

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

LEA Name

Conejo Valley Unified School District

CDS Code:

5673759

Link to the LCAP:

(optional)

<http://www.conejousd.org/LCAP>

For which ESSA programs apply to your LEA?

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.)

Title I, Part A

Title II, Part A

Title III, Part A

Title IV, Part A

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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.

The District's LCAP goals include a focus on: positive student outcomes; appropriate staffing and professional learning; communication and outreach; and addressing the social-emotional needs of students through community engagement. Actions and services are intended to meet the needs of all students, including Students With Disabilities (SWD), with intentional focus on "targeted" student groups as defined through LCFF. CVUSD receives federal funding through Title I Part A, Title II, Title III Basic and Immigrant programs, and Title IV. Funds are allocated and expended as per all regulations and in compliance with statute.

Specifically:

Title I funds are utilized to supplement the educational program for lower socio-economically disadvantaged students at the elementary level. During the 2017/18 and 2018/19 school year five elementary campuses (Acacia, Conejo, Glenwood, Ladera, and Walnut) received funding in-line with school site need and the CVUSD LCAP actions and services. Through this funding sites have the capability to employ additional staff as a class-size reduction strategy, create opportunities for additional instructional support as a response to intervention (RtI) strategy, supplement District provided instructional materials, employ para-professionals to support instruction with a focus on ELA and math, support an outreach program aimed at increasing parent engagement that provides instruction related to District programs, and hire a Teacher on Special Assignment (TOSA) to provide professional learning and direct in-class support. It is noteworthy that two additional elementary schools, Madrona and Maple, have been identified for Title I funding starting with the fall of 2019.

Title II funds are delineated within the LCAP under Goal 2: Ensure staff is provided with targeted professional learning (PL) and has an understanding that all job responsibilities are structured to support positive student outcomes. During the 2018/19 school year these funds were allocated for contract services directly related to Professional Learning Community (PLC) training for select schools through Impact Teams based on the work of John Hattie. This pilot program included Sequoia Middle School (SMS) staff and select elementary schools, and will expand to other sites including Thousand Oaks High School while continuing with continued work at SMS. Other funded PLC training included workshops through the Ventura County Office of Education (VCOE) and Solution Tree as the District is exploring viable models in order to determine the best practices for our future implementation and work.

Title III federal funds will be allocated to supplement and enhance local priorities funded by the state. The District has taken the deliberate approach to refer to the principles of effective English Learner programming as highlighted in the English Learner Roadmap and align those principles with State priorities, which lead the decision-making of the local priorities. Our CVUSD Master Plan for English Learner Success describes the crosswalk between the principles and the State priorities. English Learners will have meaningful access and participate in a 21st century education from Transitional Kindergarten to Twelve grade. The strategy and approach to aim for educational equity for English Learners focuses on creating a learning environment that is assets-oriented and needs responsive. CVUSD ensures this by endorsing the Universal Design for Learning instructional approach and specifically calling out the attention to amplify students' language development in English and academic English across the core subject areas. By placing the intentional instructional focus on the elements of language and the structure of literacy and mathematics will allow culturally and linguistically diverse students, especially English learners to experience meaningful access to the core curriculum. In addition, our Structured English Immersion (SEI) instructional programming model aims for an intellectually quality instruction and meaningful access. SEI supports a Specially Designed Academic Instruction in English (SDAIE) and deliberately focuses the implementation of the ELD Standards, which allows learners form various levels of English proficiency to amplify and accelerate achievement both linguistically and academically.

Title IV funds will be allocated to "improve the use of technology in order to improve the academic achievement and digital literacy of all students." This goal will be accomplished through: professional learning opportunities hosted during and after school hours, demonstration lessons provided by a Technology TOSA, and through the consistent monitoring of technology implementation and efficacy through the teacher observation and evaluation system as delineated within the California Standards for the Teaching Profession.

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.

One of the District's focus areas in relation to LCAP during the 2018/19 school year has been the alignment of our plan goals to school site SPSA. Through biennial SPSA meetings, members of the Executive Cabinet and the appropriate grade span director meet with site principals to discuss, review, and monitor the aforementioned alignment as well as the sites use of student performance data to drive SPSA and thereby the instructional program. During this school year the concept of expanding SPSA to include actions and services that are provided to all students, and in particular our SWD, was broached by the Board of Education (BOE) and the Special Education District Advisory Council (SEDAC). This process led to a directive from the Instructional Services Department to principals that included the review and revision of SPSA to better reflect existing services for SWD that were previously not included therein, while working with staff and parents to implement new strategies for this student population.

