

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

School Year

2025-26

Date of Board Approval

05/06/2025

LEA Name

Palo Verde Unified School District

CDS Code:

33-67181-0000000

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

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.

Palo Verde Unified has three main goals in its LCAP. These goals are 1.) to increase student achievement to ensure all students will be college and career ready, 2.) to provide a safe and healthful learning environment for students, staff and parents, and 3.) to increase collaboration and engagement with all educational partners to advance learning and continuous improvement. Federal funds will be utilized to support and enhance the three district LCAP goals through multi-funding LCAP actions to make progress on goals. Title I,II,III,IV funding supports, supplements and enhances PVUSD local priorities and initiatives reflected in the district LCAP.

Federal funds support LCAP Goal 1, 2, and 3 in the following areas: professional learning opportunities for teachers, classified staff, and administrators; early intervention socio-emotional learning counseling; paraeducator small group learning support, library tech reading access support, ELD classroom support, teacher mentoring support; additional differentiated materials for high-need and EL students; additional reading materials for school libraries aligned with the needs of struggling readers and EL students; additional technology to enhance student learning; parent involvement notifications; reading intervention support and materials; additional college and career support; and music program access and enhancement.

LCFF Base, supplemental, and concentration funding is used to fund LCAP goals 1, 2, and 3 actions and services.

The district and schools align each school plan for student achievement with the LCAP goals and district and site federal funds are budgeted to support and supplement LCAP actions and services. School Site Councils meet regularly to evaluate progress on actions and goals using student data for achievement, attendance, behavior, and family participation. School Site Councils and District Teams evaluate federal funding LCAP alignment and effectiveness through annual evaluation review cycles using data to determine if adequate progress is being made.

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.

PVUSD efforts to align federal funds with activities funded by state and local funds:

1. All principals are supported on School Plan for Student Achievement requirements as well as using School Site Councils effectively to align federal funding to district LCAP goals and evaluate the effectiveness of the activities within the SPSA goals to ensure federal funding is being used to achieve intended student outcomes. Each SSC develops the SPSA with annual cycles of review and updates.
2. Site ELAC reviews and provides input for the district LCAP and SPSA.
3. DELAC reviews and provides input for district LCAP and ConApp.

SSC, ELAC and DELAC monitors the academic, attendance, and behavioral progress of all students using the California Dashboard; and in particular, the progress of socio-economically disadvantaged students, EL students, homeless students and foster youth.

4. District Directors have met and will continue to have budget coordination meetings aligning district centralized federal funding with site-based federal funding and with state and local funding to allow appropriate support of actions and services stated in the district LCAP goals.

5. All district committees are expected to start with the LCAP. To review the LCAP goals and goal actions/services and align all plans to support, supplement and enhance actions/services in order to more effectively and efficiently improve student outcomes.

LCAP Goals and funding aligned and supplemented by Federal Funding:

Federal funds Title I & II & III are used and will continue to multifund to supplement the LCAP action of "First best instruction" through teacher training, development, mentorship and support cycles throughout the school year on effective & evidence-based instructional strategies so that all students; and in particular, underserved students have access to first best instruction.

Federal funds (Title II) are used to facilitate payment to the Riverside County Office of Education for CTI Reflective Coaching Fees. State funds are used to facilitate professional development and stipends for reflective coaches and federal funds (Title II) are used for the new teachers' induction fees. Title I, Title III and Title IV funds are used for tier 2 extra instruction and practice for students needing targeted instruction and practice. Two school counselors are multi-funded with local, state and federal funds (Title I) providing extra academic and pro-social skills development support for all students and extra support for students in transition years.

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.

The low income measure - Income Verification Method - for PVUSD is 74.41%.

PVUSD has five schools. Three elementary schools TK-8, one comprehensive high school, and one continuation high school.

The following is a ranking of low income student percentage (measured by the Income Verification Method) from high to low per school site in Palo Verde Unified School District: Twin Palms Continuation High School = 87.01%; Palo Verde High School = 77.55%; Ruth Brown Elementary = 75.80%; Felix J. Appleby Elementary = 74.31%; Margaret White Elementary = 67.49%.

