

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

LEA Name

Cajon Valley Union School District

CDS Code:

37-67991

Link to the LCAP:

(optional)

<https://www.cajonvalley.net/domain/1628>

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.

Cajon Valley Union School District (CVUSD) uses the Local Control Accountability Plan (LCAP) to set overarching goals in order to leverage resources to improve student outcomes for students represented in our unduplicated count. Within the LCAP goals, Local Control Funding Formula (LCFF) funds allow for initial implementation of all intended actions and services related to our yearly goals. These actions and services can be more effectively supported with additional resources targeted to serve our highest-needs students. To supplement LCAP resources, categorical funding is used to provide greater support for district-wide goals and to better meet the needs of under-performing students. CVUSD chose to allocate the majority of categorical funding on staffing with expertise in areas based on student and staff needs including homelessness, professional learning, instructional coaching, modern curriculum development, technology integration, campus safety, English Language Arts (ELA), English Language Development (ELD), math, science, and family and community engagement. Categorical funding is used to allow these leads to build the capacity of all staff within district wide goals.

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.

All funding sources - regardless of origin - are aligned with district-wide goals. CVUSD analyzes student needs related to their preparation for college and career to align funds from the local, state, and federal levels. Needs are assessed based on the whole child which include academic and social-emotional needs. Funding sources support the actions and services aligned with our student goals. A variety of data is analyzed to determine district-wide needs priorities and including California dashboard; California Assessment of Student Performance and Progress (CAASPP); Interim Assessment Blocks (IAB); English Language Proficiency Assessments for California (ELPAC); Gallup parent, staff, and student surveys; ThoughtExchange parent, student, and staff surveys.

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.

CVUSD designates eligible school attendance area or school in which at least 54 percent of the children are from low-income families. This threshold is reassessed each year based on our annual CALPADs LEA report.

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

During our 2017-18 federal monitoring program (FPM) review, Cajon Valley Union School District was not found to have disparities.

Parent and Family Engagement

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

Describe how the LEA will carry out its responsibility under Section 1111(d).
Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Cajon Valley Union School District (CVUSD) provides multiple opportunities for parents to engage in the district's educational system and their child's learning journey. The Family & Community Engagement (FACE) department provides parent liaison support for all families, including interpreter services to ensure parents are well informed and supported. The mission is to provide opportunities for CVUSD schools and families to build meaningful and productive partnerships committed to student learning. CVUSD utilizes the parent and community engagement framework from the California Department of Education, so together, schools and the broader communities they serve can build parent and community engagement. The dual capacity framework, a process used to teach school and district staff to effectively engage parents and for parents to work successfully with the schools to increase student achievement, provides a model that schools and districts can use to build the type of effective community engagement that will make schools the center of our communities. Five core values lie at the heart of everything we do. We believe: 1) Every child has great potential; 2) Every family wants the best for their children; 3) Society is enriched by cultural diversity; 4) Participation in our activities is always voluntary; 5) Parents should be co-designers of our work because the problems in our community can and should be addressed using answers that come from within.

"Parent university" is a community collaborative led by the FACE department to help parents become full partners in their children's education. CVUSD partners with community agencies and organizations that offer free courses, family events and activities that will equip families with new or additional skills, knowledge, resources, and confidence. Through participating in parent university, as well as many district committees, parents are encouraged to learn, as well as provide feedback and ideas to better student and family opportunities. The goal of parent university is to increase parent involvement in the schools and empower parents to raise children who are successful in school, and in life. Workshops are held within the neighboring schools, throughout the community, and at the district office.

Workshops range from topics like "Helping Your Child with Homework" to "Preparing for Kindergarten and Middle School." Topics are often parent generated and are highly interactive. Research has shown parents can increase a child's academic success through their involvement with schools and communities. Parental involvement improves student morale, attitudes, and academic achievement across all subject areas.