LCAP supplemental funds are designated and allocated specifically for targeted student populations and further coded within the fiscal management system (ESCAPE) so that staff can ensure the appropriateness of expenditures based on the intent as per LCAP. Through LCAP the District has allocated \$8,717,052 or 5.14% of our total budget to actions and services that are principally directed to improve services to targeted students.

Title I dollars were allocated to five (5) elementary school sites during the 2018/19 school year: Acacia, Conejo, Glenwood, Ladera, and Walnut. The District will identify Madrona and Maple elementary schools for Title I funding for the fall of 2019. Title I expenditures supplemented the instructional programs through improved services, with a the goal of ensuring that "all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments." These actions include the addition of staffing in order to further reduce class size on these campuses, provide research based curriculum and materials, additional social-emotional support through augmented counseling services, additional technology to support all learners at Title I schools, parent/community outreach and engagement, and enrichment opportunities that support the curriculum.

Title II dollars were allocated to augment the Districts funding commitment to Professional Learning (PL) and included staffing and contract services that supported classified and certificated staff. All expenditures are aligned with statute and are continuously monitored for effectiveness to determine if focus areas have evolved or are best abandoned in order to ensure the efficacy of the program. To that end, starting with the fall of 2019 the District's PL plan will morph from its previous model to a more centralized model that will bring a new focus to PL around District goals as specified in LCAP.

Title III - CVUSD has invested intentional efforts to align the use of federal funds with activities funded by the state and local funds. The principles described in the English Learner Roadmap serve as a guide to establish alignment between systems that support effectiveness across the various academic activities for English learning and academic achievement. School Principals and District leaders establish clear goals and commitments to English Learners in the LCAP and SPSA by providing access, growth toward English proficiency, and academic engagement and achievement. Leaders will maintain a systemic focus on continuous improvement toward these goals by using Ellevation as a tool to analyze student data. Our CVUSD efforts strive to raise above compliance via the Master Plan for English Learner Success and English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) regulations. Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of English learners. The system makes robust efforts to address issues of equity when serving English Learners. English learners will experience a coherent, articulated, and aligned set of practices across grade levels with an appropriate identification of strengths and needs, continuing through to reclassification, graduation, higher education, and career opportunities.

Title IV funds will be allocated to "improve the use of technology in order to improve the academic achievement and digital literacy of all students." This goal will be accomplished through: professional learning opportunities hosted during and after school hours, demonstration lessons provided by a Technology TOSA, and through the consistent monitoring of technology implementation and efficacy through the teacher observation and evaluation system as delineated within the California Standards for the Teaching Profession.

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.

CVUSD provided training to teachers and administrators on multiple progress monitoring tools such as EADMS, Ellevation (for English Learners), and the SBAC Interim Assessments. Staff, including teachers and principals, were able to regularly monitor student progress aligned to the state academic standards.

Students at-risk of academic failure were identified through multiple school site and district level processes. Teachers, counselors, and administrators regularly reviewed student benchmark assessments as well as term marks in order to identify students who are at-risk and need additional intervention. School site administrators utilized a systematic process for conducting an initial child find on students who may benefit from an assessment for additional educational services. At the district-level, district administrators reviewed state summative assessments, local benchmark assessments, and other data such as D/F lists at the secondary grades. The D/F list was collected, analyzed at each term, disaggregated by student groups, and then provided to the board of education and the CVUSD Leadership Team.

CVUSD employs a "Student Study Team" model of progressive, team-based intervention for students grades K-12. School administrators regularly conduct initial child find processes to see if a student may benefit from an assessment for additional education services. Resources for academic intervention are provided through: LCAP Goal 1A2 for elementary reading intervention specialists and secondary intervention staffing, LCAP Goal 1A3 for additional reading and math support through staffing and materials/supplies, LCAP Goal 1J1 to fund intervention sections for grades 6-12, and LCAP Goal 1K1 for remedial summer school for students grades 10-12.

Universal Design for Learning (UDL) and Professional Learning Communities (PLCs) are a continued instructional focus for CVUSD. In 2018-2019, a representative group of classroom and district teachers participated in initial training for UDL, an approach that supports all students by proactively removing barriers to learning. In the same year, LCAP Goal 2D1 provided all CVUSD site administrators and one comprehensive middle school with training on a PLC model called "Impact Teams". In 2019-2020, both of these initiatives will be highlighted in the LCAP and will continue to strengthen CVUSD's academic programs. UDL training will be provided to all certificated K-12 teachers through multiple training opportunities during the year, while PLC training will be provided to ten school site teams.

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).

