

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

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.

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's strategy for using federal funds to supplement and enhance local priorities/initiatives with state funds is reflected in our LCAP. In CVESD we want to ensure students engage in relevant, personalized learning experiences that integrate critical thinking, collaboration, communication, creativity, and the use of technology, ensuring that all students are using 21st century fluencies, and experiencing a balanced educational program that encompasses each curricular area (i.e. Visual and Performing Arts (VAPA), ELA/ELD, Mathematics, History/Social Science, Science, PE/Health, and Technology). Title I funds for certificated staff to receive training and resources will be provided to support our schools in these areas for academic and social/emotional professional learning for teachers and administrators. We will increase parent engagement through support of staff focusing on parent needs, requests, and services. We will continue to monitor needs via parent communication and participation. Students in all grades (including all targets such as Low Income, English Learners (ELs), and Foster Youth) will demonstrate increased proficiency on State and District assessments. Our Title II funding is also focused on professional learning. The District will recruit and retain the highest caliber employees to support students and families and will ensure system-wide equitable access to services and supports in the areas of technology, facilities, pupil services, health services, and recruitment of highly qualified teachers. Our New Teacher Induction Program funds mentor teachers for these new teachers in order for them to be highly qualified leaders of learning. Title III federal funds will supplement programs and services for English learners to meet the following goals: increase the rate of reclassification, make annual growth on ELPAC, and meet state standards in English Language Arts and Mathematics as measured by CAASPP and the District's Local Measures. This reflects supplemental support for meeting Goal 3 of the LCAP. Additionally, Title III funds will be used to increase parent engagement at the District and sites. This supports Goal 1 of the LCAP. Title IV funds support and are aligned to Goal 3 of the LCAP. Actions and services in these goals support the well-established partnerships we've built with local businesses to create meaningful learning experiences for students related to solving real-world problems and to explore careers in the priority workforce sectors in San Diego County. Students actively engage in project-based learning activities that were designed in collaboration with community partners and emphasize careers in particular fields.

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 LCAP goals support federally funded programs by ensuring that data analysis for these student target groups drive the focus for all professional development and continued learning. The District ensures a targeted alignment of the use of federal funds with activities funded by state and local funds. Goal 1 of the LCAP aligns with promoting parent engagement in the education of all student groups, including English learners. All schools are also required to align LCAP goals in their School Plan for Student Achievement.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

Provision addressed in the LCAP

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)

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Each year, the Chula Vista Elementary School District ensures that all teacher applicants are eligible to apply for positions within the district only after they have provided proper credentials and other authorizations to teach in our schools. All CVESD teachers and teacher applicants have a valid California teaching credential, either Multiple Subject for placement in an elementary school or a Single Subject credential for middle and high school. Additionally, since CVESD serves a high number of English learners, all CVESD teachers have English Learner Authorization or a Bilingual Cross-cultural Language and Academic Development (BCLAD) if they serve students in a bilingual teaching program. As a result of this hiring process, all teachers in CVESD are properly placed in teaching assignments and are therefore not out-of-field.

The district tracks all new teacher placement in a district employee database system in order to easily identify and compare the ratio of inexperienced teachers who work with low income and minority students. The district carefully monitors this ratio and ensures that all inexperienced teachers have resources and support structures in place to serve students. Chula Vista Elementary School District consists of 41 non charter schools, of which 100% are schoolwide Title I schools. We have determined, based on Free and Reduced Meal Program and student demographic data, all classrooms in Title I schools have both low income and minority students. Therefore, upon analysis of the rate of ineffective, inexperienced or out-of-field teachers assigned to low income and minority students, we found the following to be evident:

0% of teachers in CVESD who serve low income or minority students are considered ineffective, based on records of teacher evaluations.

0% of teachers in CVESD who serve low income and minority students are placed in out-of-field positions.

8% of teachers (106/913) in Title I schoolwide program schools, serving low income and minority students have less than one year of experience (inexperienced.)