Specialized committees are another way parents can engage in developing programs, procedures and policies that advance student success. The district parent engagement policy evaluation is conducted annually at both the Local Control Accountability Plan (LCAP) committee and the District Advisory Committee (DAC) meetings. If needed, the policy is adjusted and approved by our governing board so the most effective opportunities and guidelines for parent engagement are provided. Each school site reviews and improves their site parent involvement policy, providing individualized parent engagement opportunities based on each school community. The District English Language Advisory Committee (DELAC) advises the central district personnel on subjects related to English Learners' (EL) services and programs offered by the district. As an advisory group, they provide recommendations around the EL master plan, establishing goals and objectives for ELs, as well as reviewing and commenting on the district's reclassification procedures for this group.

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:

All CVUSD Title 1 sites develop an annual School Plan for Student Achievement (SPSA). Plans are based on a comprehensive needs assessment to determine areas of improvement by subject and skill. In addition, the specific academic needs of underachieving students and/or student groups of students are identified based on state academic standards. Parents are involved in the development of the SPSA and revisions are made, as needed, to support student outcomes.

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:

Cajon Valley Union School District (CVUSD) works to eliminate barriers our homeless students may face in accessing full participation in school. The following services and supports are provided to students and families experiencing home insecurity.

Fees

Sixth-grade Camp: This is an extracurricular activity that we pay in full for students who have been identified as homeless through our Transitional Residency Affidavit (TRA).

Chromebook Insurance: CVUSD waives/pays for any insurance fee necessary for homeless students so they can participate in the general education program despite any potential damage to their site provided computer.

Services

CVUSD is proud to offer full funding for before and after school childcare to our homeless students. Whether the student attends an After School Education and Safety Programs (ASES) or Non-ASES site, CVUSD will pay the fees for students to remain in a safe and enriching environment while their parents are able to secure jobs which without our program, they might have not been able to have.

District Liaison

Our district representative works to:

Identify homeless children and ensure that children experiencing homelessness enroll in, and have a full and fair opportunity to succeed in school;

Ensure families and children receive educational services for which they are eligible, including Head Start, public preschool programs, and referrals to health care, dental, mental health and other appropriate services;

Inform parents and guardians of the educational and related opportunities available to their children and provide them with meaningful opportunities to participate in that education;

Disseminate public notice of educational rights;

Ensure that enrollment disputes are mediated;

Inform families about transportation services and assist them in accessing transportation;

Ensure homeless children are identified by school personnel and through coordination with other entities and agencies;

Coordinate with schools and community agencies to create identification strategies;

Provide professional development, awareness and training activities within school sites and the school district;

Connect with most of our homeless families in offering them services/resources and referrals they might need.

Family services/resources and referrals may include:

Birth certificates necessary to enroll in school;

Immunizations;

Food pantries;

Medical and dental services;

Eyeglasses and hearing aids;

Counseling services to address anxiety related to homelessness that is impeding learning;

Outreach services to students living in shelters, motels, and other temporary residences;

Extended learning time (before and after school, Saturday classes, summer school) to compensate for lack of quiet time for homework in shelters or other overcrowded living conditions;

Tutoring services, especially in shelters or other locations where homeless students live;

Parental involvement specifically oriented to reaching out to parents of homeless students;

Parent Education: "Love Our Daughters" is a program offered to our middle school families - including those experiencing home insecurity - to teach parents about the chemistry of the teenage brain and effective communication techniques when working with your teenagers. This awareness and skill set is intended to strengthen parent/teen relationships and trust.

Resources

Backpacks: One of the supports the District offers to homeless students is backpacks containing school supplies appropriate for each grade level. Currently, CVUSD is offering backpacks for Primary (K-2), Elementary (3-5), and Middle School (6-8) age students.

Clothing and shoe gift cards: CVUSD offers homeless students gift cards (local department store) to be able to buy articles of clothing, particularly if necessary, to meet a school's dress code requirement. We also offer new physical education uniforms and shoe gift cards (local shoe chain) necessary to participate in physical education classes.

Transportation

This is one of the biggest barriers to school attendance, stability, and success for students experiencing homelessness.

Poverty and unstable living conditions facing homeless families can make getting to and from school challenging.