CVUSD district leadership regularly monitored suspension data disaggregated by student ethnicity, school site, grade-span, and by Students With Disabilities (SWD). This disaggregated data was also shared with principals on multiple occasions along with predictions on the impacts to their individual school's California Dashboard suspension indicator. Per LCAP Goal 2F1, all elementary principals and lead teachers received a 2-day training on CHAMPS, an approach to positive behavior intervention and support. In the 2018-2019 school year, the district provided guidance to schools on a progressive and educational discipline model related to the possession, use of electronic nicotine delivery systems (ENDS). This resulted in a significant decline in out of school suspensions related to this category.

Career Technical and Work-based Opportunities

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

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

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

The various CTE Pathways that we offer at our secondary sites provide academic and career content that allow students to discover and explore the various career opportunities of interest. Within the CTE Pathways, we offer various academies that provide students with experiential learning opportunities in multiple career industries. Some of these Academies include EThOS Entrepreneurship Academy at Thousand Oaks High School, the Data Academy at Newbury Park High School and The Academy at Westlake High School. Each of these academy programs include a high level of inquiry based and collaborative learning opportunities within the course work as well as with community business partners. The academy programs feature a focus and commitment to project based learning as students' engage in problem solving strategies, and apply their acquired knowledge to meet course requirements.

The EThOS Entrepreneurship Academy is designed for students who seek the tools to nurture their creativity and become self-starters with an entrepreneurial mindset regardless of what they go on to do in life. The Data Academy at NPHS is a College Prep-level school-within-a-school with a focus on career experience, technology and higher education. The Academy at WHS is a program through the California Partnership Academy combining high quality academic instruction with work-based learning experiences. Students focus on preparation for post-secondary and career opportunities in Information Technology, Game Design and Multimedia.

The District supports work-based learning opportunities through College Education Programs that include a site based Coordinator at each of the three comprehensive high schools whose duties include: coordinating Majors Programs, Academy (school within a school) programs that are partially funded and modeled after the California Partnership Academy Grant, as well as career focused campus clubs that feature monthly career speakers/panels, and Career Technical Support Organizations (CTSO) including DECA. Lastly, each high school site offers Career Technical Education (CTE) pathways as delineated above. Academy students earn course credit through their academy experience within a cohort model that includes both academic core coursework and a series of CTE pathway elective courses.

Job Shadow opportunities are provided to students throughout the year and especially on February 2nd as part of National Groundhog Job Shadow Day. Students are also eligible to engage in internships through a partnership with the City of Thousand Oaks known as Community Internships Training Youth ([C.I.T.Y.](#)) which connects high school students to a myriad of businesses and government agencies, including the District and the City of Thousand Oaks, throughout the greater Conejo Valley.

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.

In 2018-2019, Title II Part A funds are used to support high-quality instruction of state academic standards through targeted professional development for CVUSD staff. CVUSD's LCAP Goal 2 is to "ensure highly qualified and effective staff are provided with targeted professional development, and have an understanding that all job responsibilities are structured to support positive student outcomes." Title II, Part A funds were used this year to support LCAP Goal 2D1 through professional learning community training of all administrators and one comprehensive middle school site. Title II, Part A provided funding for LCAP Goal 2F1 for positive behavior support training for all elementary principals and lead teachers. Title II funds were also provided to school sites in order to pay for conference/workshop registration and substitute costs in order for teachers to attend training related to curriculum, instruction, and assessment.

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.

Parent, family, and community engagement of English learner students continues to be a priority of the district. CVUSD's LCAP Goal 3 is to "provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes." Our English learner families are highlighted in a number of related LCAP actions/services. Goal 3C1 provided additional funding for *Project2Inspire*, an educational cohort of English learner parents organized through the California Association for Bilingual Education. LCAP Goal 3G1 provided funds to increase the number of parent nights to bilingual families to discuss the different school processes across the district. Finally, two area clusters of K-12 schools held joint English Language Advisory Committee (ELAC) meetings in the 2018-2019 school year. These LCAP actions/services will be continued into the 2019-2020 school year.

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.

School sites are qualified for Federal Title I funds based on the percentage of students who are identified as socioeconomically disadvantaged (SED) students with a 40% threshold for school-wide identification and less than 40% for targeted assistance and based on overall school need. Individual students are identified through the District's student assessment system, known as EADMS, where much basic student information is housed, with SED identification being determined based on free and reduced lunch eligibility. The Instructional Services department works closely with Principals to allocate funds, develop a Title I plan, and monitor implementation progress. Site Title I plans are presented to the governing board for feedback and approval on an annual basis.