PVUSD offers universal breakfast and lunch at no cost. The district uses the results of the Income Verification form to determine if families qualify as low-income. All schools qualify for Title I, Part A funds based on these results.

Consolidated Application Status - PVUSD has district-wide Title I status and all five schools are school-wide Title I schools.

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

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

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

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

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

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

PVUSD serves high-needs students. The students are fairly evenly distributed across all schools in the district.

The low income measure - Income Verification Method - for PVUSD is 74.41%.

PVUSD has five schools. Three elementary schools TK-8, one comprehensive high school, and one continuation high school.

The following is a ranking of low income student percentage (measured by the Income Verification Method) from high to low per school site in Palo Verde Unified School District: Twin Palms Continuation High School = 87.01%; Palo Verde High School = 77.55%; Ruth Brown Elementary = 75.80%; Felix J. Appleby Elementary = 74.31%; Margaret White Elementary = 67.49%.

PVUSD offers universal breakfast and lunch at no cost. The district uses the results of the income verification form to determine if families qualify as low-income. All schools qualify for Title I, Part A funds based on these results. Refer to Conn App - PVUSD has district-wide Title I status and all five schools are school-wide Title I schools.

2024 California Dashboard Enrollment by Ethnicity for the three TK-8 elementary schools:

Felix J. Appleby Elementary: 615 total students; 96.5% AA, 0.7% AI, 0.3%, 76.7% Hispanic/Latino, 13.7% White, 1.1% Two +

Margaret White Elementary: 609 total students; 8.0% AA, 0.7% AI, 0.2% Asian, 0.3% Filipino, 74.9% Hispanic/Latino, 0.2% Pacific Islander, 14.1% White, 1.1% Two +

Ruth Brown Elementary: 628 total students; 12.3% AA, 0.8% AI, 0.3% Asian, 0.3% Filipino, 68.6% Hispanic/Latino, 0.5% Pacific Islander, 12.7% White, 4.1% Two +

2022-2023 PVUSD has 73.0% teachers with a clear credential; 10.3% ineffective teachers; 5.5% out-of-field teachers; 5.3% intern teachers; 5.8% incomplete credentialed teachers

PVUSD does not have 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.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

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

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

There are two PVUSD schools in Comprehensive Support and Improvement (CSI) status: Margaret White Elementary and Twin Palms Continuation High School.

Both schools utilize their School Site Councils and English Learner Advisory Councils to review and modify the School Plan for Student Achievement (SPSA) and the Parent and Family Engagement Policy.

Both PVUSD CSI schools embed their CSI plan in their SPSAs.

PVUSD engages with parents and families through Parent Information Nights on a regular basis. Topics include technology, attendance, social-emotional supports, how to support students at various grade levels, and input for PVUSD continuous improvement.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

PVUSD engages with parents and families through Parent Information Nights on a regular basis. Topics include technology, attendance, social-emotional supports, how to support students at various grade levels, and input for PVUSD continuous improvement.

PVUSD LCAP Goal 3 is to increase collaboration and engagement with all educational partners to advance learning and continuous improvement.

Parent surveys in English and Spanish occur every year to guide/inform district decisions.

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.

N/A

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:

N/A

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:

PVUSD services to support the enrollment, attendance, and success of homeless students:
The Director of Curriculum and Instruction provides leadership in the administration of homeless services as well as supervising and coordinating services related to homeless students. The Director of Curriculum and Instruction will train district and school staff on the McKinney-Vento Homeless Assistance Act, especially as it relates to identifying and supporting students enrolling that lack a fixed, regular, and adequate nighttime residence. PVUSD staff that are responsible for student enrollment and/or support will be trained to ensure immediate enrollment of students experiencing homelessness and how to properly support educational stability, continuity and consistency for students identified as homeless.

PVUSD will coordinate professional development for educators and pupil services personnel on understanding and sensitivity of the needs of homeless students, the legal rights of such students, and the specific educational needs of runaway and homeless students.

