoming year.

Each year, SPSAs are reviewed and approved by School Site Councils and subsequently presented to the Governing Board for approval. Fall approvals ensure plans are in place for implementation, while spring reviews support the annual

evaluation of goals, actions, and expenditures, including the Title I Program Evaluation, and inform planning and resource allocation for the following school year.

PROGRAMS FOR NEGLECTED AND DELINQUENT CHILDREN:

CVESD provides educational and support services to students identified as neglected, students experiencing temporary housing, and students served through other qualifying facilities. The District collaborates with school sites, community agencies, caregivers, and county partners to ensure equitable access to high-quality educational programs and supports that promote academic achievement, school stability, and student well-being.

Under Schoolwide Programs (ESSA Section 1114) and Targeted Assistance Programs (ESSA Section 1115), schools implement coordinated services designed to remove barriers to learning and support student success.

Supports may include:

- Immediate enrollment and school stability supports
- Academic intervention and supplemental instruction
- Attendance monitoring and case management
- Social-emotional, behavioral, and wellness supports
- Coordination with counseling, mental health, and community-based services
- Access to school meals, transportation assistance, and basic needs resources, when applicable
- Assistance with records transfer and educational continuity
- Family and caregiver engagement to support student success

CVESD collaborates with site administrators, Student Services, Attendance and Wellness staff, District Social Worker, School Social Workers/Counselors, and community partners to identify barriers to attendance and academic achievement and implement targeted interventions to improve outcomes. School social workers and counselors also support attendance incentives and strengthen family engagement and connection to school.

The District ensures students identified as neglected receive equitable access to Title I–supported programs and services that promote academic achievement, school connectedness, and continuity of instruction. CVESD also refers students and families to the SBCS Community Assessment Team, when appropriate, to provide intervention supports and help prevent juvenile justice involvement.

For students residing in local institutions for neglected or delinquent children or participating in community day school programs, CVESD coordinates educational services to support continuity of instruction and access to appropriate academic and behavioral supports aligned with districtwide expectations.

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:

CVESD does not have any Targeted Assistance (TAS) schools.

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:

CVESD meets the requirements for services for homeless children and youth through LCAP Goal 2: Safe and Inclusive Environments, which prioritizes coordinated supports to address the social-emotional, physical, and academic needs of unduplicated student groups, including students experiencing homelessness. The District ensures that homeless students are identified, supported, and provided equitable access to educational services through coordinated efforts among school-based and district-level support staff.

School sites are supported by a team that includes school psychologists, school nurses, student attendants, school social workers/counselors, Community School coordinators, and other support staff who work collaboratively to address student and family needs. These staff provide direct services and coordination of supports such as consultation, referrals to community resources, participation in Multi-Tiered System of Supports (MTSS), Student Study Teams (SST), crisis response, and other school-based interventions that promote student well-being and school stability.

District-level personnel, including Lead Mental Health Specialists and district social workers, prioritize supports for students experiencing homelessness by assisting with access to transportation, food, housing resources, and other basic needs, while also coordinating with families and community agencies to reduce barriers to attendance and engagement. School psychologists provide additional support as needed, particularly in relation to students with disabilities and 504 plans, ensuring alignment of services across programs. Through these coordinated and responsive systems of support, CVESD ensures that homeless children and youth receive targeted, supplemental services that promote stability, access to instruction, and improved educational outcomes..

CVESD also has five Family Resource Centers that provide direct services such as access to food, clothing, school supplies and referrals to counseling, housing, case management, and more.

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.

CVESD supports student transitions from early childhood education programs to elementary school through coordinated communication, enrollment support, and family engagement practices designed to ensure a smooth and informed transition into TK and kindergarten.

Each year, in January, the District sends transition letters to preschool families notifying them of their child's upcoming eligibility for Transitional Kindergarten (TK) or Kindergarten. These communications provide families with clear information about enrollment timelines, required documentation, and steps to complete the enrollment process. Letters are provided in English and Spanish to ensure equitable access for all families.

