

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

School Year

2024

Date of Board Approval

June 12, 2024

LEA Name

Clovis Unified School District

CDS Code:

10621170000000

Link to the LCAP:

(optional)

<https://www.cusd.com/LCAP.aspx>

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.

Clovis Unified's 2024-2025 Local Control Accountability Plan (LCAP) has a commitment to services aligned to our three district aims of maximizing academic achievement for all students, operating with increasing efficiency and effectiveness, and hiring, sustaining, and valuing a high quality, diverse workforce. Within our LCAP goals, we have prioritized the needs of students and ensuring their growth toward college and career readiness by infusing our actions with academic and behavioral priorities that support the whole student and include strategies and resources that are designed to fit into our Multi-tiered System of Support processes. Within our LCAP, we have designated actions that were created to meet the unique needs of specific subgroups including our English Learners, our Long-Term English Learners, our Foster Youth, our Homeless Youth, and our socio-economically disadvantaged students. There are also specific priority areas for other subgroup needs based on the California Dashboard Data and our district needs assessment.

Our federal funds help us to enhance these goals by using Title I funds at our School-Wide Program (SWP) sites to coordinate and integrate services and programs with the aim of upgrading the entire educational program and maximize student achievement. Additionally, Title I funds are also used to provide additional targeted support through professional development and coaching for our Title I sites as well as to provide parent and family engagement opportunities. Title II funds are utilized to increase professional development opportunities for our staff towards meeting our district goals. Title III funds help to provide targeted supplemental materials, intervention support, and additional staffing to support our Multilingual English Learners, Migrant students, and Newcomers. Title IV funds will be utilized to support interventions focused on academic and behavioral goals that improve school climate and achievement as well as enrichment opportunities to support our vision of equipping students with the tools they need to make a positive mark on our community.

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.

We are able to illustrate how our federal funding works in conjunction with our Local Control Funding to support the district's vision and programs through the various committees and community outreach processes. Information is shared and feedback is gathered with parents, staff and students through various community meetings such as LCAP parent nights, Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC), School Site Council (SSC), and English Learner Advisory Committee (ELAC). Our school site administrators, via their School Plan for Student Achievement (SPSA), align their site based federal funds to enhance programs that are already aligned to our LCAP goals and priorities

Through our LCAP community engagement process, we are able to illustrate how our federal funding works in conjunction with our LCFF to support the district vision and programs. Our school site administrators, via their SPSA, align their site based federal funds to enhance programs that are already aligned to our LCAP goals and priorities.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

CUSD follows the CDE guidance of ensuring that all schools above the 75% SED mark are supported with Title I supplemental grant funding. CUSD then analyzes school data of sites that are between 50%-74% SED and prioritizes sites into Title I by the largest needs based on FRPM unduplicated student counts. Funds are allocated utilizing two tiers, with the highest allocations going to the schools that have the largest need as indicated by SED percentages. CUSD funds the top 18 schools with the highest SED rates.

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:

The district has taken steps to review educator equity data to address any equitable access challenges by identifying the number and percent of any inexperienced, ineffective, or out-of-field teachers at each school site. Based on this data analysis, it is evident that we do not have any school sites at the elementary, intermediate, or secondary level who have students who are low-income or considered minority being taught at higher rates by inexperienced, ineffective, or out-of-field teachers resulting in zero disparities district-wide.

While disparities were not identified, data for one of our intermediate schools, is moving in the direction of creating a disparity. To be proactive, Clovis Unified will ensure that we are providing additional professional learning and/or coaching to support new teachers and will remain mindful of this when considering future hiring and areas with openings.

Additionally, our human resources department will continue to work closely with our curriculum, instruction, and accountability department to ensure that all teaching staff are highly qualified and are working with proper authorizations for their subject area.

The district will also continue to analyze data annually through the Title I Comparability report that reviews teacher experience and class size at our Title I sites. This report is another tool to help the district maintain equity among our school sites in terms of teacher quality, effectiveness, and class size.

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.

CUSD views parent engagement as a critical piece to ensuring a positive educational experience for our students. The district utilizes a variety of communication tools to ensure parents are aware of district and school activities and events through Parent Connect, the use of social media, websites, email and phone calls. Both oral and written translation are available for families in need of this additional support.