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 obtained data from our County Office of Education that specified the number of inexperienced teachers on each campus, and compared the data to the minority enrollment percentages at each site. Currently we have no minority and low-income students being taught by ineffective or out-of-field teachers, as per the CDE's updated definitions - <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>. As a declining enrollment district, the percentage of elementary teachers who are inexperienced (teachers with two or fewer years of teaching experience) is 6%. Only three elementary schools and two middle schools have a higher percentage of inexperienced teachers (Acacia 21%, Conejo 13%, and Glenwood 14%, Los Cerritos 9%, Redwood 8%) working with low income students. At the high school level, the district percentage is 7%, with two schools being slightly over the average (Conejo Valley 10%, and Westlake HS 9%). Some factors that may have contributed to the relatively higher percentage at Acacia is the fact that they became a magnet school and experienced teachers chose to transfer.

Additionally, the district actively participates with local colleges to place students from their teacher training programs with our highly trained staff. This does result in some first year teachers being hired in the district where they completed their directed teaching assignment. The district includes stakeholders from sites as active participants in the recruitment process. Staff and community members provide input into the selection of any new staff member. Another example is Los Cerritos Middle School which works cooperatively and directly with Californian Lutheran University and has hired students from their program as they were successful student teachers at the school. The district actively recruits applicants for all positions and believes the competitive process results in the best candidate chosen for a site based on the needs of the school and will work with sites in the future to ensure all students are taught by highly effective teachers.

The district works closely with union representation in the recruitment and selection of new employees. One goal of our LCAP is to continue to assist new teachers through a robust induction program in which all first and second year teachers must participate. Teachers are assigned a district mentor teacher as well as a teacher mentor on their site to provide guidance and support. Union representatives work closely with our Induction program to ensure teachers are supported. In the future, to track the disparities, the District will look at the number of applicants per opening at highest poverty school, and recruit experienced teachers. We will document our efforts through our LCAP plan and report out at Board of Education meetings.

Parent and Family Engagement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent Engagement continues to be a priority for the District and though continued effort is required, some progress was achieved during the 2018/19 school year through informational meetings regarding LCAP, the CA. Dashboard and associated data, and a concerted effort to engage parents in meaningful ways through our four parent engagement committees: District Advisory Council (DAC), District English Language Acquisition Council (DELAC), GATE-District Advisory Council (GATE-DAC), and Special Education District Advisory Council (SEDAC) which was re-established during the spring of 2018. Of note was the LCAP feedback received during the March and April meetings of the aforementioned councils that included members working in small groups and providing input on LCAP actions from the standpoint of implementation at the sites, the efficacy of said action, and suggestions for continuous improvement. Parent representatives approached these tasks with purpose and their input helped to shape and update our current LCAP document.

During March and April of 2019, Mr. Luis Lichtl, Assistant Superintendent of Instructional Services, provided a brief review of LCAP goals, actions and services at the four district advisory councils (DAC, DELAC, GATE-DAC, and SEDAC) and engaged parents in a discussion related to the evidence of individual action implementation at individual school sites, the efficacy of the implementation, and suggestions from these parent engagement groups about our continuous improvement efforts. The activity was well received by the individual DAC parents/representatives as they participated willingly and provided valuable feedback that was instrumental in updating this current LCAP document.

Parent engagement council dates, agendas, and minutes can be found on the CVUSD website www.conejousd.org/parents

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.

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:

The CVUSD provides supplemental funds to five (5) elementary schools through Title I allocation. All of the sites operate as schoolwide programs as described in ESSA Section 1114. CVUSD does not currently operate a targeted assistance school program as described in ESSA Section 1115. Our five school-wide programs provide parent outreach services through site parent outreach coordinators. In addition, all sites provide support in reading achievement through the use of the reading intervention program, Achieve 3000. Enrichment opportunities are also provided to students, including field trips and arts curriculum. Paraprofessionals and credentialed academic specialists provide differentiated support in classrooms in a variety of subject areas. Technology is also used in classrooms to support the development of 21st Century learning skills.

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:

CVUSD conducts ongoing outreach to students and families identified as homeless, or potentially facing homelessness. We do this through student residency questionnaires, along with personal outreach by our school site counselors and administrators. Once students are identified to be homeless, CVUSD Coordinator of Student Welfare and Attendance communicates with the student and family, informs them of their rights, and provides information about available resources specifically for homeless youth, within the District and County (e.g. health clinics, shelter, etc.). Homeless youth attendance is monitored regularly and if/when a student is truant, a home visit is completed by school site and District staff. Financial assistance may be provided through City of Thousand Oaks Bus passes, free and reduced lunch program, Conejo Closet which provides clothing to students that are in need, and through the coordination with several community based organizations that provide similar assistance.