Transition supports include:

- Annual January notification letters to preschool families regarding TK/K eligibility
- Step-by-step enrollment guidance for families transitioning into elementary school
- Multilingual communication (including Spanish) to ensure accessibility
- Coordination between early childhood programs and elementary school sites to support enrollment continuity
- Family engagement efforts to help parents understand placement options and readiness expectations
- Collection of parent feedback through surveys to inform and strengthen transition practices

In addition, CVESD gathers parent input through surveys to better understand family experiences and continuously improve transition processes. Feedback is used to refine communication, outreach, and enrollment supports.

These efforts ensure alignment between early childhood education programs and elementary school services under ESSA Sections 1112(b)(8), 1112(b)(10), and 1112(b)(10)(A–B), supporting a seamless transition into the K–12 system and promoting early school success.

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

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:

CVESD uses funds under this part to support equitable access to high-quality instruction and resources that promote academic achievement for all students. While Title I funds are not used to explicitly support programs solely designated for gifted and talented students or districtwide library services, CVESD ensures that these areas are addressed through a combination of site-based flexibility and broader LCAP investments.

(A) Gifted and Talented Students:
CVESD supports advanced learners through inclusive instructional strategies and enhanced learning opportunities available to all students. Title I funds contribute to staffing for Innovation Station teachers, who provide enriched, hands-on learning experiences that foster critical thinking, creativity, and problem-solving skills. Additionally, schools are supported in using multiple measures to identify students with advanced academic potential and to implement differentiated instruction within the core program. Professional development provided through Title I supports educators in meeting the needs of a wide range of learners, including those performing above grade level.

(B) Effective School Library Programs and Digital Literacy:
School sites may allocate their Title I funds, as outlined in their School Plan for Student Achievement (SPSA), to address specific library or media center needs aligned to student achievement goals. CVESD supports effective library services through other funding sources, including LCAP Goal 1, which provides staffing for library personnel to ensure students have access to literacy resources and instructional support. In addition, CVESD promotes the integration of digital literacy, information literacy, and research skills through classroom instruction and technology. These combined efforts ensure that students have opportunities to develop essential digital literacy skills that support academic success.

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.

CVESD implements a comprehensive system of professional growth and improvement for principals, teachers, and other staff that is aligned to district priorities, including the Rigorous Learning for All Plan, specifically the High Quality Professional Learning domain. The District provides ongoing, differentiated professional learning opportunities designed to build capacity, improve instructional practice, and support educators across all stages of their careers. These systems are informed by student data and educational partner feedback and are continuously refined to ensure effectiveness and relevance.

PRINCIPALS AND SCHOOL LEADERSHIP:
CVESD provides principals and school leaders with ongoing professional growth opportunities through structured, job-embedded learning. Professional development is provided during monthly Leadership and Learning meetings, where principals engage in professional learning aligned to the Rigorous Learning for All Plan and district instructional priorities. Principals also participate in quarterly Instructional Leadership Team (ILT) engagement with their site teams, which supports the application of professional learning to site-based instructional practices and strengthens leadership capacity. New and developing principals are further supported through Principal Leadership Academies, and Senior Directors work directly with principals to provide differentiated coaching and support. These systems promote professional growth by strengthening instructional leadership, supporting the implementation of rigorous, standards-aligned instruction, and building the capacity of principals to lead continuous improvement efforts. Growth and improvement are measured through student achievement data, progress toward site goals, and feedback from supervision and evaluation processes. The District continuously evaluates these supports through data analysis and leader feedback to ensure ongoing improvement and alignment with district needs.

TEACHERS:
CVESD supports teacher professional growth through ongoing, differentiated professional learning opportunities provided throughout the year. Instructional Services delivers districtwide professional development aligned to the Rigorous Learning for All Plan, focusing on strengthening instructional practices and improving student outcomes. In addition, Instructional Services staff provide site-level professional learning through grade-level collaboration, coaching cycles, Friday staff meetings, vertical articulation structures, and Instructional Leadership Team (ILT) processes. ILTs serve as collaborative leadership structures that support data analysis, instructional planning, implementation of district initiatives, and continuous improvement efforts at each school site. These job-embedded opportunities support the application of professional learning in classroom practice and promote collective efficacy among educators. CVESD also supports educators through its Teacher Induction Program, which provides individualized mentoring, coaching, and professional learning for eligible beginning teachers. The induction process promotes reflective practice, goal setting, and the development of effective instructional strategies to accelerate teacher growth and improve student learning outcomes. These systems support teachers across the career continuum by providing consistent opportunities to build instructional capacity, refine practice, assume leadership roles, and collaborate with peers. Growth and improvement are measured through multiple indicators, including student performance data, classroom-based evidence, educator

feedback, and professional learning outcomes. CVESD offers a variety of professional learning opportunities, including teacher choice, to meet the diverse needs of educators. The District evaluates the effectiveness of its professional learning system through educational partner feedback, implementation evidence, and student outcomes, and makes ongoing adjustments to ensure continuous improvement.