The Director of Curriculum and Instruction will coordinate training of PVUSD in order to properly identifying students experiencing homelessness. When homeless students enroll with our district then the Director will coordinate a district notification process so that student support staff will be notified activating extra support for students, specifically addressing their needs. Principals, school counselors and dropout prevention specialists will assist students ensuring successful enrollment, regular school attendance (making sure students have regular transportation and additional support at school) and learning success - ensuring students have school materials and supplies that they need, as well as access to tutoring.

The Director will coordinate training of staff and supports for homeless students and the Director will monitor the effectiveness of the service coordination efforts. The Director meets with District Cabinet weekly and will update Cabinet on the status of homeless students using continuous improvement efforts towards properly identifying and enrolling homeless students in the district and tracking how the students are being supported in order to regularly attend school and be successful in all areas of their learning. The Director will work with principals to monitor the learning success of homeless students at their sites and develop a plan to support students if they are not being successful. The Director will collaborate with the Data Director to closely monitor the attendance of homeless students and will work with site principals, counselors and dropout prevention specialists to ensure the regular attendance of homeless students with collaboration on preventing barriers and intervening early for proper support of student success.

The Director of Curriculum and Instruction is responsible for referral of homeless students for medical, dental, health and behavioral health services and coordination of the referrals within the educational system and between agencies.

PVUSD reserves 1% funding annually from Title I, specifically and exclusively, to benefit students experiencing homelessness for the purpose of facilitating their identification, enrollment, attendance and success in schools; to purchase school supplies, clothing, and personal hygiene supplies.

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.

N/A

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Middle Grades Programs - Articulation & Transition:

All PVUSD elementary schools are TK-8 grades. PVUSD does not have a middle school or a junior high school. The three TK-8 elementary schools feed into the comprehensive high school. The following actions have been developed to support students transitioning from elementary to high school, support career counseling to identify student interests and skills, and increase access to concurrent high school - college pathways for all students.

1. Positive Behavior Intervention & Support program development at the high school to articulate with the elementary PBIS program.

2. Continue school counselor support so that each grade-level has designated counseling support customized for the developmental and academic needs of students. Counselors are trained to support Get Focused/Stay Focused college and career curriculum & student 10-year plan.

3. PVUSD will continue to collaborate with the local community college, Palo Verde College (PVC), to expand concurrent enrollment, develop dual enrollment, and coordinate with community industry partners for apprenticeships development with CTE capstone courses. PVUSD and PVC meets monthly to develop/expand college and career pathways and align programs in support of all students.

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:

PVUSD will increase access expand education opportunities for high-ability students that were traditionally served in GATE programs in our three TK-8 elementary schools and our comprehensive high school by facilitating enrichment and challenging academic opportunities to more students. To ensure and increase access of enrichment for all students and in particular those students traditionally underrepresented in GATE programming; PVUSD uses LCFF/LCAP to address the educational needs of high-ability students. Grades 1-8 students in elementary schools participate in a 30 minutes, four days per week intervention/enrichment block. This learning block system uses data to determine students' continuum of learning need support. High-ability students have challenging and enrichment opportunities aligned/integrated with their curriculum. In secondary classes students will continue to have access to CTE courses and AP courses.

PVUSD's development of effective school library programs will continue with support from multifunding of library technicians and expanding each school sites libraries of books to include a broader spectrum of reader, such as books for higher through struggling readers, biliteracy books, culturally relevant and inclusive books. Each schools' SPSA has a student Reading goal and funds annual expansion of the school library. Increasing reading proficiency increases a student's academic proficiency and each school in PVUSD cultivates and reinforces reading. The library is an important aspect of diversifying reading options/opportunities for students to read in different mediums. PVUSD has 1:1 student technology and this technology is used in each classroom and is an important learning tool. To support student reading districtwide, the digital reading platform, myON is utilized. Students, families, and staff monitor student reading and their growth in reading Lexile. The Library Technician funding, as well as the expansion of the library materials, using multiple funding streams, allows students to have access to hard and soft bound books to check out as well as digital reading opportunities. Students digital literacy skills are taught by their classroom teachers and supported by Library Technicians.

