

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

LEA Name

San Pasqual Union Elementary School District

CDS Code:

37-68353-6040331

Link to the LCAP:

(optional)

<https://www.sanpasqualunion.net/domain/193>

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.

San Pasqual Union School receives minimal federal funding as related to overall revenues. LCFF revenues for the 2020/21 school year totaled \$4,690,991 (\$4,453,869 LCFF Base and \$237,122 LCFF Supplemental Grants). By comparison, federal funding totaled \$139,664 (Title I, \$67,988; Title II, \$9,425; Title III, \$5834; Title IV, \$10,000; REAP, \$46,417) or approximately 2.97% of overall revenues. As such, San Pasqual Union must be prudent in its use of this funding.

As set forth in the draft of the District's 2021 Local Control Accountability Plan (LCAP), San Pasqual Union School District's LCAP is heavily focused on the support of unduplicated students, including English learners, foster youth, and students categorized as low income. To make the best use of this funding, salaries for key personnel charged with supporting unduplicated students, including both certificated and classified staff, are split between LCFF supplemental and federal funding. The District does not receive LCFF concentration funding.

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.

San Pasqual Union School strategically aligns the use of state and federal funds in support of students, especially our English learners, foster youth, and students categorized as low income. In the 2021 LCAP, the District delineated four overarching goals:

GOAL #1 - Increase Academic Achievement for All Students

GOAL #2 - Build Students of Character and Confidence

GOAL #3 - Provide Students, Staff, and Visitors a Safe, Clean, and Well-Maintained School

GOAL #4 - Promote Family and Community Partnerships that Enhance Student Outcomes and Opportunities

The use of state and federal dollars is aligned as follows to support these goals via staffing, professional development, curricular resources, and programmatic offerings. The majority of state supplementary funding (approximate \$246,000) is allocated toward a reading specialist and English Learner/Intervention Teacher. Most students served through these programs are English Learners, low income students, and foster youth. Supplemental funds are also used to fund after school and summer tutoring, curricular purchases, translation services, and family engagement opportunities (Mano-a-Mano, Latino Family Literacy Project, etc.)

Federal "Title" funding is used as follows:

Title 1 funds are targeted toward instructional aides that work directly with English Learners.

Title II funds provide professional opportunities for staff, including paraeducator training on academic and behavioral supports via the Master Teacher program.

Title III funds partially fund the cost of the English Learner/Intervention Teacher.

Title IV funds will partially fund classroom modernization projects, replacing projectors with flat screen TVs to improve instructional effectiveness and student engagement.

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.

N/A

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:

Not applicable. LEA is a single-school district.

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).

N/A

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. District staff consults with parents/guardians and family members in the development of meaningful opportunities for them to be involved in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home. In addition to surveys and regular meetings, the District directly solicits the Parent-Teacher Organization (PTO), District Language Advisory Committee (DELAC), and School Site Council to provide input and guidance in developing a policy of parent engagement. This policy is distributed annually via the Family Handbook and applied throughout the year via in-person meetings, emails, phone calls, website, social media, and a school app.

To assist parents in understanding the challenging State academic standards as well as the state and local academic assessments, the Principal/Superintendent provides periodic "Coffee with the Principal" sessions on topics including the CA Dashboard and school safety. The District provides online access for each parent to their student's grade book in order to monitor a child's progress. Conferences are scheduled so that parents, teachers, and administrators can work together to improve the achievement of all children

San Pasqual Union School provides materials and training to help parents to work with their children to improve academic growth and achievement as well as safety and well-being. For example, regular parental updates are shared with parents on the risks inherent in social media and tips on how to keep their children safe online. Further, the District, through the guidance of the English Language/Intervention Teacher, hosts family engagement events such as the Latino Family Literacy Project and Mano-a-Mano. During these sessions, parents learn to read, write, and speak in English and are taught how best to support the academic success of their children at home. They are also encouraged to be active participants in the school community and volunteer at school events including Saints Day, Harvest Night, and Cinco de Mayo celebrations.

The LEA has made efforts to educate teachers and other school staff to engage and value the contributions of parents. Translation services are provided at school events, including Meet Your Teacher Day, Back to School Night, Coffee with the Principal, and Open House. Further, with support of DELAC, teachers and other staff members actively solicit bilingual parent involvement. San Pasqual Union school does not have students participating in a migrant education program.

