

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

School Year

2024-2025

Date of Board Approval

June 26, 2025

LEA Name

San Ysidro School District

CDS Code:

37683790000000

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

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.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

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.

The SYSD’s strategy for using federal funds is to increase the performance of English Learners, and Low Income students to proficiency level. Title I monies are utilized to support literacy by differentiation, small group instruction, and interventions at all grade levels in order to close the gap between these students and their counterparts.

Another strategy utilized by SYSD is to provide parents with a series of workshops to help them navigate the educational system in the United States, as well as supporting their children with social emotional well being. Our CHKS Parent Survey indicates that this is a need. The intent of these workshops is to give parents the tools to support their children, which in turn yields greater student achievement.

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.

The SYSD supplements core literacy for English Language Learners and low-income students by offering after-school interventions, supplemental programs, and paraprofessionals to reduce the adult/student ratio during literacy. Some sites use Title I funds to provide Intervention Support Teachers and supplemental materials. At the middle schools, Title I funds provide Professional Development, teacher planning time, and student interventions.

The district uses Title I funds to provide supplemental programs (i.e., educational software, materials for dual language instruction, supplemental materials for intervention) to support student English acquisition proficiency and literacy. Additionally, the district employs District Resource Teachers who support at all school sites through an internal system of assessment & data monitoring, which informs the implementation of professional learning/coaching for classroom teachers and paraprofessionals to positively impact instructional practice and student achievement.

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 (as applicable)

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.

According to the Every Student Succeeds Act (ESSA), local educational agencies (LEAs) shall allocate Title I, Part A funds to eligible school attendance areas or eligible schools based on the total number of students from low-income families (ESSA sections 1113[a][1] and [c][1]). For the San Ysidro School District (SYSD) located in San Ysidro, CA 92173, the poverty criteria used to select school attendance areas under Section 1113 of the Elementary and Secondary Education Act (ESEA) are based on the percentage of students eligible for free or reduced-price meals under the National School Lunch Program (NSLP). Since we are a Title I district, funds are allocated according to student enrollment to all school sites. In accordance with federal guidelines, SYSD prioritizes Title I funding for all schools, ensuring that resources are directed to support educational equity and improve academic outcomes for all students.

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) – *Not Applicable to Charters and Single School Districts.*

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.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDE's website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does an annual comparability report which involves data analysis of student enrollment, free/reduced lunch enrollment, student ethnicity data, staffing ethnicity data, staffing experience data, and data of misassigned/ineffective/out of field staff which we obtained via Data Quest and our internal student information system (SIS). This data is used to analyze the educator equity at each school site. We currently have a minimal number of teachers who are misassigned. The less experienced and more experienced teachers are balanced throughout our district at our school sites. The district serves many low-income students, and we are in CEP for free and reduced lunch due to these numbers. Therefore, we must reach this balance at all of our school sites.

Based on the data analysis noted above, we looked at the percentage of students who qualify as low income and determined that they are not taught at higher rates than other students by ineffective, misassigned, out-of-field, or inexperienced teachers.

Additionally, we pulled the data on our students based on ethnicity. We found that these groups of students are not taught at higher rates than other students by ineffective/misassigned/out-of-field or inexperienced teachers.

The LEA engages stakeholders to elicit feedback to inform the LCAP through:

LCAP community forums
LCAP Feedback: Administrator Meeting
LCAP Feedback: Site/Staff Meetings
LCAP Feedback Sessions: Bargaining Unit (CSEA & SYEA)
LCAP Feedback Sessions: DELAC/DPAC

LCAP Feedback Sessions: SELPA
 LCAP Feedback: Middle School Students
 LCAP Feedback Surveys
 California Healthy Kids Survey
 California Healthy Kids Survey-Parent Component
 Student Empathy Interviews and Teacher Listening Circles

These meetings provide various educational partners with the opportunity to discuss issues related to the importance of equitable access for all of our students. They also include opportunities for educational partners to examine and discuss data and provide feedback and suggestions to impact positive student results.

To impact teacher effectiveness, the LEA has implemented a new teacher academy to support teachers in their first 2 years in the district with training, coaching, and support by veteran resource teachers. This program has allowed the district to support teachers with high-leverage strategies that will impact student achievement and support the retention of teachers as they develop their skills in the early part of their career. Additionally, the district has committed to supporting teachers with the induction program they must complete to clear their teaching credentials. These two programs support new teachers necessary to develop and grow as professional educators.

Additionally, we continue to provide professional development of high-leverage strategies for paraprofessionals and work with site and district administrators to identify supports for their teaching staff, regardless of their tenure within the district, that will help to impact the delivery of high-impact evidence-based best practices. This support may include professional development, guided planning, co-teaching, and coaching as deemed necessary.

No disparities were found during the data analysis process. However, we make every effort to be proactive in the placement and retention of teachers.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:

	• General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

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

SYSD is committed to fostering meaningful and effective parent and family engagement in accordance with Section 1116 of ESSA. To achieve this, we will implement a comprehensive strategy that begins with the development of a written Parent and Family Engagement Policy at each Title I school. These policies will be created in collaboration with families and shared annually in a language and format that is easy to understand. SYSD will ensure that each school holds an annual Title I meeting to inform families of their rights under ESSA, provide information about the school's Title I program, and offer opportunities for involvement. Ongoing two-way communication will be maintained through newsletters, websites, emails, and parent portals, with translation services available to support non-English-speaking families.

To build capacity among both staff and families, we will provide professional development to educators on effective engagement practices and cultural responsiveness. Families will be offered resources and workshops to help them better understand academic standards, assessments, and ways to support student learning at home. SYSD will also promote shared decision-making by inviting families to participate in the development and review of school improvement plans, school-parent compacts, and Title I programming decisions. Input will be gathered through surveys, focus groups, and advisory committees to ensure families have a voice in shaping their children's educational experience.