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.

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:

Transition to Kindergarten

In our Neighborhood for Learning Preschool program, the assistant director provides student information to receiving school sites. In addition, prior to the school year beginning, a Boot Camp is held to provide students with exposure and preparation to skills needed for Kindergarten. To support parents with the enrollment process, Neighborhood for Learning Coordinators hold Parent Advisory Council meetings to review CVUSD's School Choice process, registration dates, and provide assistance with completing computer paperwork. In our Be Me Preschool program, transition meetings are held with receiving elementary school administration and support staff. Once offer of placements are made, tours are provided.

On Wednesday, Dec 5th, CVUSD held a School Choice information night for all current and incoming students and families. Information was provided on the enrollment process, timelines, and TK and Kindergarten programs. All Parents are invited to tour elementary schools. Kindergarten registration events are held at each elementary school site at the beginning of the year for all students, including students who are transitioning from early childhood education programs.

Transition to Middle School

Transition meetings are held with receiving middle school administration and support staff. Parents and students are invited to attend middle school events and orientation nights. Middle school administration provides opportunities for parents and students to tour schools.

Transition to High School

Transition meetings are held with receiving high school administration and support staff. Parents and students are invited to attend high school events and orientation nights throughout the school year. High school administration provides opportunities for parents and students to tour schools as well as schedule drop-in meetings with counselors throughout the spring. Schedules and specific courses are discussed with families and their high school counselor in preparation for the upcoming 9th grade year. Families are provided resources to plan for the student's upcoming program. Additionally, summer school classes are offered to students transitioning into high school for acceleration and to provide additional opportunities for students throughout their high school journey.

Transition to Post-Secondary Education

Each high school student receives counseling services regarding college and career endeavors. Students will meet with their counselor annually, but most students meet with their counselors multiple times per year to discuss and plan their post-secondary pathway. As part of their plan, students access Naviance to assist with evaluating and reviewing college institutions of interest, organization of letters of recommendation to colleges, career planning and other resources to help them prepare for post-graduation opportunities. Students are encouraged to access our robust Career Technical Education program in order to develop skills for the workforce, network with local industries and partner with local business' to connect education to career.

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:

Gifted and Talented (GATE) students are initially identified via administration of the Otis Lennon School Ability Test (OLSAT) to all 3rd graders in the spring of each school year. The results are analyzed and those students who score in the 95th percentile or higher are recognized as GATE. Additional analysis occurs to look at how our English Learner students performed and our Low Socio-Economic-Status (SES) students performed and accommodations are made for these targeted groups. If we observe a student who may need a non-verbal measurement, such as second language learners, we administer the Naglieri NonVerbal Test. GATE students are served throughout the District via opportunities for advanced curriculum and activities specifically designed for the advanced learner. Our District employs one GATE Teacher on Special Assignment who coordinates the materials and opportunities and also meets with staff at each of the Elementary school sites to ensure differentiated instruction is taking place. A GATE District Advisory Council also exists, which includes parent representatives from each school site. The GATE DAC meets monthly to review student identification practices and opportunities for enrichment.

All District sites maintain an appropriate library/media center that includes resources for students and staff. Libraries at the elementary and middle school levels are staffed by Intermediate Media Technicians (IMT) who are available to support students with technology based research projects while managing the typical aspects of a school library. IMT's annually provide orientation sessions for students that include library procedures, digital literacy and research skills, internet usage and citizenship, and support for academic success while fostering a lifelong love for reading and learning.

The District employs a credentialed Librarian and an IMT at each of the three (3) comprehensive high schools who oversee the day-to-day operations that include staff and student training sessions regarding appropriate library procedures, digital literacy and research skills, internet usage and citizenship, and support for academic success. Credentialed Teacher Librarians offer the added benefit of content specific knowledge that is provided to students regularly as a support to improve academic achievement.

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:

The CVUSD does not participate in Title I, Part D.

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:

The CVUSD does not participate in Title I, Part D.

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:

The CVUSD does not participate in Title I, Part D.

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:

The CVUSD does not participate in Title I, Part D.

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:

The CVUSD does not participate in Title I, Part D.

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:

The CVUSD does not participate in Title I, Part D.

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:

The CVUSD does not participate in Title I, Part D.

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:

The CVUSD does not participate in Title I, Part D.

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:

The CVUSD does not participate in Title I, Part D.

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:

The CVUSD does not participate in Title I, Part D.

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:

The CVUSD does not participate in Title I, Part D.

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:

The CVUSD does not participate in Title I, Part D.