The district takes special consideration with the placement of our newer teachers (less than one year of experience), into Title I schools with greater student need. The Human Resources Department will continue to engage in an annual analysis to determine possible scenarios ensuring that the placement of teachers is carefully balanced between Title I and non-Title I schools. Additionally, the district will consider a support plan to ensure all inexperienced teachers in Title I schools have access to high quality professional development, resources and personnel that would assist them in meeting the needs of their students.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

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

Provision addressed in the LCAP

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

All schools will establish functioning ELACs, elect a DAC, and DELAC site representative to attend monthly DAC /DELAC meetings. A District Parent Engagement Liaison assists as needed to help sites establish their ELACs.

In addition to the monthly DAC/DELAC meetings, quarterly workshops are offered on topics relevant to needs of families of English Learner students. Workshops for parents and families of English learners will include sessions on English Learner services, instructional support and resources.

Capacity for District and Site parent leaders is built through our Parent Leadership Series, which is developed and delivered in conjunction with the Western Educational Equity Assistance Center (WEEAC). DAC/DELAC Executive Board attends monthly meetings to plan general DAC/DELAC sessions, and they receive leadership training specific to their role as elected officials. The DAC/DELAC Executive Board may attend conferences such as CAFE to expand their knowledge on how to best support English Learners as well as develop in their parent leadership role.

Newcomer/Immigrant students and families are supported in the area of language, literacy and culture through the Immigrant Instructional Assistant program. Immigrant Instructional Assistants connect with families to support their understanding of our education system in collaboration with department staff.

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.

Provision addressed in the LCAP

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:

Monitoring Student Achievement:

CVESD continuously monitors student achievement through various data points, including assessment data, student surveys and looking at student work. Additionally, the district monitors student attendance rates as well as suspension rates to ensure patterns of poor attendance or behavior are addressed in order to maximize learning for students. CVESD utilizes a report called the LCAP Matrix, which keeps live, real-time data on each student. This report allows the district and site leaders to monitor the number of children in target groups such as English Learners, socioeconomically disadvantaged, special education, military family, foster youth, homeless, GATE, etc. Through this report, District and school administrators are able to drill down into those target groups and hone in on specific students within those groups. Each student profile includes a historical perspective on the progress of each child throughout their time in the district. The profile assists administrators, teachers and parents with understanding the whole picture of the child's progress over the years. Each profile tells a unique story of the child and serves as a guide for ensuring the child receives a learning program that is specific to their needs.

This provision is directly aligned to the district's LCAP in the following goals:

Goal 2 and Goal 3: Increase academic and social emotional support

Goal 3: VAPA Materials

Goal 3: Site specific needs funding

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:

District Instructional Focus: The district's instructional focus is:

Through an equity lens, the CVESD community will work collaboratively to ensure that each student shows measurable growth, which will lead to reducing the achievement gap in literacy and mathematics. This will occur through the implementation of high impact language development strategies aligned to the California State Standards and driven by the District's LCAP goals.

****Target Groups – English Learners, Students with Disabilities, Socio-Economically Disadvantaged, Homeless, Foster Youth, BAIPOC (Black, Asian, Indigenous People of Color) and LGBTQ+ students.**

Family Resource Center (FRCs): CVESD staff work collaboratively with the Chula Vista Community Collaborative (CVCC) organization, which operates five Family Resource Centers, which are the Beacon Center at Vista Square Elementary, New Directions at Rice Elementary, Fairwinds at Loma Verde Elementary, Rayo de Esperanza at Otay Elementary and Open Door Youth and Family at Palomar Elementary. Each of the FRCs provide a gateway to a full range of family and youth centered services. FRCs provide a safe, accessible place for families to connect with comprehensive, coordinated services that help them strengthen their families and become more self-reliant. Programs at each center are tailored to the resources and needs of the community they serve and focus on building on the strengths of each family and individual.

In order to ensure that community residents are provided the best and most professional service, the CVCC Family Resource Centers adhere to the Standards of Quality for Family Strengthening & Support developed by the California Network of Family Strengthening Networks. Through collaborative partnerships, agency staff are out stationed at the FRCs. If there is a needed service that the FRCs do not provide, they will ensure that the family is connected to an outside resource.