Transportation has been recognized as a significant barrier to attendance and success in school and as such the McKinney-Vento Act contains provisions requiring transportation for students experiencing homelessness. According to

Non-Regulatory Guidance, based on the best interest of the student and in consultation with the parents, the LEA ultimately determines the mode of transportation; however, it is important to ensure the mode of transportation does not create barriers to a homeless student's education. At CVUSD, we have the following processes in place to aide in removing transportation barriers for our homeless students.

District Busing: from central pre-established stops to the school of origin. In some cases where the student lives outside of the district boundaries, CVUSD will share transportation with the school district where the student is living.

Metropolitan Transportation Services Compass Cards: for homeless students living outside the district boundaries or when an established bus route is not available. These passes are available for the student and parent.

Mileage Reimbursement: In cases where parents have working automobiles, CVUSD will arrange for the parents to drive to school and we will provide mileage reimbursement. CVUSD takes into consideration days when the student is not in attendance and adjusts the amount accordingly.

Additional Counseling Support

Guidance technicians are an additional resource for our homeless students and families funded through Title I. A technician is dedicated to one middle and one elementary school based on homeless enrollment. Technicians support our homeless students and families in analyzing their unique barriers and creating a place of safety, structure, and opportunity. Technicians assist our homeless students and families in:

Being able to meet enrollment requirements (including requirements to provide proof of residency and legal guardianship, and school and health records)

Maintaining school of origin despite high mobility

Providing transportation to and from school

Providing school supplies and clothing

Assessing resources needed relating to health, fatigue, and hunger

Accessing emotional crisis/mental health support

Academic support

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

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

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

(A) coordination with institutions of higher education, employers, and other local partners; and

(B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Early Childhood Transitions (Special Education or SPED): Between 3-6 months prior to a student's transition from preschool to kindergarten, data is reviewed for additional information that may be needed in order to determine whether the student continues to have a disability, the student's present levels of performance, whether the student continues to need special education and related services and whether additions or modifications to the student's current Individualized Education Plan (IEP) are necessary in order for the student to meet his or her goals and participate, as appropriate, in the general education classroom.

Middle School Transitions: To support effective transitions from middle to high school, feeder middle schools create student opportunities to learn about their career and academic choices in high school. Middle school counselors, in conjunction with feeder high schools, share the transfer processes, program offerings, and Career and Technical Education (CTE) Pathway opportunities. Middle school students may participate in orientation field trips to their future high schools. In addition, transition and orientation sessions are held at each feeder high school in the spring.

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:

In order to help low-achieving children meet challenging achievement academic standards, CVUSD provides facilitators and academic coaches at Title 1 sites to support teachers in their analysis and instructional planning based on Interim Assessment Benchmarks (IABs) in English Language Arts (ELA) and mathematics. In addition, coaches and facilitators assist teachers in diagnosing, teaching and learning in the classroom that best enables low-achieving students to meet academic standards and succeed within our local modern curriculum.

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:

Cajon Valley Union School District's (CVUSD) professional development is a system of interrelated practices supporting staff members' commitment to improvement. The system is intended to improve student achievement by enhancing proficiency at instructional and leadership levels. Offerings are based on student and staff needs to be aligned with the expectation of developing happy kids, in healthy relationships, on a path to gainful employment.

Certificated staff is offered professional learning related to our district's Developing Effective Educator Practice (DEEP) plan and criteria. The district professional plan focuses on:

Selection of three focus standards/elements

Focus on goal setting and intrinsic development

Evaluation rubric with a four-tiered rating scale

The teacher is an active participant and the administrator facilitates and coaches

Focus on professional growth, using evidence and multiple measures

Supports differentiation

Growth goals are established by teachers and administrators and based on the California Standards for the Teaching Profession (CSTP) allowing for individualized professional growth needs, regardless of career years. The district-wide DEEP data is used to annually assess growth and improvement. Staff goals and improvement are monitored through ongoing observations, instructional support review, and evaluation.

Certificated staff is offered professional learning through release time, academy sessions, after-school sessions, online learning, and digital badging.

