

Local Control and Accountability Plan (LCAP) Federal Addendum

Every Student Succeeds Act (ESSA)

School year

2022-23

Date of Board Approval:

2/8/2023

LEA name:

Citizens of the World – East Valley

CDS code:

19-64733-0140749

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

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.)

Citizens of the World – East Valley will participate in:

- Title I, Part A
- Title II, Part A
- Title IV, Part A

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

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

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.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LEAs LCAP Federal Addendum does not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The mission of Citizens of the World - East Valley (CWC - EV) is to provide a socio-economically, culturally, and racially diverse community of students in the heart of the San Fernando Valley with an intellectually challenging, experiential learning environment that develops each individual student's confidence, potential and individual responsibility as citizens of the world in which we live.

CWC- East Valley, is in its second year of operation and currently serving 305 students in grades TK-2 with student demographics that include 53% White, 23% Hispanic, 14% 2+ Races, 4% Asian; 4% African American, 2% Filipino, 7% Students with Disabilities (SWD), 4% English Learner, 1% Homeless Youth, and 20% Socioeconomically Disadvantaged.

LCAP Goals were revised to reflect an equity lens and key areas of focus for Citizens of the World – East Valley.

- Goal #1: Continue to strengthen our schoolwide Multi-tiered System of Supports (MTSS) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs; inform instructional decisions; measure program effectiveness, to improve academic outcomes for all students (schoolwide & student groups).
- Goal #2: Continue to provide all students with an intellectually challenging, experiential learning environment, using evidence-based pedagogical strategies and rigorous standards-aligned curriculum, that focuses on diversity, equity, and inclusion, in order to prepare all students to thrive in high school, college and careers, and emerge as leaders in and ever-changing Global World.
- Goal #3: Continue to engage parents and members of the community as partners through education, communication, and collaboration, to ensure all students are high school, college and career ready. Provide students with a safe, welcoming, and inclusive, positive learning environment that exudes a culture of joy, collaboration, and high expectations.

Citizens of the World – East Valley has developed an LCAP that also serves as its SPSA, meets the stakeholder engagement requirements outlined in CA EC 64001(j) and has met the requirements outlined in CA EC 52062(a).

CWC-EV leverages resources, both state and federal, to meet their goals and improve student outcomes.

Data from the initial 2023 California School Dashboard provides the starting point for Citizens of the World – East Valley to determine school/student needs and priorities, in addition to data reported on the LCAP including the 8 State Priorities, and internal assessments (NWEA MAP Reading/Math assessments), Fountas & Pinnell, and Illustrative Math assessments since Citizens of the World – East Valley currently serves TK-2; and is expanding by one grade annually. The 2023-24 school year will be the first year it will serve grade 3 students who will be administered the SBAC/CAASPP assessment. Internal (verified data) assessments are used to assess, monitor, and track student academic progress, ensure mastery of standards, check for student understanding, and identify students who require additional academic support/intervention during the instructional day and through the expanded learning opportunities program.

CWC-EV uses the Schoolzilla data dashboard in combination with Tableau to provide integrated data visualization tools to analyze schoolwide/student data, disaggregate by student group and grade level, to inform decision-making.

Recently, Citizens of the World – East Valley was the recipient of the Cohort 3 MTSS SUMS Grant which will provide extensive coaching and training for the entire staff. MTSS training will further strengthen and systematize our system of supports, continue with our focus on equity and closing achievement gaps through a Plan, Do, Study, Act model with MTSS.

An area of concern is student academic progress in ELA and Math; and the achievement gap among Unduplicated pupils (UP) and Students with Disabilities (SWD) compared with overall schoolwide performance as measured through internal (NWEA/F&P assessments). With the return to in-person instruction, tiered interventions have been strengthened and expanded to increase the number of students performing at grade level.

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.

CWC-EV's Leadership collaborates with its educators (teachers, paraprofessionals, and Instructional associates) in the review and analysis of data through a Plan, Do, Study, Act (PDSA) model in alignment with its Multi-tiered System of Support (MTSS). This continuous improvement cycle is part of the Citizens of the World model across all of its schools.