Recognizing that barriers such as scheduling and language can hinder engagement, we will take intentional steps to remove these obstacles. This may include offering meetings at flexible times, providing virtual options, and ensuring access to interpreters. In addition, we will strengthen partnerships with community organizations to connect families with services that support academic success and overall well-being. Finally, SYSD will evaluate the effectiveness of its family engagement practices regularly and use feedback from families and data on student achievement to make ongoing improvements. Through this multifaceted approach, SYSD aims to build strong, respectful, and collaborative relationships with families to support student learning and success.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

San Ysidro School District ensures that the parent and family engagement requirements outlined in Section 1116 of ESSA are fully aligned with the educational partner engagement process outlined in the Local Control and Accountability Plan (LCAP). The district views both ESSA and LCAP engagement requirements as complementary efforts that provide meaningful opportunities for parents, families, and community members to contribute to the planning, implementation, and evaluation of programs and services. The needs assessment survey developed by the district was intentionally designed to address both federal and state priorities, including student achievement, school climate, and educational partner engagement. Input gathered through this survey, along with data collected from parent meetings, advisory committees, and School Site Councils, informs both the Title I Parent and Family Engagement Policy and the annual updates to the LCAP. The district hosts LCAP meetings throughout the year that include parents, families, teachers, staff, and community partners. These meetings are coordinated with Title I parent engagement efforts to ensure that families are involved in a cohesive and consistent manner across all planning and decision-making processes. By aligning these efforts, San Ysidro School District strengthens its commitment to transparency, collaboration, and continuous improvement, while honoring the voices of families as essential partners in promoting equitable outcomes for all students.

Each school has a Parent School Compact that delineates the roles of the school, the parent, and the student. In addition, each school develops its Title I parent involvement policy, which follows the California Department of Education's Title I parent involvement policy template. The school sites also provide opportunities for parent education based on parent needs. Each school site principal facilitates "Coffee with the Principal," where principals offer a variety of trainings/ informational meetings (eg, state testing, district assessment information, data analysis, parent/teacher conferences, LCAP presentations, School Plan for Student Achievement (SPSA), etc).

SYSD will provide various parent workshops at the district and site levels to support parent and family engagement. Topics and activities may include: literacy, math, science, social science, technology, strategies on how to navigate the educational system in the United States, and restorative justice practices. The parent center at the district office provides a space for parents to access computers and the internet and attend additional parent classes that focus on the role of parents in their children's education and in supporting their social-emotional well-being. To increase the amount and quality of parent and family engagement, SYSD will use district administration and support from the San Diego County

Office of Education (SDCOE) to provide site training for school site staff. SYSD strives to communicate with parents to create a cohesive understanding of available student programs and services. To that end, information is sent to all parents in English and Spanish through mail, digital, robocalls, and direct avenues. This information includes district and school notices, student testing results, an annual notification packet, and other pertinent information regarding student and parent services and resources.

The Parent and Family Engagement Policy is revised with parents during School Site Council, ELAC, Parent Principal Forums, Title I Meetings, and the revised policy is then distributed to parents at the beginning of the school year, along with the Parent Compact, which undergoes the same process. Translators are available at all parent meetings to make sure that parents are heard and they have access to all the information provided to them. Title I meetings take place at all sites, usually during Back to School Night when more parents are present.

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.

San Ysidro School District implements a variety of programs under ESSA Sections 1114 and 1115 to support the academic success and well-being of all students, particularly those who are most at risk. Schools operating under Section 1114 Schoolwide Program guidelines use Title I funds to improve the entire educational program of the school, allowing for comprehensive strategies that benefit all students, especially those who are academically disadvantaged. These strategies include high-quality instructional programs, evidence-based interventions, professional development for staff, and parent and family engagement activities aimed at addressing the diverse needs of the student population. Title I resources provide direct services to identified students who are failing or at risk of failing to meet state academic standards. These services may include targeted instruction, academic interventions, extended learning opportunities, and social-emotional support, all coordinated with the regular education program.

The district operates Schoolwide Programs (SWP) at each of its school sites based on student need as determined by data and needs assessments. Sites work to provide interventions for students based on data and needs assessments. These services include, but are not limited to, before—and after-school intervention and/or instructional aides to provide small group instruction.

The district follows the criteria set forth by Ed Code in determining the need for services that support the needs of students in a school-wide program:

- Title I Schoolwide Programs (SWP) should consider the following general criteria when approving activities or expenditures supported with Title I, Part A funds:
- The activity/expenditure meets a need identified in the comprehensive needs assessment (ESSA Section 1114[b][6]);
- The activity/expenditure is included in the Single Plan for Student Achievement (SPSA) (Education Code [EC] Section 64001[g][C][3]);
- The SPSA has been approved by the local governing board (EC Section 64001[i]);
- The School Site Council (SSC) annually evaluates and monitors the implementation of the SPSA and progress towards accomplishing the goals (EC Section 64001[g][2][B] and [i]); and
- The activity/expenditure has been reviewed, approved, and recommended by the SSC to the local governing board (EC Section 64001[d]).

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:

San Ysidro School District ensures a collaborative and data-driven approach to identifying the students most in need of additional support. Teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, work together to analyze multiple measures of student performance to determine eligibility for targeted services. These measures include state and local assessment data, teacher observations, report card grades, attendance records, and social-emotional indicators. Priority is given to students who are failing or at risk of failing to meet state academic standards, as well as those who are experiencing academic challenges due to poverty, homelessness, limited English proficiency, or other factors that may impact learning.

The identification process begins with regular grade-level or intervention team meetings where staff members review student progress and use established criteria to flag students for targeted support. Input from parents is also an important part of the process; families are invited to share their perspectives during conferences and school meetings, and their insights are considered when determining how best to meet each student's needs. Once identified, eligible students receive supplemental services that are aligned with the school's regular instructional program, such as small group instruction, individualized interventions, tutoring, and support from paraprofessionals or specialists. Ongoing progress monitoring ensures that services remain responsive and effective. This collaborative and intentional approach ensures that targeted assistance is provided to those students who will benefit most, promoting equitable access to learning opportunities and improved academic outcomes.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

San Ysidro School District is dedicated to ensuring that homeless children and youths have full and equitable access to a high-quality education, in alignment with the McKinney-Vento Homeless Assistance Act and Section 1113(c)(3)(A) of ESSA. The district reserves Title I, Part A funds specifically to support the unique needs of homeless students, with a focus on removing barriers to enrollment, attendance, and academic success. These funds are used to provide services such as transportation assistance, school supplies, clothing, hygiene products, tutoring, and access to extended learning opportunities. SYSD has a Pupil Services Coordinator to support homeless children, foster youth, and needy students and families within the community. Students are provided school uniforms and shoes, bus passes for transportation, and other resources. The Student and Family Services Manager ensures that students are enrolled immediately, verifies residency for students, makes home visits when necessary, participates in leadership meetings, and participates in the SART and SARF processes to support the success of homeless and foster youth. In addition, the coordinator provides access to resources such as housing, tutoring, and medical/dental services.

