

2020 LCAP Federal Addendum

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:

Bear Valley Unified School district is committed to providing the needed support for our students to graduate college or career ready. In addition to the LCFF funding provided, we utilize federal funds to supplement our programs for the success of our students.

Goal 1 of the LCAP is "Increase the percent of students who are on track to graduate college and career ready". Funds listed under this goal are used to offer additional academic support. BVUSD provides intervention support with additional staffing K-8th to bridge the gap in English Language Arts (ELA) and math. Additional staffing is in place at the elementary and middle schools with designated Intervention Specialists who are focused on supplementing math and English instruction. Extra teachers are hired to keep class sizes low to enhance academic success. As well, transportation is provided for students K- 8th one day a week to enable students to attend after school intervention classes. At the high school level, funding is provided for after-school tutoring and summer school is offered every other year for credit recovery in math.

Additional supplemental materials are provided in ELA with i-Ready English Language Arts, Fountas and Pinnell Literacy, Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS), Guided reading materials (leveled texts), Learning A-Z, Ready Common Core, Scholastic Magazine Weekly Readers, and additional expository books for site libraries. In math, instruction is supplemented with Reflex Math, i-Ready math, and math manipulatives.

For English Learners, specifically, additional support is provided through language specific texts and the purchase of Ellevations software program that enables English Learners Site and District Coordinators to monitor English Learners and their academic progress in order to provide needed

interventions and support. Bilingual aides are also placed in the classroom to support English Learners.

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:

Bear Valley Unified School District makes an effort to align the use of federal funds with state and local funds as decisions are made on the spending of funds. During the development of the Local Control Accountability Plan, a meeting of stakeholders, including but not limited to parents of English Learners, parents of students with disabilities, Credentialed/Classified Staff Association Representatives, county child welfare and foster youth representatives, Special Education Local Plan Area (SELPA) representative, and community members are in attendance. During these meetings, state and local data is shared, needs are identified, and discussions are held as to the best use of district funding. To align federal resources per site, School Site Council meetings are held with parents, students (when appropriate), and staff to review data, identify site needs, and discuss methods of support for all students. All sites align their goals with LCAP goals to ensure a common focus for all students district wide.

Title I Part A

Educator Equity

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.

Bear Valley Unified School District does not typically have any ineffective or out-of-field teachers. However, for the 2019-2020 school year, we had two Special Education teachers, both on Provisional Internship Permits. After going through the hiring process and reaching out to the Universities, we were still unable to fill the positions with fully credentialed teachers and so needed to hire the two aforementioned teachers for the year.

Data is collected using DataQuest on the CDE website. Using the equity Data analysis tools and provided resources and tables, evaluations are made regarding teacher placement. For the year 2018-2019 (the most current data available), four of our seven schools were identified as School Wide Title I, so the placement of teachers at those sites will have been evenly distributed among low income students. Due to our paucity of hiring teachers with less than two years' experience, our sites have an evenly distribution of teachers with experience. Any inexperienced teachers employed are enrolled with the Center for Teacher Innovation through Riverside County Office of Education and provided a coach and professional development throughout the two-year program. Coaches and candidates meet weekly to discuss student progress, student demographics, parent-teacher communication, assessments, planning, content area knowledge, and instructional strategies to support academic achievement.

This data is collected annually by the district Credential Analyst and a review of credentialing status is documented every other year with the Civil Rights Data Collection (CRDC). The Credential Analyst attends county credentialing meetings twice a year to stay current with relevant changes to credentialing requirements.

Annually, the Credential Analyst submits a county document identifying mis-assignments and/or vacancies. For the year 2019-2020, we had two teachers on Provisional Internship Permits, as previously mentioned.

If disparities were to be discovered during the data analysis process, steps would be taken to rectify said disparities by taking action and documenting all corrections.

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.).

Bear Valley Unified School District provides students with social and emotional support to reduce the effect of poverty, homelessness, family stress, trauma and mental health symptoms.

To stay updated on resources, the BVUSD Student Services Liaison attends the San Bernardino County Homeless Youth Task Force and is the Big Bear Lake representative for the Mountain Homeless Coalition. As a result of these efforts, two important homeless resources have come to Big Bear Lake, United Way's 211 and the Sheriff's HOPE team. The United Way's 211 is the access point for homeless services. By calling 211, families can be screened and linked to the appropriate homeless services based upon their needs, and the Sheriff's HOPE team engages homeless individuals and builds relationships to determine needs and help with housing options and services. Using our community partners, including our local domestic violence shelter and local charities, our district is able to identify our homeless population so that we can better assist school age children and youth with enrolling in our schools.

To better support attendance we use the School Attendance Review Team (SART) and School Attendance Review Board (SARB) process, and include, when needed, the district nurse, mental health community resources, School Resource Officer, and Deputy District Attorney. We are able to identify barriers to attending school for our homeless youth. We also provide school supplies, hygiene products, and clothing through our school services office. Additionally, funds are allocated to provide transportation by purchasing vouchers allowing students to use local public transportation as

well as reimbursing McKinney-Vento parents for the cost of transporting their students using their private vehicles.