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Professional growth and improvement at PVUSD:

CTI through RCOE: PVUSD will continue to support Teacher Induction Program with Riverside County Office of Education (RCOE) to provide teachers with ongoing and intensive professional learning. CTI and stipend support is multi-funded.

In-district new teacher support model: new teachers to PVUSD are additionally supported by the "Buddy Teacher" model. Each teacher has a buddy teacher at their site that teaches the same or as close as possible to the same grade as the new teacher. The buddy teacher supports new teachers with acclimating to the school environment, the nuts and bolts of how to be successful with daily teaching expectations and school norms. The new teachers additional have support from a contracted retired teacher that supports new teachers with classroom management procedures and skills. The buddy teacher and classroom management additional support provider models are multi-funded.

CASC through RCOE support for administrators: PVUSD will continue to support district leaders on the administrative path through partnering with RCOE in the Clear Administrative Services Credential Program. The CASC Program is a job-embedded, site-based, individualized coaching program grounded in the California Professional Standards for Educational Leaders (CPSEL) for new school administrators. In addition, all PVUSD principals participate within the district's coaching and mentoring cycles of support for administrators. Principals are coached as instructional leaders as a principal group monthly by the superintendent. Principal coaching is multi-funded.

TOSAs as teacher leaders: in-district teacher leadership development occurs through our teacher on special assignment positions. The three district Academic Coordinators (TOSAs) and the three elementary Behavior Intervention Teachers (TOSAs) are positions that are recognized as teacher leadership positions. TOSA positions are multi-funded.

All teachers are trained on direct instruction lesson delivery model and district adopted curriculum use that is followed by cycles of coaching and mentoring support throughout the school year. Teachers needing more support receive coaching and mentoring more frequently. PVUSD will have a master teacher leader as the academic coordinator who will model, coach, and mentor teachers on effective instructional practices. The academic coordinators will be supporting effective instructional practices and proper curriculum use with teachers in classrooms 85% of the time. 15% of the time the academic coordinators will collect and analyze student data to inform professional development needs.

Prioritizing Funding

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

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

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Data and Ongoing Consultation to Support Continuous Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

PVUSD developed a root cause analysis tool to drive the district's continuous improvement efforts with the three LCAP goals of:

1. to increase student achievement to ensure all students will be college and career ready
2. to provide a safe and healthful learning environment for students, staff and parents
3. to increase collaboration and engagement with all educational partners to advance learning and continuous improvement.

The superintendent meets with the principals each month to review school specific and district data.

PVUSD uses the PLC process to analyze progress on the three LCAP goals, as well as on the SPSA goals. The Director of Data, Assessment and Accountability uses community and family forums to communicate to our educational partners the progress or lack of progress on goals.

School principals have aligned their site-based SPSA goals, actions and services with the district's LCAP goals. Principals have trained their School Site Councils on the annual development, review, and update process using student academic, behavior and attendance data to inform the process.

PVUSD EL Consultants and Director of Curriculum and Instruction participates with DELAC to review, provide feedback and update the LCAP and Consolidated Application annually. Student data is used to inform this process.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

PVUSD professional development focus and goal is first best instruction and ensuring all students have access to and are engaged with first best instruction. All teachers use adopted state standards aligned curriculum and teach the standards, including English Language Development standards, through the curriculum using direct instruction as the evidence-based lesson delivery model. All teachers and principals are trained in Direct Instruction and participate in cycles of training, mentoring, and coaching support using direct instruction.

PVUSD professional development model is Multi-Tiered System of Support (MTSS) for educators. All educators get training on 1. first best instruction and 2. engaging all learners and ensuring all learners have access to first best instruction and 3. curriculum training. Educators needing more professional development support receive extra training. The academic coordinator will be supporting effective instructional practices and proper curriculum use with teachers in classrooms 85% of the time. 15% of the time the academic coordinator will collect and analyze student data to inform professional development needs.