At the district level, parents are invited to be a part of numerous committees and open conversations throughout the school year that include parent education opportunities, community feedback, and district and community resources. These committees are open to all parents and community members, but each site is also encouraged to have at least one parent representative join each of the committees, so that we can ensure that each site is represented and is given the opportunity to have open dialogue about a variety of topics. District level committees include PAC, DELAC, District

Intercultural Diversity Advisory Committee (IDAC), and School Assessment and Review Team (SART); as well as our district LCAP events. Additionally, the accountability team works collaboratively with our high school feeder areas to host educational parent nights each month that cover topics including academic support, anti-bullying, SEL needs, drug use, and much more. The district also employs several community liaisons who are able to support families throughout the year and who may provide specific supports for families of specific subgroups including our migrant families, SWD, Native American families, and immigrant families. Majority of district parent events are run through the supplemental services department; however, the special education department does offering differentiated parent events and trainings to support the specific needs of their families.

At the site level, each school has a site-based parent involvement policy that is designed through a partnership with the parents and other educational partners at that individual site. These plans are updated annually to ensure that modifications are made as needed to meet current site needs. Sites also have a variety of parent engagement opportunities through committees such as SSC, ELAC, IDAC, and SART. Additionally, sites have PTC's or Foundations and hold a variety of parent and family events including but not limited to back-to-school night, open house, parent education nights, and multicultural events. Additionally, each of our high school sites house a community resource center where families can access both school and community resources.

Both site and district committees are critical as they provide input to district plans including parent engagement policies, the district LCAP, SPSA's, CSI plans, ATSI plans, and our Multilingual EL Master Plan. Additionally, parents, students, and staff are also offered opportunities to provide feedback via anonymous surveys throughout the year.

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:

At the school site level, each of our schools utilize the School Plan for Student Achievement (SPSA) template to create their CSI or ATSI plans. The writing of their plans is done through an extensive process which includes the completion of data analysis along with an in-depth needs assessment. The process also includes on-going parent discussions and the opportunity for feedback. School sites offer multiple parent engagement opportunities throughout the year via their SSC meetings, PTC meetings, DELAC meetings, and SART meetings. Each of these provide the sites time to involve parents in the writing, revisions, and monitoring of their SPSA. Additionally, the sites work collaboratively to ensure that their staffs are engaged in the site plan process through staff meetings, SSC or DELAC participation, or leadership team meetings.

While the LEA has an overarching parent involvement policy, we believe it is critical that each school site--Title I or not--also have an individualized site parent engagement policy. The site policies are created in conjunction with staff and parents annually. The plan is then approved by the school site's SSC and is made public to parents and community members. The plans include information that is relevant to the school site and discusses topics inclusive of how the site will include parents in activities, meetings, and parent committees. The plan also addresses parent trainings and education opportunities and communication guidelines.

Outside of opportunities provided at the site level, CUSD as a district offers parent events, such as parent resource nights and literacy nights that provide parents an opportunity to hear from authors about their journey, how to support their students as readers at home, and how to build a love for reading. Additionally, parent education events are held at the district level as well. These events cover a variety of educational topics that are chosen based on parent and community feedback as areas that they wish to learn more about. Recent topics have included: the dangers of vaping, homework help, anti-bullying, social-emotional supports for students and families, suicide awareness, and navigating technology. CUSD provides dinner, child care, and translations (as needed) at these events through the use of state or federal funds. Families are also encouraged to provide feedback after events throughout the year, so we can continue to find educational topics that meet the community needs.

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.

Clovis Unified School District consolidates and uses funds under Title I, Part A school allocation, together with other federal, state, and local funds to upgrade the entire educational program of schools who serve eligible students. Money is allocated and distributed to schools based on the low-income percentage that is reported in the CUSD Consolidated Application and Reporting System (CARS). Our SWP Title I school sites carefully analyze student achievement data and complete comprehensive needs assessments annually. This information is then utilized to create the SPSA which identifies research-based strategies and supports that will provide increased opportunities through first time best instruction, target interventions, and support staff to ensure all children are given equitable opportunities meet the rigorous state standards.

Additionally, our elementary school sites provide before and after school opportunities for extended learning, intervention, and enrichment through our Expanded Learning Club. We also offer summer learning programs around academics through our summer academies and summer enrichment programs through our Expanded Learning Club.

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:

CUSD has a coordinated support system for students identified as homeless under the McKinney-Vento Act that is overseen by an administrator within our Students Services and School Attendance (SSSA) office. The administrator or their designee determines when a family meets the qualifications for the McKinney-Vento Act and registers the student(s) into the Kids in Transition (KIT) program which ensures that school site administration and teachers of the students are aware of their status and possible needs. Across our district, our Transition Teams and school sites support our KIT students and families with everyday needs like food and clothing by utilizing district food pantries and clothing closets or through other means. Both our site teams and Transition teams also provide academic and social-emotional resources for students that are available at sites or within the community.