This resource is essential for our homeless families. The collaboration between the school sites, the FRCs and our homeless families ensures students have access to the services they need.

Trauma Informed Care:

Our District Social Workers provide professional development sessions on Trauma-informed Practices (TIP). Homeless students often experience trauma that may affect their academic and social-emotional wellness. Through TIPS training, teachers and other staff members become aware of the adverse effects of trauma on students and learn strategies for being more sensitive and responsive to homeless and other students.

Transportation for Homeless and Foster Youth: CVESD is committed to ensure homeless students have access to and from school at the site where stability in their educational program can be maintained. The district provides bus passes for homeless families who do not have their own transportation. In some cases, where public transportation is not an option, the district will provide other forms of transportation so the student can continue to attend school and maintain consistency in their educational program.

This provision is directly aligned to the district's LCAP in the following goals, actions and services:

Goal 1: Parent Liaison

Goal 2 and Goal 3: Increase academic and social emotional support

Goal 2: Employ 8 district social workers

Goal 2: Employ 16.3 FTE school psychologists

Goal 2: Employ a Director of Multi-Tiered Systems of Support

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.

Provision addressed in the LCAP

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) coordination with institutions of higher education, employers, and other local partners; and
- (B) 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:

Visual and Performing Arts: San Diego Youth Symphony

In 2014, CVESD established a partnership with the San Diego Youth Symphony's Community Opus Project in order to provide orchestra and band music instruction to students, particularly to students of poverty. Research has directly linked music instruction to growth and high levels of academic achievement when a systematic, quality music program is offered to students. Positive effects on students, including Improved motivation and behavior, increased attendance and standardized test scores; and most importantly, higher parental engagement. Students not only learn in high quality music programs, they also perform virtual concerts throughout their community and across the city of Chula Vista. Students who participate in the music program, which is offered both during the school day and in after school programs, experience the value of constant improvement through dedication and hard work.

This provision is directly aligned to the district's LCAP in the following goals:

- Goal 2: The District will ensure students engage in relevant, personalized learning experiences that integrate critical thinking, collaboration, communication, creativity, and the use of technology, ensuring that all students are using 21st century fluencies, and experiencing a balanced educational program that encompasses each curricular area (i.e. Visual and Performing Arts, ELA/ELD, Mathematics, History/Social Science, Science, PE/Health, and Technology.)
- Goal 2: Support teacher collaboration opportunities with an emphasis on targeted planning and support for unduplicated students. *Continue to employ teachers (with priority for VAPA) in order to release classroom teachers for collaboration time.
- Goal 2: Support the implementation of the Visual and Performing Arts Strategic Plan: *Continue to employ VAPA Coordinator to oversee VAPA programming across the District.
- Goal 3: Increase site allocations for library clerks/technicians to support literacy instruction for EL, FY, and LI students with a goal of increased literacy achievement.

The Chula Vista Elementary School District has established partnerships with local businesses to create meaningful learning experiences for students related to solving real-world problems and to explore careers aligned with the San Diego Workforce Partnership's Priority Sectors in San Diego County. The learning experiences are immersive, full-day experiences that enhance a well-rounded education with an emphasis on STEM. Currently, CVESD has designed and created five of these learning stations. Most are set up as makerspaces where students explore hands-on science and engineering, as well as to the World of Work, as they make career connections based on their own individual strengths, interests and values. Students also engage in both real-world project-based and problem-based learning activities designed in collaboration with community partners.

The stations are significant for all students, but in particular for students of poverty or for those who are underperforming. The stations address equity and provide access and knowledge of career pathways for our students. Our mission in creating the stations is to ensure that every student has the opportunity to identify and explore their personal strengths and interests and align them with potential careers in the future world of work. In collaboration with our community and industry partners and utilizing economic priority sector research and data, we will ensure that all students have the opportunity to engage in hands-on, work-based learning opportunities. Through these activities, students will make connections between their own personal interests and potential careers. Harnessing the power of priority sector workforce knowledge, students will ultimately be able to see their future selves as contributing, innovative, and productive members of tomorrow's workforce, making our local community neighborhoods and world a better place through their unique combination of interests, talents, and skills.

