

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

LEA Name

Scotts Valley Unified School District

CDS Code:

44754320000000

Link to the LCAP:

(optional)

<http://www.scottsvalleysd.org/>

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.

Scotts Valley Unified School District (SVUSD) proudly serves its community. The district is comprised of four award-winning schools: Brook Knoll Elementary, Vine Hill Elementary, Scotts Valley Middle School (SVMS), and Scotts Valley High School (SVHS), with a high percentage of students matriculating to colleges following graduation from Scotts Valley High School. The district also supports an independent Charter School, California Connections Academy, Monterey Bay.

The SVUSD LCAP contains three goals for the district:

GOAL 1 PUPIL ACHIEVEMENT

GOAL 2 SCHOOL CLIMATE

GOAL 3 COURSE ACCESS

Our use of federal funds for Title I, Title II, Title III and Title IV is fully aligned and integrated within our LCAP goals.

Title I funding is used to support academic achievement for under-achieving students. We employ reading and math intervention teachers at Vine Hill Elementary School, Brook Knoll Elementary School, and at Scotts Valley Middle School. These staff members support students who need intervention and academic support. They use student data, including CAASPP results, local benchmarks, On-Track data, and report cards, to determine which students need and receive intervention.

Title II funding is used for overall district teacher professional development and to support the International Baccalaureate program at the high school. Professional development is aligned to our LCAP goals, including standards proficiency and curricular adherence, social/emotional supports, technology, and differentiation, and to support our new teachers to clear their credentials through participation in the New Teacher Project.

Title III funding is coordinated through a consortium formed with San Lorenzo Valley USD and Pacific Elementary School District. We purchase supplemental materials and provide after school homework support for our English Learners. Our EL data shows that while students performed well on the ELPAC, they are still not achieving English as rapidly as our English only students.

50% of Title IV funds were transferred to Title II. These funds were used for Professional Development in the areas of social and emotional support under PBIS. The remaining funds have been used to support school safety with materials and training.

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.

Scotts Valley's LCAP reflects the careful use of federal money to support identified needs through specific, data driven actions and services. The federal funds that our district receives enhance and support our base programs to improve academic achievement and student engagement for all learners. These actions/services include the New Teacher Project to support our new teachers, support for English Learners and their families, additional materials for English Learners, and academic intervention supports and materials. Federal funds are also used to support the social/emotional needs of our students and to ensure the school safety is a top priority. All of our site school plans (SPSAs) are aligned to the district LCAP goals, and stakeholders (including School Site Councils) meet regularly through the year to ensure that our goals are being met and our funding is in alignment. All of our work is coordinated through the LCAP planning process, with regular Parent Advisory Committee meetings throughout the year.

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.

SVUSD uses free and reduced lunch applications and criteria to establish the poverty line.

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:

The district annually (before the start of school) reviews all staff credentials and assignments to make sure that teachers are assigned properly. The Santa Cruz/Silicon Valley New Teacher Project (SV/SVNTP) provides a system of support and mentoring to support new teachers in their transition to the teaching profession. Over the course of two years, this professional credential preparation program additionally supports teachers in earning a clear credential from the Commission on Teacher Credentialing.

SVUSD collects and analyzes educator data to identify disparities. There are no low income or minority students being taught at higher rates by ineffective, misassigned, out of field or inexperienced teachers, as all of our teachers in core subjects are appropriately assigned and credentialed. This year we have one misassigned teacher at the High School level. The decision to do this was out of necessity to provide a broad course of study for students.. We ensure the status of core subject teachers by using the criteria set forth by the State of California and coordinate with the County Office Credential Analyst staff. However, should disparities be discovered during the data analysis process, the Human Resources Department works with the administrators and teachers to ensure that they pursue the proper units and/or receive the appropriate training or professional development. The associated state priority, basic services and metrics are included in Goal 1 of the Local Control Accountability Plan, "SVUSD will provide comprehensive programs to improve student performance and address the needs of all students." Additionally, the data is collected and reported annually in our School Accountability Report Cards, which are shared with our community during Board meetings, School Site Council and the District English Learner Advisory Committee.

According to recent SARCs, there are no teachers that are ineffective or inexperienced. Therefore, there are no disparities that result in low-income students or minority students being taught in an inequitable setting.

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).