In compliance with the McKinney-Vento Act, San Ysidro School District has designated a representative to ensure children experiencing non-permanent housing receive educational services.

The district's McKinney-Vento liaison is critical in identifying homeless students, coordinating services, and ensuring that families know their rights. The liaison works closely with school staff, community agencies, and district departments to connect students and families with educational and non-educational resources, including health care, mental health services, food assistance, and housing support. Staff receive ongoing training to ensure they understand how to identify signs of homelessness and respond in a timely and supportive manner.

Families living in any of the following situations have rights or protections under the Federal McKinney-Vento Act and California State Law:

- In a shelter (family, domestic violence, youth shelter, or transitional living programs).
- In a motel, hotel, or weekly rate housing.

- In a house or an apartment with more than one family.
- In an abandoned building, a car, a campground, or on the street.
- In temporary foster care or with an adult who is not the parent or guardian.
- In substandard housing without electricity, water, or heat.
- With friends or family because you are a runaway or an unaccompanied youth.

Families may obtain unique educational resources through the District's Families First program, which was developed to help meet the needs of children who are experiencing non-permanent housing. Families First aims to enhance services for families and promote awareness of their educational rights among all of our school sites and staff, so that we can provide supportive care for our families experiencing this type of need. The district's schools are doing the following to help remove barriers to success:

- Encouraging students to participate fully in all school activities and programs they are eligible for.
- Encouraging students to attend the school in which they were last enrolled, even if they have moved away from the school's attendance zone or district.
 - Providing transportation from the student's current residence to the school of origin.
- Automatically qualifying students for child nutrition programs.
- Resolving any disputes that arise during the enrollment process.
- Coordinating between schools, shelters, housing agencies, and motels on behalf of families.
- Providing greater access to family literacy activities and after-school programs.
- Facilitating the transfer of school records as needed.
- Improving access to immunization and health care services.
- Improving access to special programs, such as preschool and special education.
- Actively referring families to community resources that assist with food, shelter, and clothing.
- Providing access to school supplies and uniforms.
- Engaging in parent consultation, including discussion of educational rights and responsibilities.

To support enrollment and prevent disruptions to learning, the district allows homeless students to enroll immediately, even if required documents such as immunization records or proof of residency are unavailable at enrollment. Transportation to the school of origin is provided when it is in the student's best interest, following federal guidelines. Academic support is also coordinated to address learning gaps and help students remain on track. Through these coordinated efforts, San Ysidro School District provides stability, continuity, and support for homeless children and youths, helping them overcome the challenges they face and achieve academic success.

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.

San Ysidro School District recognizes the critical importance of early childhood education in building a strong foundation for lifelong learning and success. When applicable, the district supports, coordinates, and integrates services provided under Title I with its early childhood education programs, including preschool and transitional kindergarten, to ensure alignment with K–12 academic expectations and to support a smooth and successful transition to elementary school. Coordination efforts include aligning curriculum, instructional strategies, and assessment practices between early learning and elementary grade levels to promote continuity in learning and development. In the preschool transition to kindergarten, the district and site administrators collaborate with early childhood educators, kindergarten teachers, and support staff to facilitate transition activities such as classroom visits, family orientations, and joint professional development. These efforts help ensure that children entering kindergarten are socially, emotionally, and academically prepared. Title I resources may also support early literacy and numeracy development, parent engagement activities, and outreach to families of young children, particularly those economically disadvantaged or English learners. In addition, the district coordinates with community-based early learning providers and Head Start programs to share student records, align services, and promote communication between programs.

The San Ysidro School District operates a Child Development Center (CDC) to ensure a seamless transition of students from preschool to kindergarten. In May, every preschool classroom visits a Kindergarten class at their future home school. During the visit, preschool and kindergarten students co-mingle, and the kindergarten teachers read a story to all students. In addition, the CDC schedules transition meetings with parents to discuss what to expect as their child transitions to kindergarten. For those students deemed to be at risk, parents are notified and attend a workshop. At the

workshop, teachers meet with parents, discuss student progress, and are provided materials to work with students at home. The CDC also coordinates a Kindergarten Readiness workshop for all parents. For students not attending the CDC, the Preschool and CDC Coordinator will visit agencies to present information to assist parents in preparing their children for kindergarten classes in the San Ysidro School District.

Special Education Transition Support for Students with an IEP. In addition to the aforementioned transition services, all students with an IEP benefit from an additional transition meeting that allows all service providers, case managers, and administrators to meet and plan for the successful transition of services to the next school placement. This ensures that programs for the following school year will be planned and staffed to serve and support the needs of all students.

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) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through 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:

San Ysidro School District is committed to supporting students through key educational transitions, including the progression from middle grades to high school and from high school to postsecondary education or career pathways. To facilitate these transitions, the district implements strategies that promote academic preparedness, career exploration, and informed decision-making, with an emphasis on equity and access for all students.

The district actively collaborates with institutions of higher education, local employers, and community partners to provide students with real-world learning experiences and exposure to postsecondary options. These partnerships support college and career readiness through initiatives such as college and career fairs, mentorship programs, guest speaker events, and work-based learning opportunities. Counselors and staff coordinate transition planning by guiding students and families through the high school course selection process, aligning academic goals with college and career aspirations, and providing information on high school graduation requirements, A–G college entrance criteria, and financial aid options.

To expand postsecondary readiness, the district is increasing student access to early college high school models, dual or concurrent enrollment opportunities, and career technical education (CTE) programs. These options allow students to earn college credit while still in high school, reducing barriers to higher education and building confidence in their ability to succeed beyond high school. Career counseling is integrated into the middle and high school experience, helping students explore their interests, identify strengths and skills, and set personalized academic and career goals. Through interest inventories, career pathway planning, and one-on-one guidance, students are supported in choosing courses and extracurricular activities that align with their long-term plans.