Principals are trained as instructional leaders. all PVUSD principals participate within the district's coaching and mentoring cycles of support for administrators. Principals are coached as instructional leaders as a principal group monthly by the superintendent.

Adopted curriculum training is on a continuous roll out cycle throughout the district to support teachers to better use the adopted curriculum as a tool to teach all students mastery of state standards as well as using curriculum properly for differentiation for students' learning needs.

PVUSD facilitates three days of Summer professional development each year. The focus of the professional development is engaging all learners with first best instruction, in particular EL learners, and ensuring all students have access to first best instruction. The training teaches equity-based teaching and learning practices.

PVUSD facilitates staff attendance at English Learner Development conferences.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order for English learners to increase their English language proficiency and meet the challenging State academic standards, PVUSD implements the evidenced-based model, Multi-Tiered System of Support (MTSS), for all students, in particular EL students. Specifically, the MTSS model is used at PVUSD in order to provide effective educational programs through the development, implementation, and administration of 1. first best instruction 2. ensuring all learners have access to first best instruction, 3. engaging all learners with first best instruction and and 4. the appropriate use of district and state adopted curriculum supporting all learners, in particular EL learners.

At the three TK-8 elementary schools; all students will participate in the 30 minute daily ELA/ELD Intervention and Enrichment Block and will participate in the continuum of ELA/ELD learning that best fits their needs. Students will receive front-loading with extra practice of essential academic language and concepts scaffolded at their learning level so that when whole group instruction occurs, students have access to first best instruction. This learning block system uses data to determine students' continuum of learning need support. Students responding to the small group support move within the continuum. High-ability ELA/ELD students have challenging and enrichment opportunities aligned/integrated with their curriculum, as well as students at grade-level with ELA/ELD standards needing extra practice get small group practice with quick feedback cycles, and students requiring scaffold curriculum support with ELA/ELD instruction receive front-loading of the ELA/ELD lesson with targeted re-teaching . At the high school students will receive extra support if needed and have access to intensive intervention support classes for math and/or reading. At the high school ELD classes support students language development needs. Grade TK-12 EL students have additional support with EL paraeducators assisting with translations when needed as well as classwork and homework learning support.

In addition to academic supports and systems embedded during the school day, all schools offer after school tutoring.

To support teachers appropriately with first best instruction lesson planning and delivery for each lesson required for all students to master state standards; continuous cycles of mentoring, modeling, and coaching support occurs through the school year by our academic coordinators to train teachers on ELA/ELD standards and effective strategies for teaching EL learners.

PVUSD MTSS Educational Model will continue to be implemented so that all students receive first best instruction with every lesson and have access to first best instruction so that students needing extra learning support can be properly identified using local formative data and receive the extra, targeted instruction with appropriate type of practice. The first best instruction also needs to be differentiated so all learners can be engaged within their learning zone of proximal development to maximize their learning of State academic standards. This evidenced-based educational model benefits all students and particularly EL learners. This is a complex model that integrates teacher professional development with a dynamic data system informing instruction with tiered systems of differentiated instruction for students. This models centers on ensuring students receive first best instruction every lesson and that they have access with first best

instruction maximizing their lesson engagement. When first best instruction occurs and students have proper access then Tier I instruction foundation has occurred.

English Proficiency and Academic Achievement

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

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

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

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

PVUSD assists English learners with their English Language proficiency in all areas: listening, speaking, reading and writing and supports students meeting the challenging State academic standards using the following methods:

1. utilizing first best instruction with visual supports and scaffolding using sentence frames and targeting key vocabulary and concepts
2. chunking skills into smaller, more approachable tasks
3. providing extended wait time due to greater cognitive load and processing in dual languages
4. allowing scaffolding using student's native language
5. pre-teaching lesson vocabulary with skills and concepts
6. valuing linguistic differences so students feel safe to practice their language development
7. teaching language skills across all settings
8. being aware of culturally unique vocabulary and building contextual understanding
9. having teachers and students practice speaking more clearly with slower speech cadence.