Ensuring that a highly qualified teacher facilitates the learning in each of the stations is essential to students having a successful experience. In order for all students to have access to these learning stations, located throughout the city of Chula Vista, the district provides transportation to and from the stations, which alleviates the financial commitment of the school site. In addition to providing transportation for access to the Innovation Station, the Energy Station, the Hydro Station, and the Health Station, CVESD will also provide transportation to the Coastal Education Program at the Living Coast Discovery Center for 10 schools with the highest percentage of unduplicated students.

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 LEA and 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)

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

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:

Professional growth and improvement in Chula Vista Elementary School District centers around the District's Instructional Focus which states that through an equity lens, the CVESD community will work collaboratively to ensure that each student shows measurable growth, which will lead to reducing the achievement gap in literacy and mathematics. This will occur through the implementation of high impact language development strategies aligned to the California State Standards and driven by the District's LCAP goals.

**Target Groups – English Learners, Students with Disabilities, Socio-Economically Disadvantaged, Homeless, Foster Youth, BAIPOC (Black, Asian, Indigenous People of Color) and LGBTQ+ students.

Teachers will receive professional growth opportunities through a variety of avenues:

- District staff and teacher leaders will provide training in the areas of language arts, English language development, math, NGSS, History Social Sciences, and social/emotional learning. This support and training may also be more teacher and/or site specific to include needs such as classroom behavior management, technology tools and resources, and data analysis.
- Teacher induction incorporates mentoring and is designed to offer guidance and orientation for new teachers in need of earning a California Clear Credential. In addition to the tailored support that a new teacher receives from his/her mentor, each teacher completes an Individual Learning Plan aligned directly to the California Standards of the Teaching Profession (CSTP). Throughout their time in induction, teachers complete cycles of inquiry while engaging in professional development that specifically meets the needs that they have as a new teacher.
- Principals and school leaders will receive professional growth opportunities on various leadership topics including:
 - Instructional Leadership through the use of high-quality instructional practices.
 - Cultural proficiency training that includes student and staff wellness, and areas related to Social Justice.
 - Instructional leadership through establishing meaningful short- and long-term goals and actionable steps towards addressing the unique needs of students learning through, and after, a pandemic. Instructional Services and Support staff provided training on how to strategically design school improvement plans.

CVESD promotes professional growth and ensures improvement by embedding support systems for teachers, principals, and district leaders. Support provided by experienced teachers for new teachers, as well as support provided for new administrators provided by experienced administrators and various district leaders, has been very powerful in building knowledge and common understanding across the system.

Our cohort learning allows site administrator(s), teachers, and support staff to come together as an Instructional Leadership team and learn together specifically around our Instructional Focus. This new learning is then expanded at each site as teacher leaders work with colleagues to build understanding and deepen instructional strategies for student learning.

Our Principal Lead structure allows for principals to support and lead the work of a cohort of principals and their schools. This consistency of understanding, collaboration, interdependence, and focused work has been a strong link to promoting professional growth within and between schools, as well as ensuring improvement through peer accountability. In addition, principals are supported and coached by their district level leaders. The Superintendent in turn holds all principals accountable for ensuring improvement for students academically, socially, and emotionally.

CVESD evaluates its system of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems through communication and collaboration with all stakeholders. Input is gathered from community stakeholders, parent leaders, teachers, and leaders through various surveys, regularly scheduled input meetings, and an "open door" policy with district level leaders.