By implementing these strategies, San Ysidro School District ensures that students experience a smooth and well-supported transition at each critical stage of their educational journey, preparing them for success in college, careers, and life.

The transition to high school is supported by our feeder high school, San Ysidro High School, which is part of a different school district. The district middle school staff collaborates with the high school staff to provide students the opportunity to visit the campus and familiarize themselves with the campus, the electives offered, the clubs, and the sports they will have access to at the high school.

Special Education Transition Support for Students with an IEP. In addition to the aforementioned transition services, all students with an IEP benefit from an additional transition meeting that allows all service providers, case managers, and administrators to meet and plan for the successful transition of services to the next school placement. This ensures that programs for the following school year will be planned and staffed to serve and support the needs of all students.

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:

San Ysidro School District is committed to using Title I, Part A funds strategically to support all students in meeting challenging academic standards, with a focus on equity, access, and continuous improvement. In addition to the core services funded under this part, the district also proposes to use funds to support the identification and enrichment of gifted and talented students and the development of effective school library programs that promote digital literacy and academic achievement.

The district will assist schools in identifying and serving gifted and talented students by providing professional development to educators on equitable identification practices. These practices include using multiple measures, such as performance data, teacher recommendations, and non-traditional indicators, to recognize advanced learning potential across diverse student populations. Title I funds may also support differentiated instructional strategies, access to enrichment programs, and opportunities for academic acceleration, ensuring that gifted students are challenged and engaged in meaningful learning experiences.

In support of developing effective school library programs, San Ysidro School District will use Title I resources to enhance digital and print collections, expand access to technology, and provide students with opportunities to build digital literacy and research skills essential for success in the 21st century. The district also plans to support school libraries by investing in instructional technology tools, integrating digital citizenship lessons into the curriculum, and offering professional development for library media staff. These efforts will ensure that students have access to high-quality library services that contribute to improved academic outcomes, critical thinking, and lifelong learning.

Through these targeted investments, the district aims to enrich the educational experience of all students, promote excellence, and close achievement gaps in alignment with the goals of Title I, Part A. Once gifted and talented students are identified, they are offered various enrichment opportunities, including College for Kids, Robotics, VAPA, and other Pathways Programs. The district and school sites update libraries by purchasing relevant materials to improve academic achievement.

Some Title I funds were used for:

- Provide professional development opportunities to improve teaching and learning in ELA, ELD, Math, Science, and Social Studies.
- Professional development for site and district administrators to strengthen instructional practices.
- Professional development for specific programs in the middle and elementary schools, including STEM, College, and career skills.
- Implementing English learner programs (e.g., Structured English Immersion and Dual Language Two-Way) based on site needs through supplemental materials and professional development opportunities.
- Provide supplemental programs and resources (i.e. educational software, math manipulatives, dual language materials, etc) to support student achievement in core content areas and to support language acquisition
- Provide site and/or district-based academic intervention programs to serve the district's student groups (e.g., English Learners, Low-Income Students, Students with Disabilities, etc.) and educationally disadvantaged students in Comprehensive Support and Improvement Schools.
- Personnel (e.g., instructional aides) were hired to support in-class interventions for all student groups, including unduplicated students, at all school sites. This investment allows each school site to provide students who demonstrate an academic need with opportunities for small groups and 1:1 instruction to meet and exceed the rigor of the

CCSS and develop academic language skills.

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:

N/A

Formal Agreements ESSA SECTION 1423(2)

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

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)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

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:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

The San Ysidro School District (SYSD) is committed to fostering professional growth and continuous improvement for all educators, including teachers, principals, and other school leaders. Our system is built upon a comprehensive approach that includes coaching, targeted professional development, collaboration, and data-driven decision-making to strengthen instructional practices and leadership capacity.

For Teachers: SYSD supports teacher growth through a variety of ongoing professional learning opportunities. All newly hired teachers participate in the district's New Teacher Academy, a series of 3–5 workshops offered throughout the school year. These sessions are designed to familiarize teachers with district expectations, instructional strategies, and support systems. In addition, the district offers site-based instructional coaching and professional development aligned with school needs, as identified through data reflection sessions, classroom walkthroughs, and administrator feedback. To promote social-emotional learning (SEL) and student well-being, SYSD has implemented a Tier I SEL curriculum and provides quarterly professional development for instructional staff through the support of site-based social workers. These efforts are part of a broader initiative to enhance student mental health and academic success through Multi-Tiered Systems of Support (MTSS), supported by the implementation of a universal screener in 2022–2023 up-to-date to identify student needs. For teachers needing to complete induction, SYSD partners with the San Diego County Office of Education and local universities, covering the cost of the BTSA (Beginning Teacher Support and Assessment) program. This ensures that new educators meet certification requirements while receiving foundational training to support their early career growth.

For Principals: New and existing principals are supported through coaching and leadership development provided by the National Center for Urban School Transformation (NCUST). This includes participation in cohort-based coaching groups, which in 2024–2025 will focus on the strategic use of data dashboards to drive instructional decisions and school improvement. These coaching experiences build leadership capacity, improve data literacy, and align with the district's vision for student achievement. The district is also providing opportunities for principals to attend Association of California School Administrators (ACSA) Academies, which offer advanced leadership training. These initiatives are designed not only to support early leadership development but also to promote career-long growth and advancement.

For Other School Leaders: SYSD extends similar coaching and professional development opportunities to other school leaders, including management employees and support staff involved in instructional leadership. All management employees will participate in the 2024–2025 NCUST cohort coaching model. These leaders also engage in professional learning focused on Positive Behavioral Interventions and Supports (PBIS) and Restorative Justice practices, which are essential to promoting equitable school climates and improving student engagement.

System-Wide Practices for Growth and Improvement: The district's professional development system is rooted in the belief that strong culture and climate are fundamental to academic success. Thus, SYSD has made long-term commitments to PBIS and Restorative Practices across all sites. These professional learning initiatives are aligned with equity goals and are evaluated based on school climate indicators from the California Dashboard. To measure the effectiveness of our professional growth systems, SYSD uses multiple forms of evaluation, including end-of-year

surveys, data monitoring, and school site walkthroughs with feedback. This combination of qualitative and quantitative data informs our understanding of professional learning impact and guides the refinement of offerings to better meet educator and student needs.