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:

CVUSD's LCAP Goal 2 is to "ensure highly qualified and effective staff are provided with targeted professional development, and have an understanding that all job responsibilities are structured to support positive student outcomes." In the 2018-2019 school year, CVUSD was able to accomplish all actions/services noted in Goal 2 related to the specific professional development of teachers, principals, and other school leaders. CVUSD operates its own Induction program for new teachers and successfully served 36 first and second year teachers with preliminary teaching credentials. Membership to the local chapter of the Association of California School Administrators (ACSA) was provided to 10 site and district administrators. Training was provided to principals and teachers in the following areas: data analysis, Google suite, technology integration, social emotional learning, English Language Development (ELD), Gifted and Talented Education (GATE), and inclusive practices. Professional Learning Community (PLC) training was provided to all school and district instructional leaders with extensive training and coaching for teachers at one comprehensive middle school. Positive Behavior Intervention and Support (PBIS) through CHAMPS training was provided to all elementary principals and elementary teacher leaders. The 2019-2020 LCAP will expand on a number of these current professional development systems such as: continuing the Induction program, increasing membership of administrators to ACSA, expanded PLC training to more school sites, and continued technology, ELD, GATE, and inclusion training. In addition, all district teachers will begin professional development on Universal Design for Learning (UDL). Principals will also receive extensive training on special education practices, UDL, and the School Plan for Student Achievement.

The CVUSD will monitor student performance data as per the California Dashboard and all associated data points to determine the effectiveness of our Professional Learning Plan and the efficacy of our Title II expenditures. Two areas of emphasis during the 2018/19 school year were increasing the least restrictive environment percentage and addressing district and site discipline policies and procedures in order to positively impact the suspension rate. To that end, the Instructional Services Department monitored, on a monthly basis, site suspension rates and presented this data to principals through regular meetings with all principals. Likewise, the LRE rate was tracked each quarter, trimester, and semester with feedback provided to principals as related to our overall growth in this area, as well as reviewing best practices that will not only improve the LRE rate, but more importantly create a more inclusive school environment on each campus. The District uses data points and metrics to monitor growth and the efficacy of its professional learning plan and Title II expenditures.

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:

CVUSD had no schools that qualify for Comprehensive Support and Improvement. Redwood Middle School qualified for Additional Targeted Support & Improvement in the 2018-2019 school year based on the performance indicators for Students With Disabilities. Redwood Middle School is prioritizing funding through its School Plan For Student Achievement to meet the needs of those students. In addition, the CVUSD LCAP is providing funds to train the school's administration and teacher leaders on professional learning community strategies that will be employed through the school's weekly common planning time.

CVUSD's LCAP denotes a number of on-going efforts to engage with parents/families. The district's LCAP Goal 3 is to "provide communication and targeted outreach that informs the community or programs & opportunities that support positive student outcomes." This goal's actions/services benefit all parents/families but are meant to reduce barriers of English Learners (EL) and socio-economically disadvantaged students. Some of these actions/services include: increasing the district's exposure through print and digital/social media, parent training for EL families, and increasing the number of bilingual parent nights.

Title II funds are partially allocated to all sites based on a per pupil basis and as determined by the Executive Cabinet in consultation with site principals. Additionally, several district-wide initiatives are funded through Title II funds including Impact Team training which is based on the work of John Hattie through Corwin Press and included Sequoia Middle School piloting the training program with other sites receiving introductory training that will carry over into the 2019/20 school year. All administrators were trained in the Impact Team methods during August of 2018 as a segue to the development of PLCs on each campus.

Lastly, the District will provide Redwood Middle School, identified as ATSI, with an additional allocation from Title II funding targeted at the low performance of SWD as well as EL students.

Data and Ongoing Consultation to Support Continuous Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Under the supervision of the Director of High Schools and Assessment and the Coordinator of Technology and Assessment, the CVUSD utilizes the California Dashboard, LCAP, and School Plan for Student Achievement (SPSA) to systematically measure student performance and the effectiveness of Title II, Part A expenditures. The Dashboard results include Math and ELA performance, attendance, suspension, college/career readiness, and graduation rates. District and site instructional leadership review this data in multiple settings as the school year begins, and work with stakeholders (e.g. parents, teachers, advisory committees, and the board of education) to share the data and analysis.

The district LCAP goals related to professional development measure student achievement and other Dashboard indicators as well as new teacher Induction completion rates and new teacher retention. These metrics are reviewed annually and provide a regular opportunity to analyze and make appropriate modifications to actions/services. Individual school sites engage in on-going evaluation of data with parent/family stakeholders through the SPSA process. This process allows individual schools to analyze student achievement and make necessary adjustments within and between school years to ensure that professional development is meeting the needs of students.