CLASSIFIED STAFF AND PARAPROFESSIONALS:
CVESD provides classified staff and paraprofessionals with ongoing opportunities for professional growth through a variety of structured learning experiences. These include districtwide events such as the Paraeducator Symposium, as well as additional professional learning opportunities offered throughout the year for both broad audiences and job-alike groups. The District is committed to offering a range of differentiated professional learning opportunities to ensure that classified staff have access to relevant and meaningful growth opportunities aligned to their roles in supporting student learning. School sites and departments also provide professional learning specific to roles and responsibilities. These systems promote professional growth by building the skills and capacity of classified staff to effectively support instructional programs and student needs. Growth and improvement are informed by feedback from participants and supervisors, as well as alignment to district priorities. CVESD evaluates these systems through educational partner input and participation data, and uses this information to refine and improve professional learning opportunities over time.

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:

CVESD uses Title II, Part A funds to support equitable access to high-quality professional learning and leadership development, with funding priorities informed by student achievement data, school performance indicators, educational partner input, and the percentage of students from low-income families. Funds primarily support districtwide systems aligned to the Rigorous Learning for All Plan, including professional development, instructional coaching, New Teacher Induction, Peer Assistance and Review (PAR), and Instructional Leadership Teams (ILTs), which strengthen educator capacity and instructional practice. While these supports are available districtwide, additional consideration is given to schools with the greatest need, including schools identified for Targeted Support and Improvement (TSI) and the District's highest-need schools based on unduplicated pupil populations. Currently, CVESD has one TSI school and collaborates with site leadership to align professional learning and staff development supports to the needs of identified student groups and areas of improvement. This approach is consistent with the District's broader federal funding strategy, ensuring that schools serving the highest concentrations of low-income students, English learners, and foster youth receive prioritized access to targeted professional learning, coaching, leadership development, and continuous improvement supports.

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.

CVESD uses multiple measures of data, including student achievement outcomes, educator feedback, and site-level needs assessments, to continuously plan, implement, and refine Title II–funded activities. Ongoing consultation with educational partners ensures that professional learning is responsive, relevant, and aligned to district priorities, including the LCAP and Rigorous Learning for All Plan.

PRINCIPALS AND SCHOOL LEADERSHIP:
CVESD engages principals and school leaders in ongoing consultation to inform the planning and continuous improvement of Title II activities. The District collaborates with the Administrators Association of Chula Vista (AACV) to gather input on priorities, needs, and implementation of key initiatives. In addition, Principal Leads facilitate collaboration and consultation within cohorts of principals, building leadership capacity and ensuring site-level perspectives are represented in district decision-making. Feedback from these structures is used to continuously refine district initiatives and supports.

TEACHERS:
The District engages in ongoing consultation with teachers as educational partners through collaboration with the Chula Vista Educators Association(CVE), as well as through structured consultation subcommittees that address key initiatives, including professional development. These groups provide input on the design, implementation, and effectiveness of district efforts. Teacher feedback, along with student outcome data and site-level input, informs continuous improvement and ensures that Title II–funded activities are responsive to educator needs and aligned to district priorities.

CLASSIFIED EMPLOYEES AND PARAPROFESSIONALS:
CVESD consults with the Chula Vista Classified Employees Organization (CVCEO) to identify needs and gather input related to district initiatives and supports for classified staff, including instructional assistants and paraprofessionals. The District uses feedback from classified staff and supervisors, along with site and student data, to ensure that supports are responsive, relevant, and aligned to district priorities and student needs.

PARENTS, FAMILIES AND COMMUNITY:
CVESD engages parents and families as educational partners through ongoing consultation and meaningful participation in district advisory groups, including the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), Parent Ambassadors, and the Superintendent's Parent Leadership Committee.