CUSD also operates its own medical clinic, and through the clinic, our KIT students can get help signing up for Medi-Cal and receive medical treatment as needed. Services offered by our nursing team include immunizations, physicals, hearing and vision tests, treatment for various medical issues, and referrals to other medical professionals for specialty services. CUSD also offers on-site mental health support through a partnership with Comprehensive Youth Services and All 4 Youth that KIT students and their families can access.

Title I, Part A reservation funds are utilized to break down barriers and provide for any needs that support school engagement, academic success, or physical and social emotional health. Additionally, KIT students are often in need of basic school supplies, hygiene products, laundry soap, and other facilities in which our team can provide support. SSSA also provides loaner laptops with wireless hotspots, cell phones, covers the costs related to school activities, field trips, projects, summer school and outside tutoring if school site interventions are not meeting the individual needs of the student. Our SSSA team also works relentlessly to ensure that students have transportation and aides in housing placement as needed.

Additionally, members of our SSSA team and other designated staff attend professional learning opportunities to continue to grow their knowledge in the needs and supports of our homeless youth. At the school site level, administrators, teachers, and other staff members have taken advantage of trauma-informed professional learning opportunities to ensure they have an understanding for the needs of their students.

SSSA and some members of our Transition Team belong to a county collaborative, which brings together local shelters, Department of Mental Health, city governments, Department of Social Services, Fresno County Superintendent of School, local community colleges, California State University of Fresno, and other local agencies to help support our homeless youth and bring solutions to their situation.

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.

Clovis Unified offers preschool programs at 29 of our 34 elementary school sites which makes the transition from preschool to kindergarten seamless for the students who attend these programs. Because these preschool students are a part of the elementary school's community already, they are already aware of school-site policies, staff, events, etc. and they are able to participate alongside their elementary peers on the school campus. Additionally, our Child Development staff works closely with our elementary school site staffs to ensure that current CUSD preschool students have clear and concise communication regarding the enrollment process, parent, and family engagement opportunities, etc. to ensure that seamless transition. For students who attend preschool off-site, communication regarding registration and other opportunities to familiarize families with the campus begins early and comes from our elementary school sites. Preschool families are invited and encouraged to participate in community events, join the PTC, and school site functions prior to enrollment to help forge relationships with the school site staff. Our kindergarten teams also work collaboratively with our preschool teams to align curriculum that builds from preschool into kindergarten as well as utilizes similar assessment processes to help close any gaps students might normally experience transitioning from one school to another.

In Clovis Unified, our sites are divided into 6 comprehensive areas where the elementary schools feed into 1 intermediate school which then feeds into 1 high school. This area model has allowed us to build cultures within the area where every student from preschool up considers themselves ONE team. From the elementary level up, students are invited to attend events, recognition ceremonies, VAPA articulation, and sports events at the intermediate and high school levels and are given area branded items that represent their area as a whole. This allows for an easier bridge from 6th grade to intermediate school because most students have already been a part of the secondary campuses.

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:

Additionally, Clovis Unified Intermediate staffs do a phenomenal job working collaboratively with our elementary sites on ensuring a smooth transition for our 6th grade students to the intermediate level through on-going frequent communication to students and parents about the opportunities available for students, classes, and co-curricular activities. Counselors from the intermediate schools come out to the elementary sites to meet with students' multiple times to talk to students about the opportunities that they have as well as to support in the registration process. During the registration window, students attend a field trip at the intermediate school they will attend where there is an elective showcase, club booths are set up, students are provided with a tour of the campus, and they get to meet the educational team of their future school. Parent meetings are also offered multiple times throughout the 6th grade year, so parents can gather needed information to prepare themselves for the intermediate educational experience.

Moving from intermediate school to high school is a little bit different for each of our sites. Three of our 6 comprehensive secondary sites are considered 'educational centers' where the intermediate school is located on the high school campus, therefore these students are already acclimated to what the high school experience includes as they are already active participants in clubs and sports, and in most cases already attend classes on the high school campus. For the two intermediate sites not on a high school campus, 8th graders have a similar experience to what they had when transitioning from 6th to 7th grade with opportunities to meet with counselors, tour the campus, student, and family meetings, etc.