Support Across Career Stages: From onboarding through advanced career stages, SYSD supports educators with systems designed to foster professional growth. Early-career teachers benefit from the New Teacher Academy and supported induction. Mid-career and experienced educators have access to coaching, data-driven PD, and leadership pathways. Principals and other school leaders receive ongoing coaching and leadership development through NCUST and ACSA Academies, supporting their professional journey and advancement.

Continuous Evaluation and Improvement: The district remains committed to continuous improvement. All professional learning systems are regularly evaluated and adjusted based on staff feedback, student data, and school performance metrics. These reflective practices ensure that professional development remains responsive, effective, and aligned with the district's strategic goals.

SYSD's professional growth system is a cohesive, data-informed, and equity-focused model designed to support all educators from induction through leadership, ensuring every student benefits from high-quality teaching and leadership.

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).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The San Ysidro School District has 7 schools of which 5 have a population that averages 77% Socioeconomically advantaged, and 54% English Language Learners. Given this information the district prioritizes resources for those schools.

The district determines funding needs based on data generated by local benchmark assessments, state assessments, educational partner surveys as well as parent/ community forums. San Ysidro School District administrators met with school site administrators to analyze various data points in preparation for creating a needs assessment that would engage various stakeholder groups in support of identifying the needs of their individual school sites. We examined school's data for Math & ELA from the California Dashboard, District Common Assessments, and classroom walk-throughs to analyze the needs of each school site. As a part of this process, we worked together to develop a needs assessment survey to be shared with all Educational Partners. This needs assessment addressed the areas of students achievement, school culture and climate, as well as Parent engagement. Site administration also conducted end of the year data analysis and needs assessment with staff to determine actions to improve instructional practices to support equitable student achievement outcomes. The district met with the site administrators to develop a needs assessment which looked at student achievement, and parent involvement with the goal of creating a plan.

In our analysis of school site needs we examined resource inequities by using data from the needs assessment that was distributed to staff and parents. This information was used to determine where additional supports are needed and how we can implement evidence based interventions to create equitable access and support for all of our students. These determinations inform the evaluation and modification of the Single Plan for Student Achievement.

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:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

The district employs a data reflection process on a 6-week cycle for instruction for both ELA and Mathematics. This model consists of analyzing student achievement data from internal Common Assessments, which are CCSS-based and aligned to the item specifications for the CAASPP assessments for grades 3-8. The data is disaggregated for significant student groups, which supports our ability to dig deeply into the impact of instruction on the students we serve. The data that we collect, analyze, and discuss is coupled with walk-through data in order to determine the effectiveness of our instructional models and the impact that we are having on our students. Embedded in the meeting protocol is an analysis of evidence-based practice implementation and the support necessary to increase the level of implementation. These reflection sessions serve as a place to make the determination to increase or modify professional development and support to build capacity for instructional leadership. These data reflection sessions are conducted at every school site by grade level and are attended by site administration and grade-level teachers from all programs.

In addition to these meetings, site administration shares the data from these meetings with instructional staff at parent meetings, SSC, and ELAC to obtain input from parents and other stakeholders and inform the development and refinement of professional development plans. The data from our internal monitoring process is shared quarterly to ensure that we are communicating the most up-to-date data.

The data reflection process continues to the LEA level with a reflection process that includes meetings with the all school site and district level administration. These meetings help us to monitor student achievement at all grade levels in all programs at all school sites. We then analyze and discuss improving instructional practices and the support necessary to build capacity at school sites. As we implement our plans, we then use the same data reflection system to monitor the plan and revise it as necessary based on data.

The LEA coordinates the implementation of planning and preparation for staff development through the needs that are identified in our data reflection process and other needs assessments. Once we work with our educational partners to identify needs and formulate a plan, we work with staff to determine the best manner to build capacity at our school sites for administration, teachers, and paraprofessionals to support implementing the plan of action. We also work with our Coordinator of Pupil Services and Coordinator of Student Services to ensure that the wrap-around services are in place for students/families. Additionally, the LEA works to identify and provide parent training/workshops to help our families develop and understand how to support their students' achievement through our school sites and at the district level.

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.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

During the 2024–25 school year, the LEA will provide sustained and targeted professional development to classroom teachers, instructional leadership teams, site administrators, and other educational personnel. These efforts are specifically designed to improve instruction and assessment practices for English learners (ELs) and align with Title III requirements.

Professional development will focus on implementing research-based instructional strategies proven to accelerate English language acquisition and improve academic outcomes. Educators have received training on evidence-based practices and approaches such as Project GLAD (Guided Language Acquisition Design) and CAFE (California Association for Bilingual Education). Additional methodologies on AVID and AVID Excel will support student engagement and language use in academic contexts. These approaches are validated by current research on effective EL instruction.

Training will be delivered by Resource Teachers who will also serve as Instructional Coaches. Their responsibilities include modeling lessons, conducting coaching cycles, and gathering data on instructional needs to offer tailored support. To ensure implementation fidelity, site administrators will conduct classroom walkthroughs aligned with a clear instructional framework and provide real-time feedback. Professional development will be of sufficient intensity and duration, extending beyond one-day sessions to include ongoing coaching, collaborative planning, and data-driven reflection.

A six-week data reflection cycle will be utilized to monitor the progress of ELs and Long-Term English Learners (LTELs) using formative assessments. Teachers and site leaders will analyze data in professional learning communities (PLCs) to refine instruction and adapt strategies, ensuring responsive and personalized instruction.

To further enhance ELs' literacy and academic achievement, teachers will implement small-group guided reading strategies in addition to designated ELD time. These sessions will focus on building language proficiency and content knowledge aligned to the Common Core State Standards (CCSS). Research emphasizing the importance of differentiated, small-group instruction for ELs supports this approach. Teachers will also receive ongoing support on leveraging tools for both direct instruction and independent practice with formative feedback loops.

The district is also investing in the revitalization of its Dual Language (DL) Program through a partnership with the San Diego County Office of Education (SDCOE). A comprehensive professional learning series will guide staff in deepening their understanding of biliteracy development and consistently implementing the 50/50 model across TK–6th grade. This work aligns with the California English Learner Roadmap Policy and supports the establishment of a clear Path to the Seal of Biliteracy.