These groups provide input and feedback on key district initiatives, including those supported by Title II, ensuring that family perspectives inform planning, implementation, and continuous improvement of district programs and services.

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:

CVESD provides ongoing, supplemental professional development aligned with the Rigorous Learning for All Plan to classroom teachers, principals, other school leaders, and instructional staff to improve instruction and outcomes for English learners (ELs). Title III–funded professional learning is data-driven, aligning with the District's LCAP Goal 3: English Learner Support, and is supplemental to state and local funding. Professional learning is designed to improve teaching effectiveness, enhance EL proficiency, and support equitable access to rigorous academic instruction.

TEACHERS:
Professional learning sessions are designed to expand effective teaching strategies in literacy and language development, enabling teachers to meet the academic and linguistic needs of ELs across all subject areas and disciplines.

Enhanced professional development includes:

- Cross-linguistic transfer strategies to leverage students' home language in learning English
- Project GLAD strategies and approaches
- ELD Express (Benchmark curriculum) implementation
- Integration of literacy and language instruction into content areas to develop all language domains (listening, speaking, reading, and writing)
- Alignment of ELA and ELD standards with ELPAC assessment requirements
- Alignment of Reading Foundational Skills, District-adopted language arts curriculum, and other District-purchased resources
- Meeting specific linguistic and social-emotional needs of Newcomers
- Equitable access and focused support for English Learner biliteracy development in Dual Language Immersion programs
- Understanding Dual Language as a pathway to biliteracy for English learners
- Effective systems and strategies for serving At-Risk for Long-Term and Long-Term English Learners

Title III PD is provided throughout the year through workshops, coaching cycles, vertical articulation meetings, and site-level grade-level collaboration. Professional learning on EL strategies is also embedded into districtwide trainings across all content areas, ensuring that teachers integrate language development into every classroom context. Teachers also participate in conferences focused on EL best practices and biliteracy to enhance knowledge and expertise. Title III funds support Instructional Services staffing to provide site-level professional development, coaching cycles, and ongoing instructional support. The Ellevation data platform is used to monitor EL progress and inform instructional decisions.

PRINCIPALS AND SCHOOL LEADERS:
Principals and other site leaders receive supplemental professional development designed to enhance their capacity to

support English learner instruction.
Training focuses on:

- Effective ELD and literacy strategies
- Using data from Ellevation, ELPAC, and CAASPP to monitor EL progress and target instructional supports
- Implementing curricula and instructional strategies that meet the needs of diverse EL populations, including Newcomers and Long-Term English Learners
- Supporting teacher capacity and aligning school-level resources to EL instructional goals

This professional learning ensures that school leaders can provide focused feedback, coaching, and support to teachers, enhancing EL instruction across all classrooms.

CLASSIFIED STAFF AND PARAPROFESSIONALS:
Title III funds provide professional development opportunities for English Learner Instructional Assistants (ELIAs) and Immigrant Family/Student Support personnel to enhance their ability to support ELs in classrooms and school communities. Training focuses on:

- Evidence-based instructional strategies for ELs
- Supplemental materials and resources for language development
- Strategies to meet the linguistic, academic, and social-emotional needs of ELs, including Newcomers and Dual Language learners

Professional learning for classified staff is provided through job-alike sessions, symposia, and ongoing training throughout the year, ensuring professional learning that enhances staff effectiveness.

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:

CVESD provides enhanced instructional opportunities for immigrant children and youth through supplemental services funded by Title III Immigrant Funds. These activities are designed to support the academic, linguistic, and social-emotional needs of Newcomer students and are supplemental to all other state and local funding sources.

Supports and enhanced instructional opportunities include:

Immigrant Family/Student Support Personnel: Title III Immigrant funds provide staffing for three dedicated support personnel who work with families and students whose primary languages are Spanish, Japanese, and Korean. These staff members:

- Contact Newcomer families to provide guidance and support
- Facilitate school transitions and welcome students into the school community
- Provide direct, time-limited classroom support for Newcomer students
- Offer interpretation and translation during parent conferences and school meetings

Instructional Resources: The district has purchased the Hello! Benchmark Newcomer curriculum and culturally relevant book sets for all schools to support classroom instruction and help Newcomer students feel welcomed and engaged.