The LEA recently improved two-way communication with parents and other family members via an improved website with an integrated school app and mass communications systems. Additionally, the LEA uses PeachJar, YouTube, and social media (Instagram and Twitter) to further engage with parents and the community.

To date, the LEA's parent engagement efforts are effective as evidenced the 2021 Healthy Kids Survey results listed below (% = "agree" or "strongly agree"):

The school encourages parental involvement - 94%

The school encourages parental partnerships - 97%

Parents feel welcome at school - 91%

School staff take parents concerns seriously - 94%

School keeps parents well informed about activities - 100%

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.

SWP: N/A

LEA is a one-school district that receives Title 1 Funding per the Targeted Assistance School (TAS) program. Educational services provided included tutoring, in-class supports, and other academic supports provided by designated English Learner classroom aides. In addition to aide support during the school day, the aides provide after school tutorials two times per week that promote English Learner language development and overall academic success. During this time, students receive homework support and work in individualized programs that instruct, remediate, and monitor progress, including Lexia and IXL math. Summer Library hours are also provided to promote literacy and language skills.

Title 1 monies were also used for professional development, including targeted and integrated ELD for classroom teachers and as well as Certificates of Inclusive Education for several teacher leaders. The training in this area formed the basis for a district-wide program of multiple tiered systems of support (MTSS).

The District does not receive Title I, Part A funds for neglected and delinquent children.

PNG: N/A

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:

LEA is a one-school district that receives Title 1 Funding per the Targeted Assistance School (TAS) program. Educational services provided through this program include after school tutoring, in-class supports, academic and social-emotional supports, and teacher professional development.

Many students are initially identified for eligibility via free and reduced nutrition program applications, direct certification, and home language surveys. Coordination with local preschool programs also provide early identification of eligible children. Administration builds connections with families and identifies eligible students via campus tours and "Saints Day"/"Back to School Night" events. Ongoing and periodic reviews of attendance records, academic performance, and residential anomalies/inconsistencies also lead to identification of students eligible for services under the TAS program.

Administrators work directly with teachers and support staff to identify students. The District's Foster Youth Liaison works closely with the San Diego County Office of Education and regularly communicates with adults designated to support foster youth, including Court Appointed Special Advocates (CASAs), social workers, educational rights holders, attorneys, and mental health professionals. Through these connections and relationships, eligible students are identified in a timely manner.

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:

The District reserves \$1,000 (1.05% of allocated funds) for homeless education. As a rural district, we do not have hotels, motels, or shelters within our district boundaries. In most cases, our homeless students “double-up” and live with other families. Allocated funds are used to identify, transport, and otherwise support homeless students. When additional supports are needed, these funds would also be allocated and potentially increased to meet those needs.

San Pasqual Union School fully complies with the McKinney-Vento Homeless Assistance Act. The LEA actively works with neighboring districts to facilitate expedited enrollment for all homeless students, especially those in residential transition or instability. Students in homeless situations are enrolled immediately, even if they lack documentation normally required for enrollment.

District officials conduct welfare and attendance checks on homeless students as needed. While the homeless student population within the District is small enough not to generate a color on the CA Dashboard, District chronic absentee rates are low with only 1.2% of all students designated chronic absentees (2019 CA Dashboard). Students struggling with attendance receive counseling support, bus transportation, family mediation, and other services as needed. Homeless students struggling with academic success have access to small group instruction, within day aide supports, after school tutorial sessions, educationally-related counseling, and both before and during school meals.

San Pasqual Union has also entered into Board-approved agreements with neighboring school districts and County Welfare agencies to transport students to/from their school of origin. San Pasqual Union also coordinates with the San Diego County Office of Education to provide school supplies and access to on-site social work interns.

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.

N/A - San Pasqual Union School is a single school elementary school district.

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:

N/A - San Pasqual Union School is a single school elementary school district.

As a kindergarten through 8th-grade one-school district with stable school enrollment, there are limited student transitions. However, the District's high school liaison supports successful high school transitions for all students. Staff from each district maintain regular communications and attend periodic articulation meetings. Specific meetings are scheduled to discuss and plan for homeless and other "at risk" students. Formal transition meetings are conducted for students with disabilities and foster youth.

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:

N/A

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:

The District does NOT receive funding pursuant to Title 1, Part D.

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

LEA is a one-school District that employs twenty-eight teachers, one of whom serves as the District's English Language Development Coordinator. The District has two administrators, a Superintendent/Principal and an Assistant Principal. The District also employs two classroom aides who primarily support English Language Learners. For the 2020/21 school year, the District received a total of \$9,425 in Title II funds.