CVUSD evaluates its system of professional growth and improvement by reviewing student achievement data and staff feedback on professional development. Beginning teachers are provided support through the Teacher Induction Program. Within this program, the staff is provided a veteran teacher that supports newer teachers in their understanding and implementation of the California teaching standards. Mid-career staff is provided professional learning based on our modern curriculum and implementation and student mastery of content standards. Some mid-career staff requires additional authorizations to maintain current positions in order to maintain and support our staff in these new requirements. CVUSD has offered these groups reimbursement for educationally related costs in completion of the authorizations. In addition, professional learning support is offered for staff not progressing within the California teaching standards. Our Peer Assisted Review (PAR) Program was developed to assist teachers whose bi-annual personnel reviews are not satisfactory. Assistance and support are provided by exemplary teachers. This includes subject matter knowledge, and teaching strategies which staff have identified for the PAR Program.

Throughout the year there are for a variety of professional learning opportunities for certificated staff. These offerings, which are optional and based on individual goals, are provided by district facilitators within the areas of:

English Language Arts (ELA)

English Learner Development (ELD)

Math

Science

Technology Integration

Career Development and Exploration

Social-Emotional Learning (SEL)

Student Support

Transforming Classrooms to Modern Learning Environments

Certificated staff are provided:

Two all-day professional learning days, one in August and one mid-year in January. During these days, all staff collaborates around centrally defined student needs.

During summer, spring, and winter, staff has the opportunity to join face to face professional learning sessions based on the offering listed above.

Each Monday is a minimum day for all sites. The additional hour of time on Mondays is used for staff collaboration.

All staff members are required to complete three (3) hours of professional learning outside the contract day per year. Beyond this, sites offer an additional seven hours of professional learning for interested staff.

Central content focused facilitators provide professional learning on and off-site based on staff or administrative request.

A voluntary committee of 100 was created for interested certificated staff who wanted experiences and voice in redesigning instructional and learning based on the needs of the current workforce.

Administrative staff is provided:

Weekly professional learning opportunities through a combination of mandatory and voluntary sessions designed to build site-level leadership capacity.

Professional learning modules are centrally offered related to change management and the modernization of classroom learning.

Each site administrator is provided principal support from a centralized member of the cabinet or educational services.

This support person meets with the administration to provide feedback and problem solving based on the needs or requests of the site administrator.

To increase presentation literacy, all administrative staff was offered a course in the TED Masterclass.

Professional learning is assessed each year through certificated and administrative staff surveys and feedback to ensure continuous improvement.

Prioritizing Funding

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Comprehensive Support and Improvement (CSI) grant funds were distributed equally between the four CVUSD qualifying sites. This funding is supporting the site development and implementation plan to improve student outcomes based on state indicators. Sites have identified evidence-based interventions to implement and monitor through the Plan, Do, Study, Act (PDSA). Professional learning related to these plans will be supported by both the district and county levels.

Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools are identified based on the previous year's dashboard data. Funds to these sites are distributed equally and were based on site plans developed during a "root cause analysis" to improve outcomes of underperforming students. Multiple sessions of team collaboration and professional learning were centrally provided to prioritize the planning time for CSI school leadership teams. The site teams created improvement plans based on root cause analysis conducted related to student indicators requiring improvement. These sites also received an equal distribution of CSI grant funds to implement, monitor, and revise plans to ensure continuous improvement for underperforming students. Sites have identified evidence-based interventions to implement and monitor through Plan, Do, Study, Act (PDSA). Professional learning related to these plans will be supported by both the district and county levels.

CVUSD provides professional learning opportunities to staff, based on current needs, and aligned to student progress on content area standards, a modern curriculum, which includes career development K-8, and the CVUSD learning model: rigor & relevance, personalized learning, and social-emotional learning. Professional learning on these topics are offered to all staff through face to face professional learning as well as staff badging. Sites may also request and provide more personalized small group professional development from central facilitators. Non-tenured teachers are supported through our Beginning Teacher Support and Assistance (BTSA) program that we co-facilitated with the San Diego County Office of Education. This program offers newer teachers mentoring and coaching within the California Standards for Teaching Profession.

CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) receives central Title II professional development support based on their specific needs and requests related to annual site improvement plans. Professional learning may be provided by central services, outside agencies, and/or the San Diego County Office of Education.