CWC - East Valley will align federal funds with State and local funds through its annual comprehensive needs assessment, review, and analysis of its LCAP, which includes a review of the CA School dashboard, program evaluation for effectiveness, stakeholder feedback, and an analysis of student assessment data. This process takes place using an equity lens to ensure funds support our most vulnerable student groups.

To close and/or narrow achievement gaps, Citizens of the World – East Valley will use Title I funds for academic intervention/support. To address the identified SEL needs of students, Title I funds will also fund a Mindfulness Coach that will provide staffwide training; and parent workshops to address the trauma, and anxiety our students have faced as a result of the pandemic. The principal serves as the

Foster Youth/Homeless Liaison and will serve these students and families along with our low-income students and families through case management, workshops, and providing resources identified to support student needs. Teachers continue to focus on phonics instruction and tiered intervention systems during the instructional day using Foundations, and Wilson Reading System. The intervention teacher provides Tier 2 reading intervention for identified students. Teacher Associates provide tiered intervention and high dosage evidence-based tutoring during the instructional day. Additional academic support is provided to students after-school by a credentialed teacher. Students are identified for intervention through an extensive analysis of student achievement data and local data as noted earlier.

CWC-East Valley's LCAP includes and identifies multiple funding sources and as stated above an evaluation of the effectiveness of programs funded with federal funds. Annual reviews and revisions will be made based on the findings of the evaluation and federal funds will be allocated to newly identified needs. This process is developed and monitored by the school's leadership team and presented to our educational partners (staff, teachers, parents, students, community) for their input, and feedback, and will be approved by the school's Governing Board annually. This process is developed and monitored by the school's leadership team and presented to stakeholders (staff, teachers, parents, students, community) for their input, and feedback, and will be approved by the school's Governing Board annually. During the LCAP process the goals, actions/services, desired outcomes, and possible funding (state and federal) are shared with leadership, teachers, classified staff, and parents via the Parent Advisory Committee (PAC); and Principal's Council, in addition to public Board Meetings to gather input and feedback. Once the LCAP is approved it is posted and updates are shared at Board meetings, staff meetings, and parent meetings. Note: Currently, CWC-East Valley has 12 EL students therefore an ELAC has not been formed yet.

The alignment and coherence of the actions and services planned to address the three LCAP goals are illustrated by the following: All educators (General Education & SPED) and Teacher Associates participate in a robust evidence-based professional development that includes: 6 days of intensive training in the Summer (total - 10 days for new teachers), to prepare for the 2022-23 academic school year, an additional 4 non-instructional days, and weekly during the academic year. Title II funds will be used to support ongoing coaching for educators.

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 | STATE PRIORITY ALIGNMENT |
|--------------|--------------------------|
| 1112(b)(4) | N/A |

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

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 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 plan which must include root cause analysis of the disparity
 - b. Plan must be created with meaningful educational partner engagement.

Example of Data Sheet

II. Table 1. Combined Reports. – Complete one report for comparable elementary, middle, and high schools.

| School Site | Total Enrollment | Low-Income Enrollment | % Low-Income Students | Minority Enrollment | % of Minority Students | Total Teachers | Number of Ineffective/Misassigned Teachers | % Ineffective/Misassigned Teachers | Number of Inexperienced Teacher | % of Inexperienced Teacher |
|-----------------|------------------|-----------------------|-----------------------|---------------------|------------------------|----------------|--|------------------------------------|---------------------------------|----------------------------|
| [School Site 1] | [Enter data] | [Enter data] | [Enter data] | [Enter data] | [Enter data] | [Enter data] | [Enter data] | [Enter data] | [Enter data] | [Enter data] |
| [School Site 2] | [Enter data] | [Enter data] | [Enter data] | [Enter data] | [Enter data] | [Enter data] | [Enter data] | [Enter data] | [Enter data] | [Enter data] |
| [School Site 3] | [Enter data] | [Enter data] | [Enter data] | [Enter data] | [Enter data] | [Enter data] | [Enter data] | [Enter data] | [Enter data] | [Enter data] |
| [School Site 4] | [Enter data] | [Enter data] | [Enter data] | [Enter data] | [Enter data] | [Enter data] | [Enter data] | [Enter data] | [Enter data] | [Enter data] |

THIS ESSA PROVISION IS ADDRESSED BELOW:

Citizens of the World – East Valley is a charter school. Therefore, this section does not apply.