The result of these supportive services will promote the success of our homeless students because it includes: identification of those in need, outreach and linking students experiencing homelessness and/or effects of poverty with health, and mental health issues to social services and basic needs resources in the community. We sustain these services through community partnerships and collaborative case management. Finally, our Director of Student Services prepares and mails letters to support homeless student's FAFSA applications as they prepare to graduate and potentially move on to attend post-secondary educational opportunities.

Student Transitions

Essa Sections 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

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

- (A) 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.*

(A) - N/A

(B) Bear Valley Unified School District has several processes to help students transition from Big Bear Middle School to Big Bear High School and then from the high school to post-secondary educational opportunities. Students transitioning from elementary schools are invited to visit the middle school prior to the beginning of the school year. Due to the COVID -19, this was done through virtual meetings with each elementary school's 5th graders and the middle school counselor. Before

schools starts in the fall of 2020, all students will meet their Where Everyone Belongs (W.E.B.) student leader to spend a full day learning about their new campus and making connections to peers. If a physical meeting is not possible due to social distancing requirements, virtual meetings will be planned.

When students are getting ready to move from the middle school to high school, the high school counselor goes to each eighth grade class to discuss class schedules, explain the variety of offerings, what is needed to graduate in terms of classes and units, elective options, and extra-curricular activities available (ie. sports, clubs, activities etc). At this time, the students get to choose their classes. Prior to school starting in the fall, there is a welcome night for freshmen to come and tour the high school, purchase their ASB cards and PE clothes, if desired. Physicals are provided by a local physician if the student plans to participate in athletics. Depending on social distancing requirements, this night may be modified.

While students are at the high school, they will each meet with the counselors annually to set up a 4-year plan. At this meeting, that includes parents/families, the counselors explain the classes needed to graduate as well as those needed to meet the requirements to apply to and attend a 4-year University. A variety of options for post-secondary education are shared, including Community Colleges, Universities, and Vocational schools. Finances are discussed at these meetings as well as at an annual "College Night" offered in the fall. At the college night, financial resources are shared, FAFSA and Cal Grant information is made available, as well as information about numerous scholarships. At the end of the year, the Mihaylo Foundation (a local entity that provides scholarships) and a Community Scholarship night is held to further support students financially in post-secondary education.

Throughout the year, students are exposed to Real World speakers, local community business owners and professionals, who share information regarding their careers and include Q & A time for the students. For the 2020-2021 school year, a new career exploration program will be implemented, NEPRIS. It includes interest and career surveys, live and pre-recorded chats with professionals in particular industries, as well as

information about myriad of opportunities and future possibilities for college or the workforce.

Also, at the high school, a work experience class is offered, and students are placed in different local businesses to gain experience as employees and create networking relationships within the community of Big Bear Lake.

San Bernardino Community College teaches night classes at the high school, another opportunity for students to take advantage of post-secondary education.

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.

Annually, students are recommended by teachers via a matrix of criteria for GATE testing. All recommended students are tested in the early spring. Students who qualify are offered additional enrichment classes after school. At the middle school and high school, students are offered honor classes for English Language Arts and math.

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.

Bear Valley Unified School District provides multiple opportunities for growth and building of capacity among teachers, principals, and other school leaders on a focused and ongoing manner that enables educators to acquire, implement, and assess improved practices. The focus areas of training are part of a three-year professional development plan that provides a framework for continuous and sustained trainings. This locally developed spreadsheet incorporates a coherence to facilitate effective and evidenced based professional development. This document is revisited and revised multiple times throughout the year based on the changing needs of the district.

The information used to inform the areas of training that will be addressed includes, but is not limited to, CAASPP data, local benchmark data, Youth Truth (a student survey regarding school climate), School Site Council input, teacher surveys, leadership meetings, and Multi-Tiered Systems of Support training for all principals. This data is presented and discussed annually by administrators, teachers, Board members, and community members during a public Board meeting. Additionally, data is shared with School Site Council members that include staff, parents, students (when age appropriate) for input and feedback. Areas of challenge are identified, and research conducted to determine resources of support. These professional learning opportunities are designed to enhance the educators' expertise to increase students' capacity to learn and thrive and are aligned to address identified areas of need as evidenced by data.

For teachers, if they need to clear their credential, they are enrolled in the Center for Teacher Innovation (CTI) through the Riverside County Office of Education (RCOE). Each teacher is provided a coach who meets with them weekly and on an as needed basis to support them and guide them through best practices. In addition, training for both the inductee and the inductee coach is provided through CTI at Riverside COE where strategies and practices are taught while developing collaboration between the candidates.

As additional support for inexperienced teachers as well as veteran teachers, multiple opportunities are provided for professional development.