The District has developed a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in pedagogy and subject matter. Through the formation of a School Improvement Committee, teachers, administrators, and others are involved in the development of the District's staff development program. The program is aligned with district priorities for student achievement, school improvement objectives, the local control and accountability plan, and other district and school plans. The district's staff development program assists certificated staff in developing knowledge and skills, including, but not limited to:

1. Mastery of subject-matter knowledge, including current state and district academic standards
2. Use of effective, subject-specific teaching methods, strategies, and skills
3. Use of technologies to enhance instruction
4. Sensitivity and ability to meet the needs of diverse student populations, including, but not limited to, students of various racial and ethnic groups, students with disabilities, English learners, economically disadvantaged students, foster youth, gifted and talented students, and at-risk students
5. Understanding of how academic and career technical instruction can be integrated and implemented to increase student learning
6. Knowledge of strategies that encourage parents/guardians to participate fully and effectively in their children's education
7. Effective classroom management skills and strategies for establishing a climate that promotes respect, fairness, tolerance, and discipline, including conflict resolution and hatred prevention

The District allocates 5 full days of the school year for professional development. New teachers receive an additional day of orientation and participate in a two-year Beginning Teacher Support and Assessment (BTSA) program. The District provides weekly professional development workshops through the Professional Learning Community model. Surveys, team meetings, classroom observations, and student performance are used to determine professional development needs.

In the 2020-21 school year, training was curtailed to provide teachers additional planning and preparation time. Training sessions generally focused on improving instructional effectiveness, including best practices to support English Learners and socioeconomically disadvantaged youth.

Administrators are active members of the Association of California School Administrators (ACSA) and receive ongoing training.

Teachers are evaluated periodically depending on years of service and job performance. All teachers' evaluations are based upon the California Standards for the Teaching Profession. The District's staff evaluation process is used to provide and recommend additional individualized staff development for individual employees. As teachers progress through their careers, they are provided with additional leadership opportunities, including opportunities to serve on committees (i.e., School Site Council, School Improvement Committee, curricular adoption teams, etc.) and to take leadership positions (i.e. grade level lead, specialist, etc.). The District has formed a committee and is working with the San Diego County Office of Education's E3 division to improve the teacher evaluation process.

The LEA measures growth and improvement in several areas. Classroom observations by school administrators determine if professional development has been effective in improving instructional practice. Student achievement, both proficiency and growth, are the most objective measures of instructional effectiveness. In order to better monitor and promote continuous improvement, the District has uses Multiple Measures and Forecast 5 for data visualization and goal setting. With accurate and timely data, educators are more effective in targeting instruction and measuring the impact of these efforts.

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:

N/A - The San Pasqual Union School District is a one-school district.

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:

The LEA uses data to continually update and improve systems of professional growth and improvement, including induction for teachers and other school leaders; opportunities for building the capacity of teachers; and opportunities to develop meaningful teacher leadership. First and foremost, the true measure of the effectiveness of an educational professional development program is the performance of students. At San Pasqual Union School, teachers administer daily formative assessments to determine student learning and guide future instruction. As a District, triennial benchmark examinations are administered in the areas of English language arts and math to gauge individual and collective academic progress during the school year. Annually, 3rd-8th grade students take the CAASPP state test, a summative assessment designed to determine how well the students are meeting state standards. On the most recent CAASPP, students at San Pasqual Union School collectively improved 9% in English language arts and 5% in math over the previous year, validating professional development efforts. In order to obtain this data in a more timely and actionable format, the District has partnered with the Multiple Measures and Forecast 5 to better analyze student performance data. With more timely student performance data, professional development sessions are more focused on meeting the current needs of staff.

Second, it's important to survey staff and the community to determine what they need most to develop professionally. During a 2021 LCAP focus groups, staff reported the need to support the social and emotional wellness of students, especially when considering the trauma of the pandemic. The District, in partnership with the San Diego County Office of Education, trained staff in Multi-Tiered Systems of Support (MTSS). In 2021/22, this team will assist in create the structures needed to support all students. Additionally, the District's School Improvement Committee facilitates two-way communication between teachers and administrators and sets the agenda for future professional development sessions. The LEA monitors several sources of data to evaluate Title II, Part A, activities, including student performance data at different intervals (daily, triennially, and annually).