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 • Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record |
| 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 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 • Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b]) |

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

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

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, 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, and 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 stakeholder engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Citizens of the World – East Valley will engage parents/families including those representing unduplicated pupils and Students with Disabilities, annually with the development of the school’s Title I Parent and Family Engagement Policy. Annually, the policy will be reviewed and evaluated by the Parent Advisory Committee (PAC) to measure effectiveness and address any areas of need based on input from its educational partners. Note: Citizens of the World – East Valley currently has 12 English Learners, therefore is not required to form an ELAC at the moment.

The Title I Parent & Family Engagement Policy will be distributed and discussed with families along with the Parent/Student Handbook led by the principal. Interpreter services will be made available upon request for schoolwide and parent meetings. Currently, Citizens of the World – East Valley does not have any languages that meet the 15% and above translation need threshold, however Spanish interpreters are available upon request (Spanish language is identified as 4%). All materials sent to families are written in language that is understandable and accessible to parents. Accommodations as appropriate are also made for family members with disabilities including providing information and school reports in a format (to the extent practicable) in a language that parents understand.

Citizens of the World – East Valley is a school of choice; our staff knows and understands the critical role parents/families play in the success of their child(ren) which also impacts the success of our school.

Citizens of the World – East Valley staff participates in staff development that focuses on methods to engage, elicit, communicate, and involve parents/families to our school; and collaborate as equal partners in their child’s education; as outlined in our school’s LCAP Goal #3: Continue to engage parents and members of the community as partners through education, communication, and collaboration, to ensure all students are high school, college and career ready. Provide students with a

safe, welcoming, and inclusive, positive learning environment that exudes a culture of joy, collaboration, and high expectations.

Citizens of the World – East Valley provides all parents including those of unduplicated pupils (UP), and Students with Disabilities with numerous opportunities to engage as partners in their child’s education. The Leadership Team will host Parent workshops focusing on the following areas to partner with parents to improve student outcomes: Academic (literacy/math); How to support ELs; Social-emotional learning, and technology awareness.

The Community Coordinator focuses on student/family outreach, maximizing enrollment and promoting parent/family events using social media. To continue to strengthen and maximize parent engagement opportunities, the Community Coordinator will facilitate parent workshops (virtual/in-person); communicate with families on an ongoing basis; provide interpreter services and facilitate parent workshops. Teachers provide written communication regarding each student’s progress during conferences with caregivers, and progress reports throughout the year.

Parents have access to Aeries Parent Portal where they can track their child’s attendance, behavior, academic progress and communicate with teachers/staff. All correspondence sent to families/guardians is provided in English and translated to Spanish, as identified by our (primary) language survey. Interpreter services are available upon request, and for all parent events/workshops.

All parents are surveyed annually, results are reviewed and analyzed and reported on the school’s LCAP, and Local Indicators Report on the CA School Dashboard, and reported to its educational partners.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA’s schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Citizens of the World – East Valley (CWC-EV) purpose of choosing to operate as a Title I SWP is to improve academic achievement schoolwide so that all students, particularly the lowest-achieving students, can/will demonstrate proficiency on the State's academic standards (34 CFR 200.25[a][1]). In order to improve academic achievement, we know our focus is to implement a data-driven culture, assessing and monitoring our school’s educational program, implement academic and social/emotional universal screeners, and use multiple types of data to monitor the academic progress of our students, as

part of our school's implementation of a Multi-Tiered System of Supports, in alignment with the CDE requirements of Title I SWP and the Plan, Do, Study, Act (PDSA) Improvement Cycle.

In consultation with stakeholders (Administrative Leadership Team, Teachers, Paraprofessionals, Parents/guardians) CWC-EV uses multiple types of assessments to identify eligible students most in need of services under section 1115, operating a targeted assistance school program. Assessments used to identify eligible students includes performance on internal assessments: NWEA MAP reading/Math assessments, and Fountas & Pinnell Reading which are reviewed and monitored by Leadership Team (Rtl/MTSS) for identification for targeted academic intervention. Once CWC-EV serves grade 3, SBAC assessments will also be included.