Data-Informed Support: Instructional Services staff utilize the Ellevation data platform to monitor the progress of immigrant students, inform instruction, and guide targeted interventions.

These services are supplemental to districtwide programs and Title III English Learner supports, ensuring that

Newcomer students have equitable access to high-quality instruction, culturally responsive materials, and targeted social-emotional support necessary to succeed.

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:

CVESD implements effective programs and activities under Title III that are specifically designed to help English learners (ELs) increase English language proficiency and meet challenging state academic standards. These programs include additional supports that are supplemental to all other funding sources and enhance the district's core instructional program, aligned with the Rigorous Learning for All Plan and LCAP Goal 3: English Learner Support.

STRUCTURED ENGLISH IMMERSION (SEI) PROGRAM:

- SEI is the primary program for ELs not enrolled in Dual Language, providing instruction primarily in English with a focus on developing proficiency in listening, speaking, reading, and writing.
- Instruction is standards-aligned and differentiated by English proficiency level to ensure access to rigorous grade-level content.
- SEI includes English Language Development (ELD), and professional development and coaching are provided by Title III Resource Teachers to support effective implementation of the ELD standards and ELD Express curriculum.
- Project GLAD approach and strategies are utilized to accelerate and support language development while reinforcing rigorous academic content.
- Guidance for instruction of English Learners is outlined in the Multilingual English Learner Master Plan.

DUAL LANGUAGE IMMERSION (DLI) PROGRAM:

- Nineteen non-charter sites offer Dual Language Immersion as a language acquisition option for EL families.
- Programs serve as a pathway to biliteracy, high academic achievement, and socio-cultural competency.
- Seven sites offer the 50/50 instructional model; twelve sites offer the 90/10 model.
- EL students have access to high-quality English Language Development and Spanish Language Development instruction to achieve biliteracy.
- Instruction incorporates cross-linguistic transfer strategies to support English learners in leveraging their home language to strengthen English proficiency and content understanding.
- Teachers and administrators participate in ongoing professional development to deepen knowledge of Dual Language Education principles.
- The Dual Language Master Plan provides guidance to schools for creating effective biliteracy programs.
- Department staff conduct site visits to support principals and teachers in strengthening program implementation and student outcomes.

SUPPLEMENTAL INSTRUCTIONAL SUPPORT WITH ENGLISH LEARNER INSTRUCTIONAL ASSISTANTS (ELIA):

- Each site is staffed with an English Learner Instructional Assistant (ELIA) who provides supplemental instructional support for a specific time during the school year.
- ELIA staff typically share two school sites, and staffing is allocated based on the enrollment of English Learner students at each site.

- ELIA staff receive ongoing training on best practices to support English learners' language proficiency and literacy skills, including strategies for Newcomer students.

NEWCOMER PROGRAM AND IMMIGRANT SUPPORT:

- Immigrant Family/Student Support personnel, funded through Title III Immigrant funds, provide supplemental assistance to Newcomer students and their families in the district's top languages (Spanish, Japanese, and Korean), supporting school transitions, language development, and understanding of the U.S. educational system.
- Newcomers (students with less than 12 months in a U.S. school) may receive supplemental instruction using the Hello! Benchmark Newcomer curriculum.
- Interpretation support from an outside agency is used when families speak languages not directly supported by district staff.
- Department staff provide ongoing guidance to teachers and instructional assistants on supplemental instructional strategies and oral language development for Newcomer students.

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:

CVESD ensures that schools receiving Title III funds provide supplemental support to English learners (ELs) to achieve English proficiency and meet challenging state academic standards.

ACCOUNTABILITY FOR ENGLISH LANGUAGE PROFICIENCY AND ACADEMIC ACHIEVEMENT:
Schools are held accountable for EL progress through multiple data sources, including the English Language Proficiency Assessments for California (ELPAC), CAASPP assessments, and local benchmarks. Progress for At-Risk for Long-Term English Learners (AR-LTEL), Long-Term English Learners (LTEL), and Reclassified Fluent English Proficient (RFEP) students is monitored to ensure alignment with SPSA Goal 3: English Learner and LCAP Goal 3: English Learner, supporting measurable growth toward district EL goals. Principals review student progress with teachers and report to district-level administrators on EL growth and the implementation of comprehensive ELD programs. The Superintendent and district leadership provide oversight through data review and school walkthroughs to ensure supplemental programs are effectively supporting English learners.

