

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)

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

(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. Per the 2019/20 projected budget, total LCFF revenues are projected at \$4,866,859. By comparison, 2018/19 federal funding totaled \$94,571 (Title I, \$80,773; Title II, \$7225; Title III, \$6573) or approximately 1.9% of overall revenues. As such, San Pasqual Union must be prudent in its use of this funding. As set forth in the District Local Control Accountability Plan (LCAP), San Pasqual Union'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 are split between LCAP Supplemental funds and federal funds. Due to school demographics, as set forth in the Local Control Funding Formula (LCFF), the District does not receive LCAP 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 LCAP, the District focused on improved student achievement via three overarching goals:

GOAL #1 - Increase academic achievement through quality instruction and technology integration in a broad course of study delivered by highly qualified teachers on a safe, clean, and well-maintained school campus.

GOAL #2 - Increase academic achievement through targeted support/intervention and enrichment for all students including special education, English learner, foster youth, and students categorized as low income using data derived from multiple assessments to measure student progress, guide instruction and improve professional practice.

GOAL #3 - Increase academic achievement and school climate through student, staff, parent, and community engagement, involvement, and connectedness within the school environment.

The use of state and federal dollars was aligned as follows to support these goals via staffing and professional development as follows:

STAFFING

To support the aforementioned goals, the District allocates funding as follows:

Title I (Federal)

English Learner Aide* (primary)

English Learner Aide* (elementary and secondary)

Data Analyst (part-time, 20% of salary)

Title II (Federal)

N/A

Title III (Federal)

English Learner Coordinator (13.36% of salary)

Supplemental LCAP (State)

Reading Specialist

English Learner Coordinator (88.64% of salary and Summer Program)

Curriculum (EL Supplements)

Translation Services

EL Family Programs (i.e., Mano-a-Mano, Family Literacy Project)

PROFESSIONAL DEVELOPMENT

In order to provide quality instruction for English Learners, teachers are trained in Integrated and Designated ELD, including a deeper dive into the ELD standards. As some unduplicated students were being disproportionately removed from the classroom for behavior, teachers were also trained in Positive Behavior Intervention and Supports (PBIS) and creating an inclusive learning environment. Four (4) teachers obtained a Certificate of Inclusive Education. Additionally, deficits were found in paraeducator training. Paraeducators will receive ongoing training on academic and behavioral supports via the Master Teacher program. Professional development for certificated and classified staff is funded as follows:

Title I (Federal)

CA EL Standards

Integrated and Designated ELD for 6-8th grade

Certificate of Inclusive Education

PBIS Overview

PBIS Teacher Academy

Paraeducator Training/Master Teacher

Title II (Federal)

Dual Language and English Learner Conference

Integrated and Designated ELD for Kindergarten-5th grade

Facilitating Restorative Justice

Restorative Justice

Restorative Practice

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.

San Pasqual Union School is a one-school school district that enrolls approximately 590 students. For an LEA with an enrollment of less than 1,000 students, the ranking and serving requirements based on poverty percentages are not applicable (ESSA Section 1113[a][6]).

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:

San Pasqual Union School tasks our most effective teachers to work with our English Learners. Our Reading Specialist, for example, is one our most experienced and effective instructors with over 20-years working with students from Kindergarten through 8th grade. She also facilitates the Student Success Team (SST) process to ensure success for all students, especially those with academic challenges. All teachers, including those teaching English learners, are fully credentialed and effective, based upon credential review and periodic evaluations. The District has purchased a data-visualization software that will be used to further measure the effectiveness of school staff, professional development, curriculum, and intervention programs.

Parent and Family Engagement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The EL Coordinator provides parent and family engagement activities for DELAC including Mano-a-Mano and the Latino Family Literacy Project. As reflected in the LCAP survey, 100% of DELAC families surveyed were "extremely satisfied" with communications from the school. In 2019, the District purchased translation software that expedites translations and reduces translation costs. The result is that more timely communications to families in their first language. As the District transitions to a more cohesive and interconnected communications system, ongoing improved with regards to communication with Spanish speaking families is expected to continue.