The Comprehensive Needs Assessment was conducted to identify subject areas and skills that needed to be improved and also to identify the specific academic needs of all students and student groups that are not yet achieving the CA State Academic standards (34CFR 200.26(a)(1)(i)(B) in addition to the requirements of the ATSI. The Comprehensive Needs Assessment was based on student academic achievement data and disaggregated by student group, particularly the needs of those students who are failing or are at risk of failing, to meet the challenging State academic standards. During this process, our staff identified factors and developed support systems to address the needs of our lowest-performing students, that were not demonstrating proficiency on the State's academic standards. The Comprehensive Needs Assessment served to identify the students (and student groups) that were not demonstrating proficiency, and the subject area (ELA & Math), which as a result we developed an Action Plan to address these academic needs of struggling students and provide evidence-based targeted academic intervention in order to close achievement gaps. Citizens of the World – East Valley has a total of 12 English Learners (EL) and therefore is not required to form an ELAC. Once the school has 21 EL students, an ELAC will be formed.

Citizens of the World – East Valley's LCAP provides descriptions of strategies our school will implement to address the academic needs of our students, including opportunities for our students to meet the challenging State academic standards (ESSA Section 1114[b][7][A][i]); strengthen our school's academic program, by providing additional academic intervention/support, including support courses and activities necessary to provide a well-rounded education; and address the needs of all students at our school but especially those at risk of not meeting the challenging State Academic Standards which is now integrated into our Multi-tiered System of Supports (MTSS) – as detailed in our school's 2022-23 LCAP.

Citizens of the World – East Valley's teachers focus on phonics instruction and tiered intervention systems during the instructional day using Foundations, and Wilson Reading System. All teachers provide Tier 2 reading intervention for identified students. An Independent Study teacher was added to support students who continued in Independent Study (not returning to in-person instruction) due to the COVID-19 pandemic. Students also had access to extended learning opportunities programming that takes place after-school, intersession and summer programming.

Citizens of the World – East Valley's staff followed all required steps to operate as a Title I SWP, as outlined on the CDE website: <https://www2.cde.ca.gov/lcapfas/program/view/7309> and approved by the Governing Board.

Citizens of the World – East Valley does not have any students living in local institutions for neglected or delinquent children or attending school in community day school programs.

SWP: Not Applicable

Neglected or Delinquent: Not Applicable.

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:

Citizens of the World East Valley ensures that students who are experiencing homelessness have equal access to the same free, appropriate public education that is provided to other students. Students are enrolled immediately and participate fully in the school program allowing them the opportunity to meet rigorous academic standards. The Community Coordinator ensures that students experiencing homelessness are appropriately identified and served and also assists the students through the enrollment process, placement in appropriate classes, and provide additional support with their individual and specific needs, including strategies to optimize their attendance at school. This outreach ensures the students have access to resources, extended day and year interventions, and other supports offered at the school. Additional supports are made available to the families of the students experiencing homelessness.

Services for students who are experiencing homelessness include helping the students with uniforms, transportation options, and mental health/counseling services. In addition, Citizens of the World – East Valley will assist with providing referrals to resources in the community. Title I funds may support these services or be used for identified needs of the students and their families that will support keeping the students in school.

Students who are experiencing homelessness have access to all the same supports as all students at the school. This includes instructional materials and interventions, SEL counseling, 1:1 student to laptop ratio, and support for behavior or social/emotional issues.

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:

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- (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:

Not applicable to charter schools.

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:

Not applicable to charter schools.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

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.

Citizens of the World – East Valley (CWC-EV) provides all educators (General Education & SPED) with a robust evidence-based professional development that includes: 6 days of intensive training in the Summer (total - 10 days for new teachers), to prepare for the 2022-23 academic school year, an additional 4 non-instructional days, and weekly during the academic year. Teachers and Teacher Associates also participate in weekly Professional Development and/or staff development.

Some key areas of focus for professional development this year includes: Foundations, Just Words, Illustrative Math, Intervention Model, Restorative Justice, Responsive Classroom, Diversity-Equity-Inclusion and Belonging (DEIB), Tiered SEL Support, SLOP & GLAD strategies to support the acquisition of academic language and bridging the transfer of information from L2 (English) to L2 (Primary language) to ensure EL students receive the support to gain mastery of grade level standards.

Citizens of the World – East Valley provides and promotes the following professional growth for staff from the beginning of their careers, throughout their career and through advancement opportunities.

