

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.

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 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.

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.

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.

Cajon Valley Union School District (CVUSD) uses both the Local Control Accountability Plan (LCAP) and federal funding to meet districtwide goals aligned to our vision, Happy Kids, in Healthy Relationships, on the Path to Gainful Employment. Our three LCAP Goals:

1. All students will engage in a modern curriculum that will prepare them for the World of Work, based on their strengths, interest, and values.
2. All students, staff, and families feel safe, empowered, and respected.
3. All students will excel in reading, writing, listening, speaking, and mathematics.

The Local Control Funding Formula (LCFF) funds allow for the 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 need areas including homelessness, professional learning, instructional coaching, modern curriculum development, and personalized learning. 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 including academic and social-emotional domains. Funding sources support the actions and services aligned with our student goals. A variety of data sources are analyzed to determine district-wide priorities including California dashboard; California Assessment of Student Performance and Progress (CAASPP); Interim Assessment Blocks (IAB's); English Language Proficiency Assessments for California (ELPAC); Gallup surveys as well as site and district stakeholder feedback sessions.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

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:

CVUSD annually reviews student enrollment and educator qualifications to ensure equitable instructional resources for low-income students. The district collects student and staff information through CDE's Education's Educator Equity Data Collection Process. This data is then analyzed to ensure equity in the experience, effectiveness, and required credentialing of teachers for low-income and minority students. If any disparity is found, personnel will work with the local association to correct staffing districtwide.

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).

School Choice

As part of ESSA, students enrolled in CVUSD schools identified for comprehensive support and improvement (CSI), have the option to transfer to another district school. Notifications will be sent to the identified CSI site(s) informing families of their right to transfer schools. Priority for transfers will be given to the lowest-achieving children from low-income families. Students transferring under school choice will have access to enrollment, classes, and activities offered at the alternative site. Once enrolled, students may remain at this school until the highest grade offered.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

CVUSD provides multiple opportunities for parents to engage in the district's educational system and their child's learning journey, with all school sites and the district developing and annually reviewing Parent and Family Engagement plans. 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. To support these core values, CVUSD has established a variety of district departments, committees and initiatives.

The district's Family & Community Engagement (FACE) department provides parent liaison support for all families, professional development for staff, and interpreter services to ensure parents are well informed and supported. The department's mission is to provide opportunities for CVUSD schools and families to build meaningful and productive partnerships committed to student learning. Utilizing the parent and community engagement framework from the California Department of Education, schools and the broader communities can work together to serve and build parent and community engagement. This framework 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, as well as provides a process used to teach school and district staff to effectively engage parents in working successfully with the schools to increase student achievement.

"Parent University" is a community collaborative led by the FACE department to help parents become full partners in their children's education, by increasing their involvement in the schools and empowering them to raise children who are successful in school, and in life. 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. Through partnerships with local community agencies and organizations, the district is able to connect families with workshops that 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", and due to COVID-19, new parent workshops were offered to improve parent understanding of student online programs and the tracking of student engagement. Often the topics are parent-generated and are highly interactive. These free courses, family events, and activities to equip parents with new or additional skills, knowledge, resources, and confidence. Through participating in parent university, as well as various district committees, parents are encouraged to not only learn, but to also provide feedback and ideas to better student and family opportunities.

Another avenue for parental engagement is through specialized district committees. When they are part of these committees parents can help develop programs, procedures, and policies that advance student success.

Annually the district evaluates its parent engagement policy 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 that we can provide the most effective opportunities and guidelines for parent engagement. Each school site reviews and improves its site parent involvement policy, providing individualized parent engagement opportunities based on the needs of 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 to 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.

CVUSD reserves at least one percent of Title I funding to assist schools with family engagement. Site supports include professional development on academic programs, student engagement, centralized translation and interpretation services, and babysitting.

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.

CVUSD does not currently have any students in school wide programs, targeted support programs, and programs for neglected or delinquent children.

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). Each SPSA is developed with the participation of parents, administrators, classified and certificated staff, and is based on a comprehensive needs assessment to determine areas of improvement by subject and skill. Professional development is offered to certificated staff in ELA and mathematics for detailed tracking of student growth and demonstration of mastery within priority standards. In addition, the specific academic needs of underachieving students and/or student groups of students are identified based on state academic standards. Annually, eligible student groups are identified and plans are revised to support improved 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:

CVUSD is committed to eliminating any accessibility barriers that might prevent our homeless students from receiving an equitable education. The district provides support and services to students and families experiencing home insecurity, including:

Transportation options in place to aid in removing this barrier 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.

Guidance technicians as additional counseling support 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

A district liaison who works to:

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

Review policies that may create unintentional barriers to homeless enrollment

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

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.

Review policies that may create unintentional barriers to homeless enrollment.

Waived fees for programs and services.

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 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.

Hotspots are available to our homeless families to further support student achievement specifically during distance learning and asynchronous activities.