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).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Process for determining Title II, Part A funding among schools and consultation with stakeholders:

In order to meet the needs of all students in the Chula Vista Elementary School District and eliminate the achievement gap for all unduplicated target groups of students, increasing teacher capacity and improving instruction in the classroom is essential. Each year, CVESD analyzes student achievement data to determine schools where there is limited progress in student achievement. As a result of the data analysis, stakeholder groups such as teachers, parents, site administrators, educational content experts, local university professors and community business partners convene to discuss meaningful approaches and ideas on how to support high quality teaching and learning in classrooms. District staff utilizes the input and suggestions from stakeholder groups to continually reflect and improve practice. Improvement in teaching and learning and building systematic capacity to address student needs, including English Learners, Students with Disabilities, GATE students, students of poverty and students of color is the primary focus in the use of Title II funding.

District Leaders Support Schools: District leadership oversee a cohort of up to 7 schools. Each district leader ensures that the schools in their cohort receive the support necessary to raise the quality of instruction in classrooms. The role of these district leaders include assisting site leaders with making strategic connections between the districtwide professional learning initiatives (goals) and the instructional focus at each individual school site. This structure provides opportunities for principals to share best practices with district leadership and offer insight and suggestions on how to refine and improve the overall, districtwide professional learning plan. There is an expectation that each school site has flexibility and autonomy to make strategic decisions on how they will implement new learning provided by the central office in order to meet the unique needs of students at their school sites. District leaders provide coaching, and model instructional leadership moves while visiting classrooms to observe teaching and learning in classrooms, conducting staff and parent meetings, analyzing and synthesizing student achievement data and much more. The coaching is centered around foundations of trust and building relationships. There is a strong emphasis throughout all professional learning that addresses the value of relationships between all stakeholder groups; teacher/student, teacher/principal, principal/district leader, school/home, etc.

CVESD has considered and addresses building capacity through the use of high impact language development strategies to improve teaching and learning in classrooms. Capacity building in these areas and collaboration between school sites within their cohorts will ensure the sustainability of the professional learning and support provided by central office leaders.

CVESD has two schools that are currently in ATSI status. Based on the results of the 2019 California School Dashboard, Harborside Elementary School and Lauderbach Elementary School did not meet achievement growth targets for two years in a row and are therefore designated as schools who is are eligible to receive Targeted Support and Improvement. As a result, the district leaders who oversee these schools provides twice as much assistance and support, compared to other school sites in the cohort. This can be measured by the number of site visits made to these schools, which is generally one to two times per month. Each visit to the school sites includes data analysis, classroom observations, discussion and feedback on targeted quality indicators to improve instruction, and other matters related to problem solving, community involvement and staffing issues. Measuring the effectiveness of the utilization of Title II Part A funding to support these schools and other high needs schools is done through progress monitoring of both qualitative and quantitative data, including looking at student work. The District utilizes a report called the LCAP Matrix report that allows for the laser-like focus on individual student needs. The report includes a learning profile on each student that includes basic demographics, but most importantly, includes students' achievement rates, daily attendance, school attendance history, and participation in any specialized programs. Monitoring the unique individual profiles of students who are failing to meet grade level expectations allows principals, teachers and district leaders the opportunity to see the whole child and offers a glimpse of the child's unique story.

Title II, Part A funding for the support of Harborside and Lauderbach is used strategically with LCFF funding. Each member of the Superintendent's cabinet works closely with the school to ensure their needs are met. Regular visits to the school site are made to offer coaching and guidance to the principal, staff and parent community.

This provision is directly aligned to the district's LCAP in the following goals:

Goal 1: Increase equity initiatives for all students and families.

Goal 2: Improve and increase access to services for all students and families that support social, emotional, and physical wellness .

Goal 3: Improve and increase access to services for all students to improve academic achievement.

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:

Data and ongoing consultation to support continuous improvement occurs at all levels of the organization on a regular basis. Beginning with the Superintendent meeting with all school and district level leaders, State and Local student achievement data (such as, but not limited to, CAASPP, CELDT/ELPAC, Local Measures, attendance, and discipline data) are analyzed and shared for reflection, review, and action. District and school level leaders in turn do the same with community partners, parents and school level staff. This opportunity to keep all stakeholders informed of progress and understand how this information is used to guide instruction and support is shared regularly with expected outcomes. Site leaders create their School Plan for Student Achievement which is also aligned to site and district LCAP goals.