- New Principal/New School Leaders will participate in an orientation to the school and benefit from ongoing collaboration and leadership professional learning from organizations such as the Citizens of the World Leader Institute, and/or Administrative Credentialing Program (LACOE).

- New teachers to the profession and/or newly hired teachers at Citizens of the World – East Valley benefit from ongoing collaboration with experienced teachers, and coaching from the administrative leadership team, Literacy Coach and Math Coach, that promote reflection, provide guidance and structure, focus on strengths, collaboration and ensure high quality instruction in all classrooms through modeling, co-planning, and providing feedback to teachers.

- Principal/School Leaders will have opportunities to participate in conferences and/or workshops as part of their professional learning. Conferences attended must support the goals and program focus of the school.

- Teacher Associates participate in professional development during the summer and academic school year, in addition to training led by Literacy Coach, Math Coach, and Administrative Team. In addition, paraprofessionals also have opportunities to participate in conferences and/or workshops as part of their professional learning. Conferences attended must support the goals and program focus of the school.

Citizens of the World – East Valley provides all teachers and Teacher Associates with evidence-based professional development aligned to the CA State Standards, school’s mission and educational program and targeted to meet the needs of our students. Key areas for Professional Development at Citizens of the World – East Valley were established through the ongoing improvement process/cycle, supported by the leadership team and other educational partners.

Through Citizens of the World - East Valley’s annual ongoing schoolwide improvement cycle, it will evaluate its systems of professional growth and improvement and make all necessary adjustments to ensure continuous improvement within these systems. All adjustments will be documented annually in the school’s LCAP, shared with its educational partners, and reported in the LCAP Federal Addendum annual updates.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C) – *Not applicable to charters and single school districts.*

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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.

Citizens of the World – East Valley (CWC-EV) is a single school charter therefore this provision does not apply.

In the future if Citizens of the World – East Valley were to be identified for comprehensive support and improvement or targeted support and improvement we would prioritize our Title II funds to provide professional development in support of strategies, identified through data and root cause analysis, which are focused on addressing the needs that triggered the identification. All educational partners (teachers, administrators, classified staff, students, and families) would be involved in this improvement process through Parent Advisory Committee (PAC), staff meetings and surveys. The implementation would be monitored and evaluated quarterly, as part of the continuous improvement process to determine the effectiveness or needed revisions. The focused activities and results would be included in the LCAP and communicated through the LCAP process to all educational partners, including PAC. Note: Citizens of the World – East Valley currently has 12 English Learners, therefore is not required to form an ELAC at the moment

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 stakeholders 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 stakeholders.

Citizens of the World – East Valley (CWC-EV) uses multiple types of data including the California School Dashboard, internal/local assessments, findings from teacher observation & coaching cycles, survey findings, and the following to evaluate Title II, Part A activities. Citizens of the World – East Valley

students have not yet been administered the CAASPP (ELA/Math) assessments since it serves grades TK-2 and will serve grade 3 in the 2023-24 school year for the first time.

Data, as noted earlier, is reviewed, and analyzed by CWC Regional Office, school leadership and distributed and discussed with its educational partners on a trimester basis at a minimum.

Professional Development is assessed/evaluated by all participants, and its effectiveness is also measured by the impact on student academic outcomes. The Leadership Team regularly conducts classroom observations to ensure strategies taught in professional development are implemented with fidelity and address our students' needs.

Citizens of the World – East Valley has implemented a data-driven decision-making process for its educational program that includes use of assessment data, feedback and input from its educational partners (Leadership Team, Teachers, SPED Administrator, Parents, Community members, & Governing Board) through surveys, ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A, which is also reported annually in the school's LCAP, and Local Indicators Report on the CA Schools Dashboard.

Data is prepared using Schoolzilla and Tableau and reported at Governing Board public meetings and used in the evaluation of the impact of the professional development on actions/services and on the progress toward meeting LCAP goals and student outcomes.

The success of Professional Learning is reflected in the academic success of our students, teacher retention, quality of instruction, and serves as a measure of the effectiveness of our school's Professional Learning plan. Citizens of the World – East Valley also uses other qualitative measures, including teacher feedback from professional development sessions, and feedback from the administrative team from classroom observations.