A fully funded before and after school childcare for our homeless students. CVUSD pays the fees for students to remain in a safe and enriching environment at both After School Education and Safety Programs (ASES) and Non-ASES sites, with the additional goal of providing parents valuable time to secure jobs

Family services/resources and referrals

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 their teenagers. This awareness and skill set is intended to strengthen parent/teen relationships and trust.

Summer school (2021) and after-school tutoring during the 2021/2022 school year to support learning gains on grade-level standards and lost in-person time due to COVID-19.

Personal 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.

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.

Cajon Valley does not use Title I, Part A funds to provide early childhood education services.

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:

CVUSD facilitates effective transitions during primary and middle school years through a variety of strategies.

Early Childhood Transitions (Special Education or SPED)

Three to six months prior to a preschool student transitioning to kindergarten, staff reviews student data to determine if the student's disability status and their eligibility for special education and related services. Staff then determines whether additional information is needed, or 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 provide opportunities for students 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 the various Career and Technical Education (CTE) Pathways. Middle school students may participate in orientation field trips, either virtual or in-person, 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:

CVUSD believes that all students possess unique learning and social needs requiring personalized instruction and experiences to reach their full potential. Working together with parents and the community, teachers motivate, nurture, and challenge GATE students to attain their intellectual, creative, and artistic potential. GATE identification begins in January for third-grade students, and students in grades 4-7 may also be assessed if requested by a parent or a teacher. The assessment measures general human intelligence and abstract reasoning.

The Instructional Media Services (IMS) Department is committed to improving reading achievement, and encouraging students to become lifelong readers. IMS does this through access to up-to-date school library materials and well-equipped, technologically advanced school library media centers. IMS is also committed to:

Ordering, delivering, and maintaining an inventory of State adopted textbooks

Providing media resources to enhance teaching in all core curriculum areas

Directly supporting classroom learning with resources selected to support the curriculum.

Promoting recreational reading through the selection of quality informational and recreational books.

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:

Cajon Valley does not receive Title I, Part D Funding.

Formal Agreements ESSA SECTION 1423(2)

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

Cajon Valley does not receive Title I, Part D Funding.

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:

Cajon Valley does not receive Title I, Part D Funding.

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:

Cajon Valley does not receive Title I, Part D Funding.

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:

Cajon Valley does not receive Title I, Part D Funding.

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:

Cajon Valley does not receive Title I, Part D Funding.

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:

Cajon Valley does not receive Title I, Part D Funding.

Parent and Family Involvement

ESSA SECTION 1423(8)

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:

Cajon Valley does not receive Title I, Part D Funding.

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:

Cajon Valley does not receive Title I, Part D Funding.

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:

Cajon Valley does not receive Title I, Part D Funding.

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:

Cajon Valley does not receive Title I, Part D Funding.

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:

Cajon Valley does not receive Title I, Part D Funding.

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.

Teachers and site certificated staff are offered opportunities for professional growth and improvement through the CVUSD Developing Effective Educator Practice (DEEP) plan and criteria. This model provides a personalized approach that measures growth and development.

The district professional plan focuses on:

Selection of three focus professional 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

Site instructional coaches provide ongoing support for teachers as they pursue individual and district goals.

Certificated staff is offered professional learning through release time, academy sessions, after-school sessions, online learning, and digital badging. 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. District-wide DEEP data is used to annually assess growth and improvement. Staff goals and growth are monitored through ongoing observations, instructional support review, and evaluation.

CVUSD evaluates its system of professional growth and improvement through student achievement data and staff feedback on professional development. Beginning teachers are provided support through the Teacher Induction Program. Within this program, new teachers are matched with veteran teachers that support 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 is provided by exemplary teachers. This includes subject matter knowledge and teaching strategies that staff has identified for the PAR Program.

Throughout the year there are 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 is 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.

Opportunities during summer, spring, and winter, staff to join face-to-face professional learning sessions based on the offering listed above.

An hour each Monday for staff collaboration.

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 to lead professional learning on and off-site based on staff or administrative requests.

Teacher Advisory groups to share ongoing feedback throughout the year on the tools, learning, and professional learning needs of certificated staff.

The administrative staff and site leaders are provided with opportunities for growth based on individual and districtwide goals:

Monthly professional learning opportunities through job-alike meetings provide learning and collaboration time to build site-level leadership capacity.

Professional learning modules centrally offered on 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. Annual support is differentiated to meet the needs of beginning, mid- and advanced career growth and development. This support person meets with the administration to provide feedback and problem solving based on the needs or requests of the site administrator.

Biannual management strategy conferences to build leadership skills, set district expectations, and improve service to both internal and external customers.

Annual administrator evaluations through the Staff Gallup Engagement Survey. Goals are developed based on survey results. Administrators receive strengths-based professional development from central Gallup leads.