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:

Cajon Valley Union School District (CVUSD) annually reviews the following to provide the most effective professional learning delivery methods and content:

California Dashboard Student Data

Staff feedback related to professional learning offerings and current instructional needs

Administrative feedback based on classroom observations and instructional practices and personal professional development needs

Staff progress in modern teaching-learning modules

CVUSD uses the following data to continually update and improve activities supported under Title II, Part A.

California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) scores

CAASPP math scores

Interim assessment benchmark data

Student Gallup poll data

Beginning teacher support feedback and surveys

Staff and administration feedback related to the new CVUSD evaluation system DEEP (Developing Effective Educator Practice)

Local Indicators related to district-wide progress on academic standards

CVUSD provides ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A by asking teachers, principals, paraprofessionals, parents, and community members to provide feedback based on student progress on standards to further improve our district-wide instructional program and provide the professional learning opportunities most aligned to current instructional needs. CVUSD requests feedback annually regarding professional learning through staff surveys, LCAP Committee feedback, school site council, English learner advisory committees, parent advisory committees, certificated and classified staff advisory committees. The site and central leaders share student progress on standards and professional learning offerings individually with these specific groups and ask for feedback on these outcomes. Central leadership meets with advisory groups to learn about individual group priorities related to professional learning including, counselors, special education staff, site principals, and assistant principals. Office managers are provided with professional learning. The central office consults with the San Diego County Office of Education to review district engagement in professional learning and defines priorities for the following year based on this data.

CVUSD coordinates its Title II, Part A activities with supplemental grants to provide coordinated and additional supports to staff. Grants include Multi-Tiered Support System (MTSS) and refugee funding. Title grants also coordinate with professional learning offerings such as the use of Title III to support professional learning for staff teaching English learners.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Approximately 100 teachers in grades TK-8 will receive professional development on guided language acquisition and design strategies through a six-day Guided Language Acquisition and Design (GLAD) certification training. Teachers will learn how to improve instruction and assessment for English learners and to enhance their ability to understand, implement, and integrate instructional strategies for English learners across all curricular areas. Two Cajon Valley teachers (English learner facilitators) will go through the GLAD "trainer of trainer" certification process in order to be able to provide ongoing support, intensity, and duration for a lasting impact on teacher's performance in the classroom. Effective language instruction will continue in educational programs district-wide through ongoing guided language acquisition and design coaching, training, and support. For example, English Learner Development (ELD) digital badges focused on guided language acquisition and design showing strategy implementation into integrated and designated ELD will be available for all district teachers. English learner facilitators will assist in providing professional development - at principal meetings - on the California English learner road map and the road map self-reflection Rubric. Through ongoing support and coaching, principals will work with their parents and staff to determine their individual site needs. They can then begin to link their School Plan for Student Achievement (SPSA) goals and activities while looking at quantitative and qualitative data. Sites will be able to more effectively and efficiently implement activities and strategies that enhance or supplement language instructional programs for English learners and parent and family engagement activities.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Family liaisons provide parent and family outreach and training activities designed to assist parents and families to become active participants in the education of their children. Activities include: "Parent University" and workshops to teach parents how to read with their child, learning how to help their child with homework, social-emotional connection with their child, and highlighting their child's strengths and talents. The after-school program for immigrant students provides athletic and science activities designed to assist immigrant students to achieve in school. Students will learn science, technology, and engineering concepts through activities that increase understanding of vocabulary and English language development. Software purchases such as Imagine Learning and Lexia are to provide supplemental online instructional opportunities that support the development of language acquisition skills for immigrant students.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