The engagement of our educational partners is an essential component of the school's expenditures of LCFF and federal funds, including funding for professional development. This process includes the Leadership team, teachers (including special education and EL), paraprofessionals students, parents, and the governing board, with the analysis of data, in developing growth targets, and in reflecting on strengths and areas for growth. The LCAP educational partner engagement process ensures transparency, input, and feedback.

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:

Citizens of the World – East Valley does not receive Title III funds.

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:

Citizens of the World – East Valley does not receive Title III funds.

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.

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Citizens of the World – East Valley does not receive Title III Funds.

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.

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:

Citizens of the World – East Valley does not receive Title III Funds.

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:

(A) Citizens of the World - East Valley has partnered with the following businesses, non-profit organizations, and community-based organizations with a demonstrated record of success in implementing activities under this subpart:

- Up to Us Sports: to engage, train and support coaches to transform youth, programs, and communities.
- Worthy Beyond Purpose: that provides training for our students and leadership on Mindfulness Meditation Practices.
- CA Mathematics Council provides professional learning activities for our educators that will ensure continual improvement towards excellence in the teaching of mathematics.
- City of Los Angeles Family Source Center: provides case management, multi-benefit screening, after-school tutoring and enrichment, financial literacy and coaching, Adult Education (ESL, computer literacy) for families, legal services through Volunteers of America for our low-income families.
- Educational Pioneer, supports our school in addressing the issue of chronic absenteeism exacerbated by the pandemic

(B) Citizens of the World - East Valley has met the requirements of Title IV using other funding sources.

In the case that Title IV funds are not transferred, CWC – East Valley will use funds in alignment with Title IV regulation and in conjunction with input from its educational partners as part of the school's LCAP ongoing schoolwide improvement cycle.

Citizens of the World – East Valley is a charter school and not subject to equitable services requirements for private school.

Citizens of the World – East Valley has developed an LCAP that also serves as its SPSA, that meets the stakeholder engagement requirements outlined in CA EC 64001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2) (currently not applicable due to number of ELs enrolled)
- Providing written response to each of the committees regarding their comments

Well-rounded Education: Citizens of the World – East Valley provides all students, including unduplicated pupils and Students with Disabilities, with a well-rounded education which includes Music and Art for all students.

A meta-analysis research study conducted by Harvard Project Zero, Reviewing Education and the Arts Project (REAP) found a large causal relationship between learning to play music and Spatial-Temporal Reasoning for both general and at-risk student populations. Also, schools with strong Arts Programs are more inquiry-oriented, project-based, more demanding of high standards, and more focused on processes that lead to excellence.

(C) **Safe & Healthy Students:** Citizens of the World - East Valley is committed to providing and strengthening social-emotional supports through schoolwide implementation of the Responsive Classroom Approach, a student-centered, social, and emotional learning approach to teaching and discipline. Responsive Classroom is comprised of a set of research and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers.

The Director of SEL leads the school culture/SEL initiatives schoolwide to support the needs of our students, provides staffwide training on SEL scope and sequence, for Teacher Associate's training on conflict resolution skills, and for teachers on behavior support strategies/classroom management.

Students participate in daily morning meetings and closing circles. Lead teachers and Teacher Associates teach SEL lessons to students. The School Culture Committee designs and implements a multi-year behavior support plan with strategies that teachers and support staff will utilize to address student behavioral issues, while adhering to CWC's positive discipline approach. In addition, the committee will continue to research SEL curriculum to pilot and implement to address current school/student needs.

(D) Citizens of the World - East Valley has implemented a 1:1 **student to device ratio** schoolwide. Chromebooks/technology devices are utilized by students across all grade levels. However, federal funds are not used to fund technology devices, and hardware. On an annual basis the technology and internet use policy is distributed and discussed with parents, students and staff to ensure internet safety.

(E) At a minimum on an annual basis, Citizens of the World - East Valley will evaluate the effectiveness of the activities carried out under this section based on the objectives and outcomes as required under

Title IV, and the school's LCAP Goal, Annual Measurable Outcomes, including feedback and input from stakeholders (Staff/teachers, parents, students) including annual surveys administered (students, staff, and parents) which are reported on the school's LCAP, and Local Indicators on the CA School Dashboard.