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 are distributed equally between the four CVUSD qualifying sites. This funding supports site development and implementation plans 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 are based on plans developed as part of a "root cause analysis" to improve outcomes of underperforming students. Collaboration and professional learning plans are developed annually to support CSI and TSI sites. Evidence-based interventions are implemented and monitored through a Plan, Do, Study, Act (PDSA) model. 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 both synchronous and asynchronous formats. Professional development is funded centrally for all school sites, and individual schools may supplement learning opportunities with site funding. 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) receive 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:

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

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

CAASPP math scores

Interim assessment benchmark data, including analysis of student meeting annual growth targets

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 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 for 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 support to staff. Grants include a 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.

An annual needs assessment allows staff to identify, understand, and prioritize the needs that must address to improve student performance.

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:

CVUSD provides effective PD to classroom teachers, principals, other school leaders, administrators, and other school or community-based organizational personnel.

Central ELD instructional coaches facilitate conversations and provide training for educators, paraprofessionals, and administrators using analysis of EL achievement data to drive instructional decisions and the effective implementation of EL instructional strategies to increase English proficiency and achievement in core academic areas.

EL Coaches provide professional learning opportunities on the following topics:

The EL lense within non-ELD related professional development sessions to proliferate strategies that enhance academic achievement for English learners

Effective delivery of Integrated and Designated ELD in classrooms, based on the ELA/ELD framework, with an emphasis on the assessment cycle

Understanding ELD priority standards and their coordination with ELA standards

Personalization of learning plans based on the individual needs of language learners, including leveraging adaptive technologies to support language acquisition

Guided Language Acquisition and Design (GLAD)

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:

The CVUSD RSIG Program provides services to addresses the unmet and emergent needs of recently arrived school-age refugee students and refugee families. This innovative program offers a variety of student and family services.

Student Supports include:

- support groups targeting socio-emotional needs
- tutoring
- homework support
- English Language Development instruction by certificated CVUSD teachers
- development of physical well-being, language acquisition, and social interactions through soccer play
- understanding the U.S. school system
- adaptation to a new community
- academic performance; and
- a positive sense of self

Family Supports include:

- learning English as a second language
- understanding the school system
- supporting their children with language development and academics
- learning about community services and resources available to them; and
- integrating into the new community through activities promoting community service
- learning job acquisition skills

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. During COVID and to support students learning at home, parents were provided training on use of student language acquisition software programs. In addition, liaisons worked to ensure that families of immigrant children had access to food, technology, and mental health supports during school closures. 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. Specific summer programs will be offered to our immigrant student population to support additional language growth.

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:

ELD standard proficiency scales will be created and written in student-friendly language in order to improve the clarity of learning targets for our English learners. ELD proficiency scales will allow teachers to better understand the current skills of EL learners at a more granular level and provide needed resources to support academic growth. Additional multi-level reading, spelling, vocabulary, & grammar curriculum will be provided to support long-term English learners and those at risk of becoming long-term English learners.

English Language Development Assistants (ELDA's) will provide small group instruction for long-term EL's based on formative data related to reading, vocabulary, and speaking skills. 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 and family liaisons 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:

- (C) 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
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CVUSD monitors the proficiency and progress of English Learners using a variety of assessment tools including the ELPAC, CAASPP Data, and Interim Assessment Benchmarks in ELA and math. Data is analyzed school-wide during grade-level planning time by teachers and administrators. Data and plans are shared with parents and other members of the school staff as appropriate to ensure a comprehensive approach to intervention.

CVUSD teachers differentiated learning plans for English Learners. Small group interventions are provided for ELs demonstrating below grade-level reading proficiency interventions take place during the school day. CVUSD's Special Education staff includes EL Data in the development of IEP's and in the implementation of services to support students dually identified. 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. Central program leads provide staff support with the delivery of TK-8 career development in the World of Work (WOW). The WOW program is a three-core process where each student applies themselves in the "Mission of Me." They begin with a self-awareness step where they identify and learn about their strengths, interests, and values. Then, they explore the world of work and their academic options. Once they learn, apply, and experience different types of jobs in the workplace, they tell their unique story based on their experience, education, and skills. The program implements the three-core process through four levels of integration, so they fully capture and apply the "Mission of Me."

Level One: Each child explores various careers and industries.

Level Two: Students get to simulate the workplace that interests them. Students engage in classroom mockups that involve their skills and the workplace values required to work in the jobs.

Level Three: Students meet professionals and experts. They come to the classroom in person or virtually through WOW's vendor Nepris. Working with Nepris, students virtually visit with professionals live from anywhere in the world without ever leaving the classroom. Using Nepris technology, students in rural areas can connect to professionals via Skype or other virtual platforms. The professionals show them their workplace, how they get their work done and answer any questions.

Level Four: Students practice by demonstrating their new knowledge skills and abilities gained during levels one, two, and three. They explore and apply all they learned from the levels in their classrooms with access to the professionals or experts from Level Three. They know why they are in school, and understand why they want to do well in school. They learn with the workplace integrated into the classroom curriculum.

The remaining portion of Title IV funding is focused on maintaining safe and healthy campus environments. Middle school site safety leads are 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.

Program Objectives

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.

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.