CVESD consults with the following stakeholders to update and improve Title II, Part A-funded activities:

Teachers, Principals and other school leaders: monthly consultation meetings with teachers' union representatives, Hanover Survey administered yearly, cohort input gathered from principals and teachers after each training/meeting, continual collaboration with consultants and consultation subcommittees for professional development, and on-going communication with site Senior Directors/Executive Directors/Assistant Superintendents and Superintendent.

Paraprofessionals (including organizations representing such individuals): monthly meetings with classified union, communication with Special Education department (each site is assigned a coordinator for on-going support), Hanover Survey administered yearly, cohort input gathered from principals and teachers after each training/meeting, and on-going communication with site Senior Directors/Executive Directors/Assistant Superintendents and Superintendent.

Specialized instructional support personnel: on-going communication and support from district level departments, input gathered after each training/meeting, Hanover Survey administered yearly, and on-going communication with site Senior Directors/Executive Directors/Assistant Superintendents and Superintendent.

Charter school leaders: on-going input and communication with district leaders, as well as opportunities to participate in all professional development, meetings, and trainings.

Parents: on-going communication via School Messenger, teacher and principal communication, Hanover Survey administered yearly, Thought Exchange, DAC-DELAC district level meetings, and Parent Leadership meetings.

Community partners and organizations/partners with relevant demonstrated expertise in programs/activities: CVESD has extensive partnerships with educational leaders and organizations. Learning and collaboration with SDSU, UCSD, USD, NCUST and CABA are examples of some of the organizations/partners we work with to continue to expand our impact on student achievement.

CVESD coordinates its Title II, Part A activities with other related strategies, programs and activities via our interdependent system. The learning that takes place in our cohort model aligned with our Instructional Focus is also incorporated into work with our Special Education Department. The integration of the work cascades throughout the organization, as we continually work to improve communication, and connections for all stakeholders. The work of the trainer of trainers cohort model, the communication and collaboration of the Principal Leads, the support and coaching from district leaders, the ongoing learning and articulation between all stakeholders connects our work across the system.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Supplemental professional development is offered to support staff working with English Learners. These learning sessions are designed to expand effective teaching strategies in literacy and language development for teachers and administrators in order to meet the language and academic needs of English Learners.

Enhanced professional development will include:

- Cross-disciplinary strategies and approaches
- Alignment between ELA and ELD standards with ELPAC
- Alignment between Reading Foundational Skills, District-adopted language arts curriculum and other District-purchased resources
- Ongoing integrated GLAD strategies and approaches
- Meeting specific linguistic and social emotional needs of Newcomers
- Equitable access and specific biliteracy needs of English Learners in Dual Language Immersion
- Understanding Dual Language as a pathway to biliteracy for English Learners
- Understanding effective systems and approaches to successfully serving At-Risk for Long-Term and Long-Term English Learners.

Staff attend conferences on best practices for English Learners and Biliteracy to enhance their knowledge and expertise.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CVESD received no Title III Immigrant funds for 2020-21.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Dual Language Immersion Program:

- 23 sites offer Dual Language Immersion as a language acquisition option for families of students who are English Learners.
- Dual Language Immersion serves as a pathway to bilingualism/biliteracy, high academic achievement and socio-cultural competency for our English Learner students,
- Eleven sites offer the 50/50 model and twelve sites offer the 90/10 model of instruction.
- English Learners students have access to high quality English Language Development and Spanish Language Development to achieve biliteracy.
- Teachers and Administrators participate in ongoing professional development and District wide Dual Language events to network and expand their knowledge of key principles of Dual Language Education.
- The Dual Language Master Plan provides guidance and support to sites in creating effective biliteracy programs.
- Department staff conducts site visits to support principals and teachers on improving instructional and program practices to ensure that English Learner students achieve high academic achievement in both program languages.