The Director of High Schools and Assessment and the Coordinator of Technology and Assessment work collaboratively with the Executive Cabinet, and all Directors and site Principals in extracting appropriate data from the various information systems available from the CDE and the District and communicate said data to stakeholders as part of the continuous improvement process and the development of the LCAP and School Plans for Student Achievement (SPSA).

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:

CVUSD will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel in the following ways:

Teachers: Professional learning for faculty will target the areas of language assessment, such as the ELPAC task types and IDEA Proficiency Tests, the ELD Standards deconstruction and implementation, Academic Conversations Structures for acceleration and amplification of English development, Academic Discourse across content and innovative strategies to respond to the needs of Newcomers, At-Risk, LTELs, Students with Interrupted Formal Education (SIFE), and other English Learner typologies. ELD Advisor meetings will be provided monthly to include professional learning in a trainer of trainers model, where they teach the new learning to their teacher colleagues on a monthly basis.

In addition, the Language and Literacy support TOSA will collaborate with classroom teachers on targeted teaching approaches and strategies to accelerate the language and academic performance of Newcomers and SIFE.

Principals and school leaders: Professional development will be provided in areas such as the ELPAC's Task Types, the English Learner Roadmap, the English Learner Advisory Committee (ELAC) role and responsibilities, and all State level updates such as Proposition 58. The regular professional development allows them to make academic programming decisions that are tailored to the needs of culturally and linguistically diverse students, specifically English Learners.

English Learner parents: Professional learning will center on parent education and parent engagement. Monthly ELAC and DELAC committee meetings will include topics on navigating the American school system and new strategies to work collaboratively with their school principals and teachers. The ongoing work that was initiated during this past school year is to empower parents of English learners to engage, ask questions, and participate fully in the educational process of their children.

Bilingual Support Staff: Professional development was focused on two areas; 1) paraprofessionals learned early literacy strategies, computer adaptive progress monitoring approaches, and effective positive behavioral methods to assist Newcomers and SIFE as they acclimate to the new school system and accelerate language acquisition. 2) bilingual facilitators learned strategies on how to support their school principal and teachers in providing language assessment data reports that would lead to new instructional approaches and new systems of support.

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:

CVUSD launched a specific parent engagement program targeted for parents and guardians of immigrant students called, Project 2Inspire. Parents engaged in a 12-module course on topics that allowed them to improve their understanding of the American School system. This program is designed to build parent capacity and provide parents with the tools and strategies to be partners and collaborators of their students' education. The new learnings include understanding the system at the school and District level. For example, at the school level they learned the role of parent committees such as the School Site Council and English Learner Advisory Committee, the academic programs offered in schools, the Common Core State Standards, grading system, parent-teacher conference model, and the State accountability system to name a few. Project 2Inspire was successfully implemented during the 2018/19 school year with 22 parents completing the program and will be extended into the coming school year as a parent engagement/education strategy.

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:

CVUSD's language acquisition program is centered on a Structured English Immersion (SEI) model. SEI model includes both Designated and Integrated ELD instruction. The Designated ELD instruction is designed to serve students in the development of English on a protected time based on their language acquisition stage of development. The curriculum design for Designated ELD is research-based and supported by a scope and sequence on the linguistic features of English skills and concepts. The Integrated ELD instruction is a developing new system in CVUSD. CVUSD has proposed to continue these developments to include ELA and Mathematics as the two focus content areas where teachers will implement the ELD Standards and use in tandem with the CCSS ELA and CCSS Math standards. The intent is to gradually develop a practice that calls out the language features in the content areas by attending to the word, phrase and paragraph level of content literacy. Teachers will receive regular training on deconstructing language by attending to the vocabulary, structure, semantics and pragmatics elements of the language of the discipline of ELA and Maths.

In addition to the comprehensive ELD structures, CVUSD implemented the use of two adaptive computer based learning tools, Rosetta Stone and Achieve 3000. Rosetta Stone is implemented to further support the acceleration of basic communication skills of the newly arrived English Learner. Rosetta Stone supplements the acceleration of student basic vocabulary, syntax, semantics and pragmatic development of English. Achieve 3000 further supports students' academic English in the area of fiction and non-fiction literacy. The implementation of these tools are closely monitored to increase effectiveness and positive impact on student outcomes.