SITE LEVEL SUPPLEMENTAL ACTIVITIES:
Title III funds provide targeted supplemental supports to accelerate English acquisition and academic achievement, helping schools meet district EL goals. These include supporting Structured English Immersion (SEI) and Dual Language Immersion (DLI) programs with professional development and coaching on the ELD standards and ELD Express curriculum from Title III District Resource Teachers; supporting DLI programs with incorporating cross-linguistic transfer strategies; providing English Learner Instructional Assistant (ELIA) staffing based on EL enrollment; and providing Immigrant Family/Student Support personnel, funded with Title III Immigrant funds, to Newcomer students in Spanish, Japanese, and Korean, and who may also receive supplemental instruction with the Hello! Benchmark Newcomer curriculum.

PARENT ENGAGEMENT:

Schools gather input from families through English Learner Advisory Committees (ELAC) and the district-level District English Learner Advisory Committee (DELAC), including the DELAC Needs Assessment, to ensure supplemental programs are responsive to EL student and family needs. Feedback from these committees informs site-level planning and supports continuous improvement in EL programs.

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:

CVESD conducts a comprehensive Title IV, Part A needs assessment at least once every three years to determine priority areas aligned to student needs and district goals. Based on this assessment, CVESD implements activities and programs that support a well-rounded education, safe and healthy students, and the effective use of technology.

PARTNERSHIPS:
The district maintains partnerships with a diverse group of businesses, nonprofits, community-based, and public entities with demonstrated success in workforce development and student learning. These partners include Bristol Myers Squibb, Port of San Diego, San Diego Foundation, City of Chula Vista, Department of Defense Education Activity (DoDEA), Generation STEAM, Sweetwater Authority, Otay Water District, Qualcomm Thinkabit Lab, Living Coast Discovery Center, San Diego Gas & Electric, the International Brotherhood of Electrical Workers (IBEW), and the National Electrical Contractors Association (NECA).

Through these partnerships, the district provides Station Experiences that connect students' strengths and interests to real-world workforce sectors by offering authentic, hands-on learning, mentorship, and exposure to careers across STEM, infrastructure, energy, technology, environmental sciences, public service, and skilled trades. These partnerships support Title IV goals by expanding student access to career-connected learning experiences, promoting innovation, and fostering student engagement aligned to regional workforce needs.

WELL-ROUNDED EDUCATION:
Title IV funds are used to support a well-rounded education by providing Station Experiences that intentionally integrate academic learning, student strengths, and real-world applications. These experiences are designed to support fourth, fifth, and sixth-grade students in exploring their personal strengths, interests, and problem-solving skills while engaging in interdisciplinary learning connected to real world contexts. Through hands-on, inquiry-based activities, students apply core academic concepts, engage in critical thinking and collaboration, and develop an understanding of how personal strengths connect to future career opportunities.

The Station Experiences emphasize exposure to multiple career sectors and workforce strengths, supporting students in building knowledge across disciplines while developing skills such as communication, creativity, adaptability, and persistence. Through the exploration of interest themes using Dr. John Holland's RIASEC model, the program supports student agency and helps learners see themselves in a variety of future pathways. This approach ensures that all students have access to rigorous, engaging, and developmentally appropriate learning experiences that broaden their understanding of career possibilities.

SAFE AND HEALTHY STUDENTS:
Title IV, Part A funds support safe and healthy students by implementing wellness-focused, strengths-based station experiences that integrate mental health, physical well-being, and social-emotional learning, ensuring students have access to inclusive supports for emotional regulation, food & nutrition education, creative expression, and career-connected exploration.

Opportunities to promote safe and healthy students are implemented through hands-on, student-centered activities where students identify personal strengths and interests, receive individualized strengths profiles, and explore interest themes using Dr. John Holland's RIASEC model. Station Experiences such as the Health Station promote healthy habits through food and nutrition awareness and the importance of physical exercise for wellness, while the Sound Station supports stress reduction and emotional regulation through creative expression.

EFFECTIVE USE OF TECHNOLOGY:
Title IV funds were used to support the effective use of technology by providing students with access to digital devices, creative programs, and career-focused technology tools, enabling students to engage in hands-on learning, demonstrate understanding through digital projects, and explore real-world career skills.