The District continues to collaborate with parents in multiple ways, including the weekly "Saints SOAR" newsletter and periodic email/phone messages. Additional, parent and family engagement is enhanced via participation in the following annual school events:

- Cinco de Mayo Festival
- Art/Garden Day
- Harvest Festival
- Holiday Show
- Open House
- Back to School Nights
- Coffee with the Principal
- Loved Ones Lunch

Parents feel welcome at San Pasqual Union School as reflected by the following data derived from the Healthy Kids Survey (% of parents who "agree" or "strongly agree"):

- The school encourages parental involvement - 93%
- The school encourages parental partnerships - 94%
- Parents feel welcome at school - 96%
- Parent attended a school or class event - 99%
- Parent served as a volunteer - 82%
- Parent attended a parent/teacher conference - 96%
- School keeps parents well informed about activities - 94%

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District has few students that fall into the category of neglected or delinquent children. However, the District does educate students that reside at the San Pasqual Academy, a residential foster youth facility. The District has assigned a Foster Youth Liaison that works closely with the San Diego County Office of Education to receive training and obtain needed supports. The District regularly communicates with adults designated to support Foster Youth, including Court Appointed Special Advocates (CASAs), Social Workers, Educational Rights Holders, Attorneys, mental health workers, and other residential staff. A full-time school psychologist, a full time-behavior interventionist, and a part-time social work intern are available on campus to support students as needed.

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:

San Pasqual Union School fully complies with the McKinney-Vento Homeless Assistance Act. Students in homeless situations are enrolled immediately, even if they do not have documents normally required for enrollment. San Pasqual Union has entered into 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 an on-site social work intern.

Student Transitions

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

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

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

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As Kindergarten through 8th-Grade one-school district with stable school enrollment, there are limited student transitions. However, the District assigns a liaison to the high school district to support a successful high school transition for all students. Staff from each district maintain regular communications and attend monthly articulation meetings. Specific meetings are scheduled to discuss and plan for homeless and other "at risk" students. Additionally, transition meetings are conducted for all special education students.

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:

Due to limited funding provided under Title I, all Title I funds are directed to support English learners and other unduplicated students.

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:

In conjunction with the San Diego County Office of Education, the District provides and funds a 2-year Beginning Teacher Support and Assessment (BTSA) program for all new teachers. However, the funds received through Title II are not enough to support this program and other professional development needs. As such, Title II funds for the 2019/20 school year will support Professional Development in the areas of:

- Dual Language and English Learner Conference
- Integrated and Designated ELD for Kindergarten-5th grade
- Facilitating Restorative Justice
- Restorative Justice
- Restorative Practice
- California Science Education Conference

The District anticipates allocating 2019/20 funding in a consistent manner.

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 District continues to provide targeted support for all students using data derived from multiple assessments. 93% of staff (via 2019 Healthy Kids Survey data) report that the school uses objective data in decision-making. However, this data is often found in multiple locations and can be difficult to efficiently aggregate for timely interventions. As such, the District has partnered with the CORE Collaborative to share and analyze student performance data. In addition, the District purchased software from Multiple Measures to analyze both state and local assessments. Both parents and staff are supportive, with over 70% reporting that using data to measure progress, guide instruction, improve learning, and improve teacher effectiveness was considered a "top priority." In 2019/20, a School Improvement Committee will to be formed to analyze the data and help guide data-informed, programmatic decision making.

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:

In an effort to ensure that English learners (ELs) attain English language proficiency and meet state academic standards, the District used all Title III funds to partially fund a part-time EL Coordinator. There were no remaining Title III funds available for professional development.

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:

San Pasqual Union has worked hard to provide an effective instructional program that includes enhanced instructional opportunities for immigrant children and other youth, including English Learners and students who have been reclassified. The District provides extra support for these children via small groups and one-on-one support in Language Arts, Math, and Science. Immigrant students who need additional support are invited to come to our after-school tutorial. San Pasqual Union School has foreign language classes in middle school, and after-school Spanish, Art and Engineering classes are offered as well. Parent/Adult education for parents of immigrants, English Learners and RFEF students is also provided.

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 1-8. 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 give them assistance with homework and provide additional opportunities to make gains academically using Lexia, IXL, and Zearn. Many students have made significant gains in their English and reading skills because of this after-school support. The District provides parent education for parents of English Learners and immigrants by offering the Latino Family Literacy Project. This research-based English and reading program 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:

San Pasqual Union has school-wide goals relating to our English Learners and their acquisition of English. The English Learner Coordinator trains and supervises the EL instructional aides, ensuring that they are working in the most effective way with English Learners in their classrooms, one-on-one, and in small groups. The EL Coordinator works with K-8 English Learners one-on-one and in small groups. She works with teachers to ensure that they are working towards our goals for ELs and meets with them regarding concerns and goal-setting for their English Learners. The EL Coordinator teaches the Latino Family Literacy Project to parents of ELs and works with administration, teachers, and families to ensure that the District is meeting the overall educational needs for all of our English Learners.

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:

N/A - The District does NOT receive Title IV funding.