We will build a supplemental integrated ELD curriculum in order to improve the instructional program for English learners. By integrating Guided Language Acquisition and Design (GLAD) strategies into multiple curricular areas at all grade levels, we will upgrade curricula, instructional materials, and assessment procedures. An online personalized learning program, such as Lexia, will be purchased to support long term English learners, those at risk of becoming long-term English learners, and English learners with disabilities. Counselors will work specifically with English learners to set language proficiency and academic goals, monitor their progress at regular intervals, and provide ongoing guidance. Counselors will coordinate collaborative sessions with students and parents to improve academic achievement and language acquisition.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All sites will conduct a Title III program evaluation in which all parents and staff have the opportunity to review programs and activities partially or wholly funded by Title III. Qualitative and/or quantitative data will be collected for each program or activity to compare effectiveness. Notes will be taken on an authentic discussion on how a site can improve programs and activities for English learners. Effectiveness of the program or activity in attaining English proficiency or to meet academic achievement; the modification that should be made, and if ineffective, what should be eliminated from the site. This information will be shared with the school site council (SSC) at each site and with the district Local Control Accountability Plan (LCAP) committee and district English Language Advisory Committee (DELAC) in order for this data to be used and captured on the district Title III program evaluation. The district program evaluation captures data at a district level and follows the same format as sites. It also includes comments and discussion notes from the LCAP and DELAC in order to make an informed district decision. Verification is made that goals, activities, and actions are effective and align with the LEA LCAP before a program or activity is continued. There is EL inclusion in each site's School Plan for Student Achievement (SPSA). Each SPSA has goals to improve student outcomes for English learners. Needs assessments are used to analyze the academic performance and language development data to determine English learner student and program needs.

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:

Cajon Valley Union School District (CVUSD) will use at least 20 percent and an estimated \$480,000 of the Student Support and Academic Enrichment (SSAE) program funds, for activities authorized under Section 4107 to support student access to a well-rounded education. Middle school site safety leads are intended to be trusted campus mentors who will provide small group support for under-served students struggling with academic and social-emotional barriers. These students will receive additional guidance and support from their site leads including the incorporation of skills taught in our social-emotional learning (SEL) curriculum. In addition, these leads will work with students to set goals, create individualized improvement plans, and monitor progress. These positions are expected to be filled by November 2019.

Program Objectives

By December 2020, CVUSD site safety leads will increase site safety by engaging with students, staff, and parents to promote a positive school environment.

Intended Outcomes

Through intervention and mentorship, CVUSD Site Safety Leads will support the reduction of student suspensions by one percent.

Student suspensions related to physical peer altercations will decrease by one percent.

Student bullying incidents will decrease by five percent.

Periodic Evaluation of Effectiveness

Each trimester, site administration will review suspension data including incidents related to physical peer altercations and bullying to evaluate program effectiveness and re-prioritize strategies based on this data.

CVUSD will use at least 20 percent, and approximately, \$460,000 of the SSAE program funds for staff to support activities to increase the safety and health authorized under Section 4108. CVUSD will take advantage of federal transferability rules to move a portion of our Title II, Part A funding, (\$200,000), into Title IV to further support a positive school environment conducive to learning and reduce discipline practices that remove students from classrooms. Title IV funds support LCAP Goal #2: promoting a positive school climate and offer programs that promote health and wellness. After review of district and site behavioral data and consultation with administrators, teachers, and parents, a need was identified for additional support with student behavior and overall safety on campus. In addition, 2018-2019 student and staff surveys indicated a high need for additional resources to secure our campuses from potential threats and to address the increasing behavioral concerns related to student social-emotional needs. To address these concerns and support our middle social-emotional learning programs, site safety leads will be hired to support a site-wide safety and security program including:

Bullying prevention

Conflict management

Gang risk intervention

Threat assessment

Positive behavior interventions and supports (PBIS)

Multi-tiered systems of support (MTSS)

Trauma-informed care (TIC)

Appropriate visitor procedures

Coordination with mental health professionals as well as law enforcement professionals related to campus security

Student self-regulation and goal setting

Professional development including training on the implementation of a school safety plan, safe school strategies, crisis response training, consistent enforcement of school discipline policies, child abuse reporting, and identification and recognition of student mental health issues designed to determine an appropriate first response

CVUSD will use a portion of the funds to improve the use of technology to improve academic achievement, academic growth and digital literacy of all students. Funds will be used to support professional learning related to student's digital citizenship and the appropriate use of technology. Staff will receive professional learning resources and curriculum around our three pillars of safe online use and the integration of "common sense" media curriculum.