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: CVUSD ensures that all elementary and secondary schools comply with the dual obligation to develop students' English proficiency based on the State's English language proficiency, ELPAC and simultaneously meet the challenging State academic standards by implementing and monitoring the following instructional programs and systems of support:

- 1) Implementation of Designated and Integrated ELD in ELA and Maths
- 2) Implementation of the ELD Standards to work in tandem with ELA and Math standards
- 3) Supplemental programs such as Rosetta Stone and Achieve 3000
- 4) Implementation of ELPAC task types activities embedded in instruction
- 5) Completing meaningful English Learner Annual reviews via the Language Appraisal Teams and utilizing language and academic data to drive decisions
- 6) Using all data systems including ELlevation to analyze students' profiles, language and academic data to inform the development of innovative systems of support
- 7) Implementing meaningful English Learning Advisory Committees (ELAC) in all qualifying school sites and a District English Learner Advisory Committee (DELAC)
- 8) Implement an Immigrant parent engagement program such as Project 2Inspire

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 fall of 2019 is the first year that the CVUSD has qualified for Title IV funding. The LEA will transfer current and future Title IV funds to Title II within the states reporting system (CARS) in order to utilize the \$107,500 to address the Effective use of Technology by employing a Teacher on Special Assignment (TOSA) in the area of Technology Implementation. The role of the Tech TOSA is fully described in section (E) below. The LEA has effectively implemented funds to meet Title IV regulations as defined within the statute and as follows:

(A) The LEA has recently entered into a College and Career Access Pathways Partnership (CCAPP) agreement with the Ventura County Community College District (VCCCD) that may provide additional opportunities for high school students to engage in college level course work that is specifically related to new and emerging technology, as well as offering hybrid or online options for students. The LEA's goal through this the CCAPP is to better prepare students for college and career through their engagement in college level course work. Funding for this action includes materials and staffing in partnership with the VCCCD. The LEA is also involved in a Ventura County-wide consortium, known as VC Innovates (VCI) aimed at addressing CTE pathway development and opportunities for students in various areas including culinary arts, digital media, entrepreneurship, and construction trades to name a few. Our partnership through VCI, which includes a myriad of community organizations and industry leaders, has greatly enhanced the LEAs course offerings.

(B) The LEA is committed to providing a varied educational experience to its students that includes opportunities for rich academic pursuit, engagement through a plethora of programs (art, band, choir, dance, and strings) in the Visual and Performing Arts, a full complement of co-curricular opportunities, and specific signature programs at the majority of the secondary schools and newly emerging at the elementary level. Through these programs and efforts, students within the CVUSD are engaged through a focus on developing well rounded and successful students. However, no Title IV funds will be allocated to meet the aforementioned goal as Title IV funds have been transferred to Title II.

(C) The LEA is committed to providing a Safe and Healthy learning environment to all students that is welcoming, nurturing, and conducive to learning. To that end the District has trained all elementary site staff in the CHAMPS Class-wide Positive Behavior Support (PBS) methodology and strategies through direct instruction to all certificated staff during the 2016/17 school year, and through a trainer of trainers model that included site teacher leaders and principals during the 2018/19 school year. Additional strategies include efforts in addressing school site discipline concerns through the implementation of restorative practices and further education on the consequences of negative behaviors as related to substance abuse with a direct focus on Electronic Nicotine Delivery Systems (ENDS) or vapes. However, no Title IV funds will be allocated to meet the aforementioned goal as the LEA will transfer all Title IV funds to Title II to further support our professional learning activities.

(D) All Title IV funds have and will be transferred to Title II in an effort to support the Effective Use of Technology through the creation of a Teacher on Special Assignment (TOSA) dedicated to technology support as an instructional tool. This strategy is outlined in paragraph one of this section and below.

(E) CVUSD utilizes Title IV, Part A funds to supplement other state, local, and agency funding. One focus area of this funding in CVUSD is the salary of a Technology Integration Teacher on Special Assignment (Tech TOSA). The Tech TOSA provides a variety of vital functions in supporting student learning and the integration of technology in the classroom. The Tech TOSA accomplishes this by spearheading the roll-out of Digital Citizenship instruction in our schools, participating in our district-wide professional learning days, providing after school professional learning based on district and/or individual school needs, and conducting classroom-based coaching and demonstration lessons to support individual teacher and classroom growth. Through these activities, teachers are provided multiple avenues for learning how to support personalized learning opportunities; discover, adapt, and share high-quality learning resources; and implement blended learning strategies.

Research shows that when socioeconomically disadvantaged students utilize technology to complete higher-order thinking activities and personalize their learning; the achievement gap on computer-based standardized assessments, such as Smarter Balanced, narrows. This type of support is imperative to moving CVUSD forward to meet its growth goals, as a district focus is to narrow the achievement gap.