





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.

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.

1112(b)(11)	6 (as applicable)

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).




3116(b)(3)	3, 6 (as applicable)

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

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

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.

[REDACTED]

, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision

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.

#### 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.

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.

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

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

[REDACTED]



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 ebtAAABE 10 Tf 1 lk" to

Another avenue for parental engagement is through specialized district committees. When they are part of these committees parents can help develop programs, procedures, and policif 102 l h that alk" tvance student success.

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.

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.

ESSA SECTION 1112(b)(6)





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.

#### 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.

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

ESSA SECTION 1423(1)

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

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

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.

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

ESSA SECTION 1423(3)

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

#### 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.

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

#### 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.

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

#### 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.

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





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.



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.

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.

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:  
California 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



The CVUSD RSIG Program provides services to address 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



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.



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.