Supplemental Instructional Support with English Learner Instructional Assistants (ELIA):

- Each site is staffed with an English Learner Instructional Assistant (ELIA) that provides supplemental instructional support to English Learner students as part of their job assignment.
- ELIA hours are allocated in accordance with the enrollment of English Learner students at each school site.
- ELIA's are provided training throughout the year on best practices to support English Learners in working towards English language proficiency and literacy skills, including training to support Newcomer students.

Newcomer Program and Support:

- Immigrant Instructional Assistants provide support, assistance and resources to both immigrant students and their families. They work one on one with students and provide additional support to families in the area of language and literacy development in English and to understand and navigate the educational system in the United States.
- Interpretation support from an outside agency is utilized when there is a language other than the ones supported through our immigrant instructional program.
- Newcomers, students with less than 12 months in a U.S. school, are provided supplemental instruction using our Benchmark Hello! Newcomer Program, which can be implemented by a classroom teacher, Impact Teacher or English Learner Instructional Assistant (ELIA).
- Department staff provide ongoing professional development and support to teachers and Instructional Assistants who work with immigrant students using instructional strategies and supplemental oral language development strategies.

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:

- (C) 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
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District monitors and reports annually to the CVESD Board of Education on English Learner progress. District level administrators, principals and teachers monitor English Learner progress in multiple ways to ensure students work towards reclassification.

Data Monitoring:

- The LCAP Matrix Report is a District developed report that provides administrators with English Learner data in order to address instruction and interventions. At-Risk for Long-Term English Learner (AR-LTEL), Long-Term English Learner (LTEL) and Reclassified Fluent English Proficient (RFEP) students are identified in this report.
- Power BI is utilized to analyze academic growth for English Learners District wide and by school site in the areas of reading and math.
- AR-LTEL, LTEL and RFEP student progress is monitored using specific monitoring forms that outline academic data and classroom interventions. This information is shared with parents during parent conferences and with principals.
- Principals meet individually with teachers during progress monitoring to ensure that English Learners show growth towards end of year goals.
- Principals report to their cohort District level administrator on English Learner progress, to include data, goals, and the level of implementation of comprehensive ELD.
- The Superintendent closely monitors the achievement of English Learners through data and school walkthroughs.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Chula Vista Elementary School District has established partnerships with local businesses to create meaningful learning experiences for students related to solving real-world problems and to explore careers aligned with the San Diego Workforce Partnership's Priority Sectors in San Diego County. The learning experiences are immersive, full-day experiences that enhance a well-rounded education with an emphasis on STEM. As of the 2021-2022 school year, CVESD has designed and created five of these learning stations. Most are set up as makerspaces where students explore hands-on science and engineering, as they make career connections based on their own individual strengths, interests and values. Students also engage in both real-world project-based and problem-based learning activities designed in collaboration with community partners.

The stations are significant for all students, but in particular for students of poverty or for those who are underperforming. The stations address equity and provide access and knowledge of career pathways for our students. Our mission in creating the stations is to ensure that every student has the opportunity to identify and explore their personal strengths and interests and align them with potential careers in the future world of work. In collaboration with our community and industry partners and utilizing economic priority sector research and data, we will ensure that all students have the opportunity to engage in hands-on, work-based learning opportunities. Through these activities, students will make connections between their own personal interests and potential careers. Harnessing the power of priority sector workforce knowledge, students will ultimately be able to see their future selves as contributing, innovative, and productive members of tomorrow's workforce, making our local community neighborhoods and world a better place through their unique combination of interests, talents, and skills.

Ensuring that a highly qualified teacher facilitates the learning in each of the stations is essential to students having a successful experience. In order for all students to have access to these learning stations, located throughout the city of Chula Vista, the district provides transportation to and from the stations, which alleviates the financial commitment of the school site. In addition to providing transportation for access to the Innovation Station, the Energy Station, the Hydro Station, and the Health Station, CVESD will also provide transportation to the Coastal Education Program at the Living Coast Discovery Center for 10 schools with the highest percentage of unduplicated students.