All professional development under Title III supplements core Title I and II-funded efforts and is aligned with district priorities to ensure systemic support for English learners. These initiatives are designed to enhance teacher capacity,

promote culturally and linguistically responsive instruction, and ultimately improve language proficiency and academic outcomes for all ELs.

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.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that 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.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To support English learners (ELs) in increasing their English language proficiency and meeting challenging state academic standards, the LEA will implement a comprehensive set of supplemental programs and activities under the Title III subgrant. These programs are designed to enhance, not replace, the core instructional services funded through Title I and other state and local sources. The primary language instruction educational programs include designated and integrated English Language Development (ELD), supported by evidence-based instructional models such as the SIOP (Sheltered Instruction Observation Protocol), Project GLAD (Guided Language Acquisition Design), and strategies informed by the work of Kate Kinsella. These approaches are designed to build language and content knowledge, ensuring ELs can access a rigorous grade-level curriculum.

In addition to the core ELD program, Title III funds will support the implementation of guided reading and small-group instruction tailored to the language development needs of ELs. This includes targeted English Language Arts (ELA) support through structured, differentiated instruction during the school day. These programs will be further enhanced by the integration of adaptive educational technology platforms such as Imagine Learning and Achieve 3000, which provide personalized language and literacy instruction with real-time data to inform teacher practice. Resource Teachers, serving as Instructional Coaches, will deliver ongoing professional development and in-class support to ensure effective implementation of these strategies.

The LEA will also strengthen its Dual Language (DL) program through professional learning and curriculum alignment across TK–6th grade, in partnership with the San Diego County Office of Education (SDCOE). This effort aims to expand biliteracy pathways and deepen student engagement, culminating in access to the Seal of Biliteracy. Furthermore, structured data reflection cycles every six weeks will be used to monitor the progress of ELs and Long-Term English Learners (LTELs), driving instructional decision-making and allowing for timely intervention and support.

All Title III-funded activities are supplemental and explicitly designed to meet ELs' unique linguistic and academic needs. They are aligned with the purpose of Title III, which is to ensure that English learners develop high levels of educational achievement in English while gaining full access to the state's academic content standards.

San Ysidro School District will implement evidence-based supplemental activities to provide effective EL instructional strategies. These include incorporating intensified instruction in ELD for all Newcomers and Novice English Learners at the secondary level through a small group instructional model. Teachers providing these supports will implement a supplemental ELD curriculum. They will use a data analysis model to determine the impact of these strategies on a 6-week cycle, including assessment data and observational data.

At the elementary school level, this intensified instruction model will consist of primary language support during our Project Lead the Way Program to help students acquire the rigorous NGSS-based coursework. Additionally, the program will incorporate the SIOP model and Project GLAD strategies to support language acquisition and meet NGSS content standards.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

- 1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
- 2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To ensure that all elementary and secondary schools receiving Title III funds assist English learners (ELs) in achieving English language proficiency and meeting the challenging State academic standards, the LEA has established a comprehensive system of accountability and support aligned with California's English Language Proficiency Assessments for California (ELPAC) and the state's long-term goals. Schools are held accountable for the progress of ELs through continuous monitoring of ELPAC performance, growth metrics aligned with the California School Dashboard, and internal district benchmarks. Progress toward English proficiency is tracked using formative assessments, interim progress monitoring tools, and structured data reflection cycles every six weeks, which include analysis of both language development and academic achievement data.

Title III-funded activities are supplemental to the LEA's core programs and are designed to address the specific linguistic and academic needs of ELs. These include enhanced instructional coaching provided by Resource Teachers, targeted small-group instruction in English Language Arts, and the integration of adaptive learning platforms like Imagine Learning and Achieve 3000 that offer personalized support in English language development and literacy. These tools provide real-time data to inform instruction and ensure that ELs are on track to meet grade-level expectations.

To support schools in implementing effective practices, site leadership teams conduct regular classroom walkthroughs using a shared instructional framework that emphasizes ELD strategies and culturally and linguistically responsive teaching. Feedback from these visits is used to guide professional development and coaching cycles that strengthen teacher capacity to deliver high-quality instruction for ELs. Professional learning opportunities are aligned with evidence-based practices such as Project GLAD and academic language development strategies, to build sustainability through ongoing, embedded support.

Additionally, the district is revitalizing and expanding its Dual Language (DL) Program, which provides a research-based model for bilingualism and biliteracy. This initiative is closely aligned with the state's vision for equitable access to rigorous academic content and is supported through Title III supplemental funding for curriculum development, teacher training, and program monitoring.

Through these coordinated efforts, the LEA ensures that all schools receiving Title III funds are not only meeting federal and state requirements but are also equipped to support ELs in achieving academic success and English proficiency in alignment with the state's long-term educational goals.

The San Ysidro School District utilizes data reflection sessions to monitor individual and grade level student progress based on district unit assessment performance. English Learners (ELs), Long-Term English Learners (LTELs), and Reclassified Fluent English Proficient (RFEPs) students are specifically monitored for academic progress. Teachers analyze data and determine common agreements across grade levels to address areas of need in order to positively impact academic progress and language acquisition.

Our district will monitor student progress on the English Language Proficiency Assessment for California (ELPAC) as well as the English Learner Progress Indicator (ELPI) to determine the effectiveness of EL programs and services. Sites not meeting district goals will be provided with additional services including systems of support (i.e. academic interventions for students, instructional coaching support for teachers, and professional development for administrators, etc.). A plan of action will be created to ensure that English Learners are making appropriate progress and meeting expected outcomes. In 2024-2025, SYSD will implement the software eduClimber which will facilitate and track EL progress monitoring.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

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.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Based on the results of the triennial needs assessment and in alignment with the priorities outlined in ESSA Section 4106(e)(1), the LEA will implement a variety of programs and activities under Title IV, Part A to support a well-rounded education, promote safe and healthy schools, and enhance the effective use of technology. These activities are developed in collaboration with educational partners, including nonprofit organizations, mental health service providers, and institutions of higher education, all of which have demonstrated success in supporting student wellness and academic success. Notable partnerships, opportunities, STEM outreach, and mental health agencies providing tiered support services aligned with Multi-Tiered Systems of Support (MTSS).