CUSD works relentlessly to start the transition to post-secondary schools at a young age. As early as elementary school, students are exposed to college and career discussions through Advancement Via Individual Determination (AVID), career cruising activities, and more. This work continues as students transition into intermediate school and added layers of college and career readiness are provided including CTE opportunities, pre-SAT's, SAT's, continued AVID opportunities and on-going counselor meetings to review student transcripts to prepare kids for college and career.

Throughout the high school years, counselors continue to work with students to help them make their post-secondary plan, support with FAFSA completion and work with students through the college application process. Additionally, our high school counselors have built collaborative relationships with community partners including State Center Community College District, California State University, Fresno, UC Merced as well as local CTE based colleges that include post-secondary education for students interested in going into fields like culinary, EMT, pharmaceuticals, and more. Our counselors utilize these connections and community organizations to provide opportunities for students in the fields they are hoping to go into upon graduation.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title I SWP sites, utilize Title I funds to provide differentiated instruction and accelerated learning opportunities for students who have demonstrated exception abilities. The educational needs of these students with respect to increased depth and complexity in the academic core curriculum may not be fully met without modifications of the regular education program. Furthermore, Clovis Unified is committed to increasing the participation rates of the gifted and talented programs of traditionally underrepresented students, multilingual English Learner students, and disadvantaged students within the program. The specific implementation for delivering GATE instruction to students is determined at the site level.

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.

Clovis Unified has a robust teacher mentorship program in place for our new teachers that includes each teacher being assigned to a mentor teacher, specific professional learning (PL) opportunities designed for everyone, release time to visit classrooms of veteran teachers, and opportunities to network with both new and veteran teachers. In this same way, there is a similar model in place for new administrators where veteran administrators mentor first and second year administrators and support them through a variety of activities and coaching opportunities. Similar to the teacher experience, new leaders are also highly encouraged and offered opportunities to job shadow veteran leaders as well.

In Clovis Unified PL is designed to meet the needs of our schools, staff, and students. Annually, our school site leaders complete a PL needs assessment that is aligned to the district aims where they are given the opportunity to discuss with their staff areas of needs for specific PL. This data allows our Curriculum and Instruction department to design PL that is specific to the needs identified. Title II funding is utilized to provide our sites with PL based on this data. Our TOSA's (who are also funded out of Title II) provide on-going PL as well as do site visits, coaching, co-teaching, etc. to support teachers throughout the year. These PL opportunities are offered during the school day, after school, and during the summer; stipends are offered for teachers to attend during their off time.

Additionally, Title II funding supports teachers to attend conferences on topics that are relevant to district and student needs and allows for our teachers to become experts who can come back and help us to sustain on-going PL for our site staff.

We have also been able to provide PL in a variety of modalities to meet the needs of staff. This includes in person PL, online PL through an online platform, as well as synchronous with asynchronous options.

Site administrators and other school leaders are highly encouraged to attend all PL with their staff to better understand the resources and best practices their team is learning. Additionally, site leaders attend their monthly PL time that is provided by our C and I administrators and TOSA's and is relevant to the district aims. These PL times include topics such as essential standards, data monitoring, MTSS models and processes, and more. Site leaders are also invited to be a part of English Learner Coaching Cohorts where PL is provided and there is an emphasis on supporting teachers with English Learners, teacher feedback, walk-through protocols, and monitoring the effectiveness of the site's EL program.

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:

Funding is determined by looking at multiple data points. When identifying the needs of our CSI schools, we further disaggregate the data, talk with site leaders, and utilize the school site needs assessments that are infused with educational partner feedback. We then focus our PL on the needs identified.

Clovis Unified has 2 schools that fall under the CSI umbrella—CCDS and Gateway. These two schools are offered additional support through our Title II funding to help address their high suspension rates. We are focusing on a continuous improvement model and are providing PL for their site leadership teams in this area as well as other supplemental resources and supports.

Data and Ongoing Consultation to Support Continuous Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

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

Clovis Unified utilizes multiple data points to illustrate the needs and effectiveness of the PL provided. Quantitative data including student outcome data and the CA data dashboard indicators as well as qualitative data through the site PL surveys, and staff climate assessment play a role in both the design and monitoring of our PL. On-going PL also includes surveys as data points at the end of each session, so our team is able to modify trainings throughout the year ensuring our PL is designed to meet the needs more efficiently and effectively.