Innovation Station:

Partner: Qualcomm, City of Chula Vista, Chula Vista Public Library

Activities: 6th grade students have the opportunity to participate in job-alike career exploration activities from the Information and Communication Technologies sector. Each of these activities align with the RIASEC framework used in career development practices. Then, using computer programming, microcontrollers, and servo motors, students utilize the Engineering Design Process to design and build a prototype of a device that utilizes technology to address real-world problems in public safety, health, wellness, environment, and education.

Energy Station:

Partner: San Diego Gas & Electric, International Brotherhood of Electrical Workers, National Electrical Contractors Association, City of Chula Vista, and Chula Vista Public Library

Activities: 6th grade students have the opportunity to participate in job-alike career exploration activities from the Energy, Construction, and Utilities sector. Each of these activities align with the RIASEC framework used in career development practices. Using computer programming, microcontrollers, and servo motors, students utilize the Engineering Design Process to design and build a prototype of a device that utilizes renewable energy sources (biomass, geothermal, hydroelectricity, solar, and wind) to address real-world problems faced by the clean energy industry.

Hydro Station:

Partner: Sweetwater Authority and Otay Water District

Activities: 5th grade students have the opportunity to participate in job-alike career exploration activities from the Energy, Construction, and Utilities sector, specifically water utilities. Each of these activities align with the RIASEC framework used in career development practices. Using computer programming, microcontrollers, and servo motors, utilize the Engineering Design Process to design and build a prototype of a device that addresses real-world problems faced by the water industry.

Health Station:

Partner: Chula Vista Elite Athlete Training Center, City of Chula Vista

Activities: 4th grade students have the opportunity to participate in job-alike career exploration activities from the Health Care sector with a focus upon health sciences and sports. Each of these activities align with the RIASEC framework used in career development. Students then participate in physical education activities focused on performance and

knowledge of motor skills and movement patterns as well as physical fitness and movement concepts and strategies which improve health and performance.

Students also receive a tour of the Chula Vista Elite Athlete Training Center facility to see these skills, concepts, and strategies used by elite athletes.

Coastal Education Program

Partner: Living Coast Discovery Center

Activities: Kindergarten-Grade 3 students participate in a standards-based experience designed to expand their appreciation of nature and inspire a love of the living world around them, while increasing their understanding and achievement in science. During the experience, students have the opportunity to participate in hands-on science experiments, interact with animal ambassadors, and explore animals in their habitats on hiking trails located at the Living Coast Discovery Center.

Monitoring Districtwide Student Achievement in Mathematics:

While these stations are developed around the principles of a quality Science, Technology, Engineering and Math (STEM) program, measuring the mathematics on a systemwide basis contributes to the evidence that the programs are successful. Monitoring districtwide student achievement in mathematics is an essential leadership move that addresses the development of a well-rounded education, particularly our emphasis in STEM, and meeting the needs of all students throughout the district. In fact, using tools such as a common, cohesive assessment across the district allows for an equitable approach to making decisions on how to differentiate instruction in classrooms in order to meet the needs of all students. Through a collaborative process that engages various stakeholder groups such as teachers, principals, and district leaders agree that an online common math assessment will not only meet our needs, but will also support the effective use of technology we have in our classrooms. A common districtwide assessment that measures performance in mathematics, and provides teachers with data and tools to ensure all students are on a pathway to achieve at grade level or above was implemented in the 20-21 school year. Professional learning on how to utilize such a tool is an essential requirement in order to effectively maximize the use of the tool continued in 2021-22. Students receive a more well-rounded educational experience when teachers are empowered with making informed decisions that impact their daily instructional practices.

Marketing Outreach Project: In support of maximizing student participation in the District's Innovative extended opportunities, the communications department has produced multiple videos to ensure the community is thoroughly informed of these opportunities for students. Furthermore, the District has initiated a campaign to highlight this work and promote participation in the new Innovation LIVE! events, that have served over 29,000+ students during the 2021-2022 school year.

This provision is directly aligned to the district's LCAP in the following goals:

Goal 3:

The district will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, Asian, Indigenous, People of Color (BAIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students.