To support well-rounded education (Section 4107), the LEA will dedicate at least 20% of Title IV funds to expanding access to music, visual and performing arts, world languages, and STEM learning opportunities. These programs are designed to engage students in critical thinking, creativity, and cultural understanding, with a focus on equity and inclusive access for historically underserved student groups. STEM integration will be supported through curriculum enhancements, teacher training, and hands-on project-based learning that connects classroom instruction to real-world applications.

For safe and healthy students (Section 4108), the LEA will allocate at least 20% of Title IV funds toward programs that strengthen school climate and support students' physical and emotional well-being. This includes implementing evidence-based social-emotional learning (SEL) curricula, expanding access to school-based mental health services, and supporting professional development for staff in trauma-informed practices and restorative justice. Partnerships with community-based mental health organizations will provide targeted support for students in need, and school safety initiatives will include anti-bullying programs, wellness campaigns, and peer mentoring efforts.

Regarding the effective use of technology (Section 4109), some Title IV funds will support digital learning initiatives that enhance instructional quality and student engagement. This includes professional development for educators in digital pedagogy, integration of adaptive technology tools to personalize learning, and the development of digital citizenship skills across grade levels. In compliance with the 15% cap, only a limited portion of these funds will be used for infrastructure such as devices or connectivity improvements; the primary focus will remain on instructional support and capacity-building for educators.

The LEA has established clear program objectives and intended outcomes for all Title IV-funded initiatives. These include improved student engagement, increased access to enrichment opportunities, strengthened school climate, and enhanced teacher capacity in the use of instructional technology. To evaluate effectiveness, the LEA will use multiple measures such as student participation data, academic performance indicators, climate survey results, discipline trends, and teacher feedback. These data points will be reviewed annually to assess progress toward goals and inform any necessary adjustments to program implementation. Through these targeted and strategic efforts, the LEA aims to create safe, engaging, and inclusive learning environments that support the whole child.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three years (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

To effectively examine the needs for improvement in the Well-Rounded Education Opportunities priority area under Title IV, Part A of the Every Student Succeeds Act (ESSA Section 4107), the San Ysidro School District can consider several key indicators and data points. First, course access and enrollment data can provide valuable insight. This includes analyzing the number and percentage of students enrolled in subjects such as visual and performing arts, music, STEM/STEAM courses, world languages, and physical education. It is also critical to review this data through an equity lens by disaggregating by student subgroups, such as race/ethnicity, socioeconomic status, English learners, students with disabilities, foster youth, and homeless students, to determine disparities in access.

Academic performance metrics should also be reviewed to identify areas needing support. This includes analyzing student achievement on state and local assessments in subjects beyond English Language Arts and Math, such as science. Additionally, looking at performance gaps in these non-core academic subjects can help highlight specific needs within the district.

Understanding student interest and engagement is another crucial component. Surveying students about their interests in various well-rounded subjects and their perceptions of course availability and quality can provide qualitative data to inform programming. Tracking participation rates in extracurricular activities, enrichment programs, and student clubs may also indicate the level of engagement and access students have to well-rounded opportunities.

Teacher capacity is another important measure. The district should evaluate the number of credentialed or qualified teachers available in well-rounded subject areas such as the arts, STEM, and world languages. Participation rates in professional development offerings related to these subjects can further indicate whether educators are receiving the support they need to deliver high-quality instruction.

An inventory of the district's current program and curriculum offerings should be conducted to identify gaps and ensure that all school sites have access to a diverse range of courses. This review can help determine whether students have equitable opportunities across the district to explore their interests and develop a broad set of skills.

Incorporating Educational Partner input is vital to a comprehensive needs assessment. Gathering feedback through surveys, interviews with parents, students, teachers, and community members can help identify perceived needs and priorities for improvement. Their perspectives can highlight areas where additional resources or program enhancements are needed.

Additionally, analyzing disparities in student participation and outcomes can reveal whether specific student groups are underrepresented in well-rounded opportunities or are experiencing unequal outcomes. Discipline rates, attendance, and achievement data may point to broader equity issues that need to be addressed.

Finally, a review of community resources and partnerships can help determine how well the district is leveraging external supports to enhance well-rounded education. Mapping current partnerships with museums, libraries, cultural institutions, and STEM organizations can help identify strengths and gaps in community-based learning opportunities. This information is crucial in developing a comprehensive and inclusive needs assessment that aligns with the goals of Title IV, Part A.

What activities will be included within the support for a well-rounded education?

Under Title IV, Part A of the Every Student Succeeds Act (ESSA), the San Ysidro School District implements various activities to support a well-rounded education. These activities aim to ensure all students have access to a diverse and enriching curriculum that fosters academic growth, creativity, critical thinking, and civic responsibility.

One key area of focus is arts and music education. This includes providing students with high-quality instruction in visual arts, music, dance, and theater. Schools can purchase instruments, art supplies, and relevant instructional materials to support learning. Additionally, professional development opportunities to help educators integrate the arts into other academic subjects, enhancing student engagement across the curriculum.

STEM and STEAM education through our SCI-PHT team, encompassing science, technology, engineering, the arts, and mathematics, is a priority. Activities include hands-on learning opportunities like robotics clubs, coding workshops, and science labs. Schools also support student participation in STEM fairs and competitions using partnerships with local industries to provide career exploration opportunities.

Instruction in social studies, civics, and history plays a vital role in helping students become informed and engaged citizens. The district may enhance instruction in subjects such as civics, government, economics, geography, and history. Activities like mock elections, debates, and service-learning projects can provide students with real-world applications of their learning and promote civic engagement.

Environmental education and outdoor learning experiences give students hands-on opportunities to connect with nature while learning about sustainability and conservation. These programs promote environmental literacy and can be integrated into science and other subject areas. Similarly, world language programs support global awareness by introducing students to languages other than English and encouraging cultural exchange.

Health and physical education activities are essential to student wellness. The district implements comprehensive physical education programs that promote fitness, nutrition, and mental health. Wellness clubs and other school-based initiatives can further support healthy lifestyles. In addition, integrating technology and promoting digital literacy are important components of a well-rounded education. Students are given opportunities to build digital skills and use technology responsibly across all subject areas.