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:

PL aimed at supporting effective implementation of the ELD standards and research-based strategies occurs within our district in a variety of ways. Our staff (teachers, administrators, instructional aides, etc.) have the opportunity to attend both in-person or virtual PL throughout the school year which is designed to address both integrated and designated ELD. Additionally, site administrators are provided the opportunity to be a part of an EL coaching cohort that is led by district administrators and allows our site leaders to enhance their learning around ELD strategies, effective classroom routines, building school culture and inclusiveness, and supporting teachers and IA's. The EL Coaching cohort has been designed as on-going coaching model where site leaders also have the opportunity to engage in classroom visits, networking with other leaders, and the opportunity to gather feedback.

In order to increase our reclassification rates and ensure preparation for college and career readiness, our site leaders have also received PL around monitoring effective ELD instructional practices and English Learner progress.

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:

As we have recently seen an influx of immigrant students in CUSD, we have worked to modify our Newcomer Program to meet the needs of our students. For the upcoming school years, we plan to implement an in-take process which will help to ensure correct student placement and support needed for the individual student/family. Additionally, we have added language acquisition support through online platforms such as Lexia Learning to help accelerate language learning amongst our newcomer students. We have also implemented Newcomer parent nights where we are able to bring in both district and community resources for our Immigrant families and provide school supplies and other resources or materials that they may not have other access to. Through our partnership with our school site transition teams, we also provide transportation to family events as well as translation services as needed.

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:

English Learner students are placed into classes with appropriately credentialed teachers who are able to provide the on-going scaffolds and supports they need based on their ELPAC initial score and/or on-going monitoring. At the secondary level, students may follow a specified pathway that includes additional supports through ELD specific classes in addition to their English classes. Students at the secondary level are also encouraged to work toward achieving the Seal of Biliteracy and additional support is being put into place to help students achieve this. At the elementary level, sites create schedules to provide additional language acquisition supports and interventions to meet the individual child's needs. Students who reclassify are celebrated through site-based award ceremonies amongst their peers for meeting the rigorous requirements of reclassification.

Summer Academies are also offered for our English Learner students. At the K-5 level, students engage in supplemental Language Development activities that our teachers are specifically trained in. At the 6-8 level, students will engage in AVID Summer Bridge, which is infused with EL strategies, building language and writing skills, and includes cultural inclusion and leadership lessons. In 9-12 summer academy, students are focused on language acquisition and the ELD standards.

In the future, we are looking to add a teacher on special assignment to the team in order to increase the amount of support we can offer to our multilingual students and families as well as our staff. This individual would not only provide supplemental supports through the intake process, resources, and community outreach, but would also allow us to expand PL opportunities and on-site coaching for our staff.

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:

The CUSD EL Multilingual Master Plan articulates the instructional vision and programming for our EL students. The master plan is aligned to the CA EL Road Map and addresses district expectations that align directly with the state's long-term goals. Sites are held accountable for providing supplemental instruction and support to our EL students and

are held accounting for monitoring student progress by the district's accountability team. The accountability team also monitors assessment data, ELPI, and reclassifications and works with sites to ensure that students are progressing. Sites utilize Title III funds to provide supplemental support for their multilingual EL students. While site plans vary to meet the specific needs of the site, common supports include bilingual aides, supplemental instructional materials used for intervention and language acquisition, and instructional opportunities that enhance student belonging and an understanding of diversity and culture. Additionally, site and district staff have the opportunity to attend PL throughout the school year to support them in meeting the needs of this specific population of students.

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:

Title IV priorities were created based off of the Title IV needs assessment which indicated a need to utilize funding for supplemental opportunities that support the areas of a well-rounded student, safety/health, and technology. The partnership we have with community organizations, including but not limited to, Fresno State University, Clovis Community College, Fresno Community College, Valley Children's Hospital, Safe Kids California, Fresno Health Collaborative, local businesses, local artists, and more have helped us to broaden the resources available to support our students and families in these three areas.

Activities to support a well-rounded student may include providing additional professional development, offsetting the costs of assessments such as AP tests and the biliteracy seal assessment, as well as providing other supplemental supports and resources to ensure our students have equitable opportunities to support their needs.

Activities to support the goal of safe and healthy students include but are not limited to professional learning and materials that support behavior interventions and other supports that will help with a reduction of suspensions, professional development around engagement strategies to support decreasing chronic absenteeism and suspensions, prevention and intervention programs which may include guest speakers, assemblies, etc. for students or coaching for site staff, and technology resources.

Activities within the realm of technology include providing supplemental technology resources that will support both well-rounded students and safe and healthy students. These resources could include additional technology or online resources, including but not limited to, online learning and assessment platforms to support student success and growth as well as support teachers with student progress monitoring, parent engagement, and professional learning.