PVUSD will continue to train teachers on research-based EL learning strategies so students have consistent learning support throughout their learning day as they develop their English proficiency. PVUSD will integrate these strategies as part of the expected norms in classrooms for teaching and learning. PVUSD will continue developing awareness among educators regarding the specific needs of EL students and through this awareness structure effective lessons to meet their needs.

The English Language Proficiency Assessments for California (ELPAC) is one assessment measure within a multiple-assessment measurement system that monitors student English language proficiency. Students' reading lexile growth is assessed through our myON digital platform. All students have diverse reading materials that are at various reading lexile levels and with some in dual languages. EL students have a Chromebook at school and practice reading on an adaptive reading lexile platform matching their lexile with grade-level interest. Additional libraries have been added so EL students can access a greater number of reading resources supporting their English language development. PVUSD will continue to support increasing EL students academic resources providing a variety of differentiated and scaffolded learning supports.

PVUSD will continue to train teachers on research-based EL learning strategies so students have consistent support throughout their learning day. PVUSD will continue evaluating EL students progress on State academic standards to determine effectiveness of professional development, EL support in instruction and educational systems. Initial ELPAC, the initial identification of students as English learners, will continue to be used to inform educators of students specific learning needs as an EL and the Summative ELPAC, the annual summative assessment to measure an English learner's progress in learning English and to identify the student's ELP level, will continue to inform the level of EL need a student requires.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

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

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

PVUSD will use Title IV, Part A funding to support well-rounded education opportunities for all students in the following ways:

- 1. Supplemental Science materials
- 2. Science professional development for teachers
- 3. Corrective Reading, a supplemental Reading Intervention
- 4. Materials and supplies for site and district science fairs
- 5. Xello, a career exploration tool
- 6. A portion of C&I Clerk salary and benefits to support well-rounded education activities for students
- 7. A portion of Elementary English Learner paraeducators to support ELD

PVUSD will use Title IV, Part A funding to support safe and healthy student activities for all students in the following ways:

- 1. Push Play PE, a supplemental physical education program for students in grades K-8.
- 2. Materials and supplies for Red Ribbon Week

PVUSD will use Title IV, Part A funding to support the effective use of technology for all students in the following ways:

- 1. Go Guardian, an online student technology monitoring system

PVUSD will collaborate with the DELAC to periodically review, provide input/feedback, and evaluate the Consolidated Application, in particular Title IV, Part A Activities and Programs focusing on the development of activities related to supporting students with a well-rounded education, safety and health of students, and students effectively using technology with their learning.

Title IV, Part A Needs Assessment

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

Well-rounded Education Opportunities (ESSA Section 4107)

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

Suspension Rate, Chronic Absenteeism Rate, ELA, Math, Graduation Rate as measured by the California Dashboard and student results as measured by the district's Early Warning System.

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

Purchase of Physical Education materials, purchase of supplemental math materials, funding of educational field trips

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

California Dashboard results and Physical Fitness Test results

Safe and Healthy Students (ESSA Section 4108)

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

Suspension Rate, Chronic Absenteeism Rate, ELA, Math, Graduation Rate as measured by the California Dashboard and student results as measured by the district's Early Warning System.

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

Funding of personnel responsible for student cyber security. Purchase of supplemental Health and Science materials. Professional development for teachers in Health and Science. Funding of programs related to student mental health and counseling.

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

Suspension Rate, Chronic Absenteeism Rate, ELA, Math, and Science test results, Graduation Rate as measured by the California Dashboard and student results as measured by the district's Early Warning System.

Effective Use of Technology (ESSA Section 4109)

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

Suspension Rate, Chronic Absenteeism Rate, ELA, Math, Graduation Rate as measured by the California Dashboard and student results as measured by the district's Early Warning System.

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

Funding of personnel responsible for student cyber security. Funding of district license to monitor student computer use. Funding for software and support for site and district surveillance.

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

Suspension Rate, Chronic Absenteeism Rate, ELA, Math, and Science test results, Graduation Rate as measured by the California Dashboard and student results as measured by the district's Early Warning System.

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

Date of LEA's last conducted needs assessment:

July 11, 2023

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

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