An annual survey is given to gather teacher input regarding training desired. The trainings offered are directly aligned with district wide LCAP goals in the areas of increased student achievement, the creation of conditions conducive to learning, and student and family engagement. Based on teacher/principal input identifying needs, in 2019-2020 school year, professional development was provided and/or conferences attended in Thinking Maps, Achievement Via Individual Determination (AVID), California Science Project, English Learner Proficiency Assessments for California (ELPAC), Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS), Kagan Strategies and Crisis Prevention Institute training (CPI).

In addition, data was gathered through a survey for paraprofessionals identifying areas of need. Based on that input the following professional development was provided: Verbal De-Escalation Training, Visual Supports in the Classroom, Autism.

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.

Bear Valley Unified School District will continually use data and ongoing consultation to annually update and improve professional learning activities. Through leadership meetings with principals and staff meetings on respective sites, feedback will be received through group collaboration and surveys as one measure of effectiveness of professional development activities. Student data regarding academic achievement (including but not limited to end of year CAASPP scores (2018-2019) and local benchmark data) will be analyzed to ascertain student outcomes related to teacher training and to further identify areas of need for additional training to assure equal access, opportunities, and outcomes for all students. Any disparities that surface related to specific student groups will be addressed, root

causes identified, and appropriate resources/professional development will be implemented.

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.

Bear Valley Unified School District is committed to providing high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.

The English Learner Site Coordinators work with their respective staffs (teachers and paraprofessionals) to enhance the ability of teachers to understand and use the purchased CA state standards aligned core curriculum and accompanying ELD supplemental materials. This type of support is available on an on-going basis on their respective sites rather than just a couple times a year. As well, built into the district wide schedule there are late starts for middle school and high school every other week and early outs for elementary every week. This provides a venue for professional development on an on-going basis all year long.

Release time, facilitated by the Executive Director of TK - 5th grade, is provided for teachers to meet in grade level/content areas to collaborate on pacing guides for math, instructional strategies, and continued focus on “wait time” and “talking in complete sentences”.

The District Wide English Learner Coordinator also provides professional development at all sites twice a year to review research based instructional strategies and core adopted curriculum that is being used and to continue to familiarize teachers with the ELD standards and ELA/ELD frameworks.

During these presentations, data pertaining to English Learners academic progress is also shared.

District wide, teachers are being trained in Thinking Maps, Kagan Instructional Strategies, and Achievement Via Individual Determination (AVID at the high school), all of which enhance instructional strategies with English Learners.

Title III Programs and Activities

Essa Section 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.

At Bear Valley Unified, any student identified as an English Learner via the ELPAC will be placed in an English Learner Development (ELD) program, which promotes language acquisition as effectively and efficiently as possible. Each site differs in their ELD structure due to the uniqueness of each site's number of EL students and needs. Each elementary site spends 30 minutes of EL Designated/or Structured English Immersion using the district approved ELD curriculum components that accompany the core adopted ELA curriculum. Each site also incorporates writing activities, academic vocabulary activities, and reading instruction to balance the curriculum to meet the EL students' needs.

At both the middle school and high school, English Learner students are appropriately placed in ELD classes in 7th, 8th, and 9th grades. Once students finish an ELD class in 9th grade, they are placed in the grade level English class with an ELD class as a support elective, if needed. The CA state standards aligned district adopted core curriculum that includes an intensive ELD component is used in their English classes. For supplemental materials, English 3D and Academic Vocabulary (both by Kate Kinsella) are used as needed to support academic learning.

English Proficiency and Academic Achievement

Essa Section 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.

Programs and funding will meet English Proficiency level of English Learners by providing high-quality instruction with CA standards aligned district approved curriculum. Intensified designated English Learner instruction will take place with the integration of educational technology into classroom strategies and activities. All English Learners will receive designated and integrated instruction in approved ELD, ELA and mathematics curriculum with embedded EL intervention/differential materials that provide support to meet all EL proficiency levels. Teachers will be provided high quality professional development designed to enhance the ability to incorporate appropriate instructional strategies and assessment measures for limited English proficient students either through in-house training or outside conferences.

Administrators and English Learner coordinators ensure that English Learners are placed appropriately in ELD instructional settings based upon ELPAC scores and recommendations. At the elementary level, all English Learner teachers will provide explicit ELD instruction for a minimum of 30 minutes to English Learners daily. At the secondary level, English Learners will be placed in the appropriate ELD class.

Site English Learner Coordinators closely monitor students as they progress through the grade levels, checking on grades, and providing access to invention during and after school if needed. High School Counselors set up a yearly Four-Year plan to ensure students are on track to graduate.

TITLE IV, PART A

Title IV, Part A Activities and Programs

Essa Section 4106(e)(1)

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

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

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

This ESSA PROVISION IS ADDRESSED below:

Bear Valley Unified School District will utilize Title 4 funding to supplement the acquisition of additional devices for student access to Distance Learning. In addition, this money will be used to fund a portion of the cost of the District Wide Probation Officer.