By using tools such as Canva at our Station Experiences, students actively apply academic concepts while strengthening creativity, critical thinking, and communication skills. Career-focused activities like coding, programming microcontrollers, and learning about engineering concepts further connect learning to real-world applications, helping students develop technical skills and career awareness. Professional development ensures these tools are used effectively to support student achievement.

PROGRAM OBJECTIVES, OUTCOME AND EVALUATION:
The objectives of the district's Station Experiences are to increase student awareness of personal strengths and interests, improve understanding of career pathways and related educational requirements, and increase engagement in science, technology, engineering, and mathematics. Intended outcomes include stronger alignment between student interests and potential careers and increased integration of career exploration into instructional practice.

Program effectiveness is evaluated through pre- and post-student and teacher surveys. Student surveys measure growth in awareness of strengths, helpfulness of activities in identifying interests and career alignment, familiarity with career educational requirements, interest in STEM fields, and knowledge of station content. Teacher surveys measure perceptions of the importance of strengths- and career-based learning and the extent to which Station Experiences influence future instructional practices.

Survey results are reviewed periodically to identify trends, guide program refinement, and ensure continuous improvement, supporting responsible use of Title IV funds and maximizing impact on student outcomes.

Title IV, Part A Needs Assessment

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

Well-rounded Education Opportunities (ESSA Section 4107)

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

Parent and student feedback were gathered through ThoughtExchange, an online platform for gathering quantitative and qualitative feedback and data from stakeholders. Users are able to contribute and then use stars to indicate the level of importance or agreement. They can assign up to five stars based upon this. During that time, participants shared the “having a well-rounded school environment is important to me”. This ‘thought’ was rated a 4.3 by other participants. Another ‘thought’ shared was the importance of “preparing youth for success in life, not just academic success” and that “enrichment programs are important”. This ‘thought’ was rated a 4.2 by other participants. Participants also stated that “kids need hands-on, creative and engaging opportunities to explore innovation”. This ‘thought’ was rated a 4.2 by other participants.

Widespread data exists that shows the need for the expansion of career-related learning opportunities for students, particularly in STEM (Science, Technology, Engineering, Math) fields. Currently, most career-related learning takes place in middle and high school. However, psychologist Linda Gottfredson’s work indicates why this learning is needed at the elementary school level. Her work shows that young people become aware of who they are and what they want to be in the future beginning at age three. During Gottfredson’s four stages of career development, three take place during the elementary school years. This includes children seeing the jobs as held by adults (stage one), children becoming aware of gender roles and beginning to have ideas of their own careers (stage two), as well as how jobs vary in status and beginning to dismiss some jobs because they don’t see themselves working in these roles (stage three).

What activities will be included within the support for a well-rounded education?

To provide support for a well-rounded education, our innovation experiences will provide a variety of activities. These include partnering with businesses, community-based organizations, and public or private entities such as the Chula Vista Public Library, Qualcomm, Sweetwater Authority, and Otay Water District. In doing so, we can collaboratively provide career awareness and exploration programs for all students in fifth and sixth grade, ultimately helping them to align their strengths and interests with potential careers in industries that have been identified as priority sectors by the San Diego Workforce Partnership. This work focuses heavily on exploring students strengths and interests and providing high-quality career-related learning around science, technology, engineering, and mathematics (STEM) careers for all students, especially female students, economically disadvantaged students, English learners, etc.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

The activities will be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. This will be done through pre- and -post student and teacher surveys. The student surveys will measure the increase in student awareness of their strengths (not at all familiar, not familiar, familiar, and very familiar) and how helpful activities were in identifying interest themes (not at all helpful, not helpful, somewhat helpful, very helpful) and how helpful these were in aligning these with potential careers (not at all, a little, some, a lot). They will also measure the increase in their familiarity with the educational requirements of careers they learned about in these innovation experiences (not at all familiar, not familiar, familiar, and very familiar), as well as their interest in science, technology, engineering, and math (not at all interested, not interested, interested, very interested). Teacher surveys will measure the increase in perception of importance of exploring strengths, interests, and careers, and how participating in these innovation experiences affected each of these. It will also ask how often they plan to incorporate these items into their instruction going forward.