Districtwide, parent and family engagement is sought through surveys, one on one meetings, and the District Language Advisory Committee.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA aligns with the LCAP stakeholder engagement process. Parents of students who qualify for Title I services have been solicited to participate in the LCAP Parent Advisory Committee. Trainings are offered that support academics and social emotional learning. Surveys are distributed both site and district wide. A parent meeting is held yearly to describe the program details, and regular student progress reports are sent home. Parents help jointly develop a plan regarding parent environment, and a parent/school compact. The compact is shared with families when their students qualify for intervention services. An annual evaluation ensures the effectiveness of the program. Parent trainings are offered at least twice a year.

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.

There are no schools identified for ATSI, TSI, or CSI, so no improvement is needed.

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:

Students receive targeted assistance through both pull-out support with certificated teachers and push-in support with classified staff at the elementary level. In middle school, students receive support in their ELA and Math class through placement in an intervention class that is fluid with changes each trimester. Additionally, Title I funds are used for social-emotional support for students whose academics are affected, at the Middle School.

Students are identified for Title I with specific criteria.

The lowest 25% of students who score on agreed-upon assessments will be considered for Title I support. Assessments include both state and local measures, including CAASPP ELA or Math below standard (3rd-8th grade), Lexia lowest quartile from grade level (K-5th grade), IXL Math lowest quartile (K-8th grade), Fountas and Pinnell lowest quartile from grade level (elementary), Report card data below expectations, trimester benchmarks, and teacher input. Students are assessed on a regular (6-8 week) basis.

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:

Our office of Student Services monitors and implements any support needed for homeless children and youth in SVUSD. Parents are informed of educational opportunities and support through student conferences. Student Services works carefully with all of our district counselors to coordinate services offered both outside and within the district. School staff is notified throughout the school year if any homeless students are attending our schools. When a homeless student is identified enrollment is immediate per Board policy and all district activities and support are made available to the family. In 2019, the District reviewed their procedures in gathering information regarding residency, and forms were updated and new procedures were put in place to ensure that students are being identified correctly so supports can be offered where necessary. Our district ensures that students don't encounter any barriers because they are homeless, and they have full access to all programs.

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.

Although SVUSD does not have an Early Childhood Education program, there are students who are served with IEPs for speech and language beginning at 3 years old. When they enter kindergarten, the District convenes a formal IEP transition meeting.

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:

Transitions are not funded with Title I funds. However, transition meetings are held on an annual basis for a number of students.

1. English Learners: Every spring, the English Learner Committee meets with site principals to share information about English Learners who are transitioning from Elementary to Middle School, or Middle School to High School. A program/schedule is set up for each student based on their data and needs.
2. IEPs and 504s: The Student Services office coordinates transition meetings to ensure that students with an IEP or 504 have a successful transition to the next grade level/site. All 504 and IEP meetings occur according to the regulated timelines.
3. Our middle school principal and intervention/academic counselor meet with the elementary principals to gather information/data on incoming students, and place students appropriately based on their needs. All students are reviewed with specific data criteria, to ensure that students with an IEP, 504, English Learners, or students who are not achieving academically or socially, are placed appropriately.
4. Our high school principal/counseling department meets with the middle school principal/administrative staff annually and follow the same process as number 3.
5. Our high school has two full-time counselors who work with students on college and career readiness. Additionally we have a college and career/CTE specialist in the counseling department who works to ensure that students have access to all resources needed for post-secondary success.
6. Our district has a partnership with S5C (Santa Cruz County College and Career Commitment) and work with Cabrillo College to offer dual-enrollment classes, as well as ensure that the majority of our CTE classes are articulated with local colleges.
7. SVUSD uses Naviance at the high school level to track student college and career readiness. We also use the National Student Clearinghouse to track data post-graduation.
8. Formal transition meetings are held with Intervention and classroom teachers, from elementary to middle school, and middle school to high school.

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:

Title 1 funding is not used for GATE or for school library programs.

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:

SVUSD provides high-quality professional development for classroom teachers, principals, administrators, and other school personnel. Professional development (workshops, coaching, planning time) supports the use of academic standards, instructional technology, support for teachers with students with special needs, and climate and culture. A plan and calendar have been developed for 2022-23.

All first and second year teachers participate in an induction program through the Santa Cruz County New Teacher Project. The Santa Cruz/Silicon Valley New Teacher Project (SC/SVNTP) believes that every student deserves a high-quality teacher. To achieve this goal, the SC/SVNTP collaborates with participating districts to partner highly trained mentors with teachers in order to earn their California Clear Teaching Credential. Also, if an administrator needs to complete their Tier 2 training, the district funds their continued education through the county office. The district also provides a principal coach, at the district's expense, if needed to support new administrators.