Prior to making major decisions or programmatic changes, the LEA frequently consults with stakeholders to gather valuable information. As a one-school District with the Superintendent serving as Principal, there is direct and daily access to teachers. The principal and assistant principal lead weekly PLCs. A school improvement committee is dedicated to instructional improvement. The committee meets monthly to discuss teacher professional development needs and to plan content and delivery for the next PLC. As the LEA's superintendent is the school's principal, there is not an opportunity for consultation. However, the principal meets daily with the only other administrator, the assistant principal, to discuss the areas in which our professional development of staff could improve. The Principal also meets regularly with the certificated union president to discuss teacher training options and other unit member needs.

The Principal and Assistant Principal meet regularly with paraprofessionals to determine training needs. It should be noted that the District does not have a classified union.

"Specialist" meetings are regularly conducted and include the special education coordinator, special education teachers, teachers, school psychologist, and speech therapist. During those meetings, the special education coordinator trains staff on items of interest and solicits team input for future training sessions.

Parents are surveyed bi-annually regarding school satisfaction and priorities. The Principal also meets regularly with parent groups, including the Parent Teacher Organization (PTO), DELAC, and School Site Council. This data obtained is analyzed and updated throughout the year and distilled into presentations to the Governing Board and other interested parties. The District actively promotes community partnerships, especially those with expertise in programs and activities. For example, the District created the WE CARE program with San Diego Zoo Global. Teams of teachers meet several times per year with employees from the San Diego Zoo Global to set instructional priorities and plan instructional programs linked to global conservancy.

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:

For the 2020-21 school year, San Pasqual Union School District will provide professional development pertaining to Integrated English Language Development (ELD) as well as professional development activities focused on student learning and instructional effectiveness. These topics will include: Teacher Clarity (learning intentions/outcomes, instructional strategies), Grading for Equity (competency-based grading practices), Kagen (cooperative learning), E3 Project (teacher effectiveness and evaluation), Forecast 5 & Multiple Measures (data teaming, analysis, and action),

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:

N/A

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:

San Pasqual Union School provides small group support for English Learners in grades TK-8. In the elementary grades, teachers, specialists and instructional aides work on vocabulary, language acquisition, reading and writing support. In middle school, teachers and instructional aides work with EL students on vocabulary skills, reading and writing support, and study skills. San Pasqual Union provides an after-school tutorial for English Learners in order to provide targeted assistance with homework. Additionally, students use programs such as Lexia and IXL to build language and math skills. Many students have made significant gains in their English and reading skills due in part to these additional supports. The District provides parent education for parents of English Learners by offering the Latino Family Literacy Project and Mano-a-Mano programs. It should be noted that the Latino Family Literacy Project is a research-based English development and reading program and has proven to be an important and effective part of our English language acquisition program.

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:

Administrators, classroom teachers, and the EL/Intervention teacher monitor student data frequently to determine whether ELs and other students need additional instructional support. Classroom teachers and the EL/Intervention teacher monitor progress and achievement on NWEA MAP tests and district benchmark assessments at least once per trimester to discuss progress, interventions, and support. MAP data and district benchmark data are used to create academic goals for our ELs and their acquisition of English.

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:

In development of the application, San Pasqual Union Elementary, a one-school school district, actively engaged a broad range of stakeholders to gather relevant stakeholder input. In the 2020-21 school year, the school administered and disaggregated results from 8 surveys, including those of parents, staff, and students. Additionally, over 50 stakeholder engagement meetings were conducted to provide and gather information from groups including staff, DELAC, School Site Council, the Governing Board, and various parent groups, including the PTO. The District used all of its \$10,000 in Title IV Part A funds to purchase Chromebooks that were deployed to students to support distance learning. The purchase was deemed necessary to support our most at-risk students.

As more students returned to on-campus learning, these devices were also used in the classroom. San Pasqual Union School has partnered with San Diego Zoo Global to create the WE CARE project. Through this project, students are virtually connected with researchers in the field. Access to Internet connected devices is a vital component of this partnership. As reflected in the 2021 LCAP, the District will expanded Digital Citizenship efforts to keep kids safe online, including a continued partnership with Common Sense Media and the San Diego Police Department's ICAC (Internet Crimes Against Children) unit.

When the wireless system was recently upgraded, the District added a monitoring tool to determine effective system usage. The District's technology specialist monitors data usage on a weekly basis to ensure consistent access to online instructional tools and resources.