Safe and Healthy Students (ESSA Section 4108)

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

Parent and student feedback were gathered through ThoughtExchange, an online platform for gathering quantitative and qualitative feedback and data from stakeholders. Users are able to contribute and then use stars to indicate the level of importance or agreement. They can assign up to five stars based upon this. During that time, participants shared the "importance of students' academic, social and emotional, and behavioral wellbeing". This 'thought' was rated a 4.6 by other participants. Another 'thought' shared was that "students need to recognize that we have character strengths in addition to academic strengths". This 'thought' was rated a 4 by other participants. Participants also stated that student need to "participate in academic activities that help them find their strengths and overcome challenges". This 'thought' was rated a 4 by other participants.

According to CASEL, social and emotional learning builds social and emotional skills that increase student engagement and lead to improved academic performance. Research by Gallup has shown that when students have an increased awareness of their strengths they are more engaged, have higher wellbeing, and can have better postgraduation outcomes. Strengths data can also be used to deepen student and campus engagement, enhance campus culture, and develop leadership skills.

What activities will be included within the support for safety and health of students?

Activities that will be included within the support for safety and health of students will focus on supporting students with exploring their personal strengths and interests. Students will select their top three strengths and interests to pursue further. Then, the strengths data will be unpacked, both individually and as a class, by one of the innovation teachers. Students will also receive their individual strengths profile as a result of this work. Furthermore, using Dr. John Holland's six RIASEC typologies, students will identify the themes that align best with their interests, and use these to seek out activities that they prefer and eventually connect them with possible careers.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Activities will be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Specific indicators and data points used to determine future planning will include monitoring the percentage of fifth and sixth grade classes that complete the strengths and interests assessment and if they can identify a career that aligns with their strengths and interests as well. Also, student surveys measure the increase in student awareness of their own personal strengths and interests as they apply to future career choices.

Effective Use of Technology (ESSA Section 4109)

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

Parent and student feedback were gathered through ThoughtExchange, an online platform for gathering quantitative and qualitative feedback and data from stakeholders. Users are able to contribute and then use stars to indicate the level of importance or agreement. They can assign up to five stars based upon this. During that time, participants shared the "…the children require so much to keep advancing in academics and technology". This 'thought' was rated a 4.1 by other participants. Another 'thought' shared was that "it would be nice to find a way to implement coding, logic, and computer programming". This 'thought' was rated a 3.5 by other participants.

According to code.org, a collection of studies has shown that children who study computer science perform better in other subjects, excel at problem solving, and are 17% more likely to attend college. A computer science major can also earn more than 40% more than the college average. Data also shows that 67% of all new jobs in STEM are in computing. However, only 11% of STEM bachelor's degrees are in computer science, which explains why there are hundreds of thousands of current job openings in this area. This is one of the career choices that is introduced to students through the innovation station experiences.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

The activities that will be included within the support of effective use of technology will focus primarily on developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through purposeful technology-use. For example, students will utilize computers to access programs such as Canva, to leverage digital tools as a learning tool to explore and meet learning outcomes that align with the goals of the stations. Digital devices will also support career exploration as they will be used to help students learn how to perform specific job duties, which includes, but is not limited to, programming microcontrollers, writing code, and exploring cybersecurity and internet safety. Furthermore, professional development will be provided to enable teachers and instructional leaders to increase student achievement through productive use of technology in the classroom.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

The activities will be evaluated to determine future program planning in multiple ways. They will be evaluated by our industry partners annually to ensure that they accurately simulate specific job roles and the challenges faced in these roles. Engagement in these student activities will also be measure through student surveys. Professional learning will also be measured through written feedback from teacher surveys.

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

Date of LEA's last conducted needs assessment:

LCAP Forums and surveys provide information that inform the Needs Assessment.

Staff LCAP Forums

1/25/24 – Certificated Staff

1/31/24 – Classified Staff

2/6/24 – Confidential/Management

Parent LCAP Forums

2/20/24 Location: Los Altos Elementary School, Anne & William Hedenkamp Elementary School

2/22/24 Location: Chula Vista Hills Elementary School

2/27/24 Location: Lilian J. Rice Elementary School

2/29/24 Location: Thurgood Marshall Elementary School