SVUSD measures growth and improvement in a number of ways. We look carefully at survey data from multiple sources, including teacher surveys, parent surveys, and student surveys. A Parent Advisory Committee gives us feedback about our district goals and initiatives in the LCAP. We look carefully at all of our data, including CAASPP and the California School Dashboard. All of this data helps us to align our LCAP goals to ensure district-wide success.

SVUSD partners with the Santa Cruz County Office for professional development and growth opportunities. The SCCOE provides PD for our teachers in ELD, mathematics, new adoptions/frameworks, technology, equity, and other growth areas. We regularly send teachers to trainings that the COE provides and/or recommends.

The administrative and leadership teams meet at regularly scheduled meetings to review data and determine district needs and training for staff. All administrators participate in at least two district planning days each year, to review data and create appropriate action plans. SVUSD includes input from parents, board members, and the parent LCAP advisory committee in professional development needs. The input is additionally used to guide actions and services in the Local Control Accountability Plan.

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:

The majority of the funds are prioritized for secondary enrichment professional development. If a school is identified as CSI or TSI, Title II funds will be targeted to support teachers in meeting the needs of students in the areas of identified need. Looking at the dashboard data, the LEA would determine which subgroups or students were most in need at those schools.

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:

SVUSD is committed to using data for continuous improvement. The following is a list of data that is reviewed to ensure that we are meeting the needs of all students.

1. CAASPP Data is reviewed every fall in great detail with school staff and School Site Councils, to determine goals for the school and placement for students in intervention programs and plan for differentiation.
2. CAASPP Data (and myriad data sources) are also shared by the superintendent with all stakeholders as part of the LCAP stakeholder engagement process, including the Board of Trustees.
3. ELPAC data is shared with all school staff and with the EL teachers. Parents are informed of the data during DELAC meetings, IEP meetings where appropriate, and during parent conferences.
4. The California School Dashboard is reviewed by all schools and the district and is discussed at the bi-annual district leadership full-day meetings. The data is also shared with the SVUSD Board of Trustees.
5. All stakeholder engagement feedback is reviewed and used in collaboration when updating the LCAP each year.
6. Annual surveys are held, including parents, students, and teachers, specific to the sites and also general to the district. These surveys are reviewed and the data is shared with the appropriate stakeholder groups.
7. The Gallup Poll is administered every other year to all students in grades 5, 7, 9, and 11. This data is analyzed to determine the social-emotional well-being of students and what next steps should be taken.
8. The California Healthy Kids Survey is given every other year for students in SVUSD in grades 5, 7, 9, and 11. This data is also analyzed and compared to the Gallup Poll.
9. Physical Education teachers look at the PFT data every year to create fitness goals for their department.
10. SVUSD uses local benchmark assessment data to determine ongoing student achievement and intervention needs. This is reviewed every six weeks and adjustments to supports are made based on data talks.

Professional Development is offered by sites and the district and approved with professional development request forms, which include plans for implementation. Data is compiled regarding participation in particular professional development, principal observations, and academic data. Data consists of CAASPP data in math and ELA, ELPAC data, the California School Dashboard, the California Healthy Kids Survey, the Gallup Poll, and Physical Fitness Test, and local benchmarks. Results are shared with stakeholders throughout the LCAP engagement process. SVUSD also works carefully and strategically to ensure that all professional development is supporting students and helping with teacher efficacy. After each professional development day or session, a feedback form is sent to all participants to elicit their feedback and give ideas for the next steps. This feedback is used to create the district's yearly professional development plan, and also helps to shape upcoming trainings or offerings. The district PD plan is a fluid document that changes throughout the year based on feedback from our stakeholders.

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:

The key to any professional development provided is sustained intensity and duration, with a lasting impact. Funding provided will allow for the ELD teachers to attend literacy trainings that will be shared with classroom teachers to be implemented in the classroom. These trainings support and enhance classroom teachers to support English language learners.

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:

SVUSD did not receive immigrant funding for the 21-22 school year.

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:

Funding will be used strategically to support tutoring for English Learner students district wide, focusing on study skills, organization, and homework completion.

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:

ELPAC data is reviewed site-wide with the ELD teacher, administrator, and district staff. Goal sheets are created for each English learner, and conferences are held one on one with students when needed. Metrics are tracked through the LCAP for English Learners and students who have ever been English Learners, and students who are reclassified are closely monitored for at least two years. We have a small number of English Learners, from very diverse backgrounds. Our EL team works very hard to support the needs of all of our EL students and families, and we will continue to do so.

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:

Title IV funds were primarily used to support school safety with materials and training.