Support for gifted and talented students can include differentiated instruction, enrichment opportunities, and acceleration options. These services help meet the unique needs of advanced learners. Finally, cross-curricular and interdisciplinary programs that integrate multiple subjects, such as project-based learning or STEAM projects, can deepen student understanding and foster innovation.

All of these activities should be aligned with the district's needs assessment findings and informed by stakeholder input to ensure that every student has equitable access to high-quality learning experiences. The goal is to cultivate well-rounded individuals prepared for success in school, career, and life.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

To evaluate the effectiveness of strategies and activities funded under Title IV, Part A, the San Ysidro School District will implement a comprehensive, data-informed evaluation process. This process will focus on determining how well the funded activities support student success, promote equitable access, and align with the district's goals for a well-rounded education. The evaluation will be guided by the results of the needs assessment and will include both quantitative and qualitative measures. Data will be collected regularly and analyzed to monitor progress, identify areas for improvement, and inform future program planning.

One key set of indicators will focus on student participation rates. The district will track the number and percentage of students enrolled in well-rounded education programs such as arts, music, STEM, and world languages. Participation in extracurricular activities, clubs, and enrichment programs will also be monitored. These data will be disaggregated by student subgroups—such as race/ethnicity, socioeconomic status, English learners, and students with disabilities to assess equity and ensure all students have access to these opportunities.

To gauge student engagement and school climate, the district will collect survey data reflecting student interest, motivation, and satisfaction with well-rounded programs. Attendance records and discipline referrals will also be reviewed, especially for students participating in enrichment offerings, to evaluate their influence on student behavior and engagement.

Equity in access to well-rounded education will be assessed by analyzing course availability and enrollment patterns across schools and student groups. This will help identify opportunity gaps and ensure that historically underserved populations are not excluded from beneficial programs. In addition, teacher capacity will be evaluated through data on

professional development participation, teacher surveys on instructional practices, and the number of staff trained to deliver well-rounded content.

Educational Partner input will play a vital role in the evaluation process. Feedback from students, parents, teachers, and community members, gathered through surveys, focus groups, and advisory meetings, will provide valuable insights into the perceived relevance and impact of the programs. This qualitative data will complement the quantitative findings and help guide improvements.

Finally, the district will assess program implementation and resource use by reviewing how closely activities align with plans, monitoring budget expenditures, and evaluating the effectiveness of partnerships with community organizations. These findings will be shared with Educational Partners to determine which strategies should be continued, scaled, adjusted, or discontinued. This process ensures that Title IV, Part A funds are used effectively to support high-quality, equitable, and well-rounded educational opportunities for all students.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

To support safe and healthy students, a comprehensive needs assessment should examine a variety of indicators related to school climate and safety. Key measures include student, parent, and staff surveys focused on perceptions of safety, connectedness, and bullying. Discipline data, such as the number of suspensions and behavior referrals, especially when disaggregated by student subgroup, can reveal areas needing targeted support. Reports of bullying, harassment, and violence, as well as chronic absenteeism rates and documentation of emergency preparedness drills, are also essential for identifying trends and gaps in school safety practices.

Student mental health and social-emotional well-being are critical components of a supportive school environment. Indicators in this area include counselor-to-student ratios, the number of referrals to mental health professionals, and student self-report data on emotional well-being gathered through tools like the Youth Risk Behavior Survey. Additionally, data on staff professional development related to trauma-informed practices and the implementation level of social-emotional learning (SEL) programs can help determine where further investment is needed to support students holistically.

Schools will review student health survey data that highlight trends in drug, alcohol, and tobacco use. Discipline records related to substance violations and participation rates in prevention education programs can help evaluate the effectiveness of current efforts. Partnerships with public health agencies can also provide valuable community data, allowing schools to align their strategies with broader trends and resources.

Records of staff training in trauma-informed care and de-escalation techniques, referrals for trauma-related support services, and stakeholder perceptions of conflict resolution should be collected. This information can guide schools in expanding support and ensuring that staff are equipped to manage and prevent trauma-related challenges.

In health and physical education, schools can assess student access to health and PE instruction, participation in physical activity and wellness initiatives, and aggregate health data. Nutrition program participation rates, including school breakfast and lunch uptake, are valuable indicators of student health and well-being.

Lastly, emergency preparedness and crisis response measures are vital to ensuring a secure learning environment. Schools should maintain updated crisis response protocols and track the frequency and types of safety drills conducted. Staff training records and communication during emergencies should be reviewed, along with incident reports from drills and real-life events. This allows for the timely evaluation and adjustment of safety procedures.

What activities will be included within the support for safety and health of students?

Based on the needs assessment data, activities may include implementation of school-wide SEL programs, peer mentoring initiatives, and anti-bullying campaigns. Mental health support could be expanded through on-site counseling services and partnerships with community mental health providers. Staff will receive training in trauma-informed practices, conflict resolution, and culturally responsive de-escalation strategies. Schools may also enhance physical

health through expanded access to physical education, nutrition programs, and after-school wellness activities. Substance abuse education and prevention programming, along with clear protocols for handling incidents, will also be key. Lastly, activities related to safety preparedness, such as emergency drills, safety audits, and family engagement in crisis response planning, will ensure a holistic and proactive approach to student safety and well-being.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

A combination of quantitative and qualitative data will be used to measure outcomes and guide future program planning. This will determine the effectiveness of strategies and activities supporting safe and healthy students. Ongoing evaluation will ensure that activities remain responsive to student needs and aligned with the goals of Title IV, Part A.

Key indicators of program effectiveness include school climate and student perceptions of safety, as measured through annual school climate surveys (California Healthy Kids Survey) completed by students, staff, and families. A reduction in negative behavioral incidents, such as suspensions, expulsions, and referrals, will also serve as a primary measure of impact. Tracking trends in bullying reports, chronic absenteeism, and the number of students accessing mental health services will provide additional insight into the program's success in promoting a supportive and inclusive environment.

For mental health and social-emotional learning initiatives, data from pre- and post-program assessments, SEL implementation rubrics, and student self-report tools will be used to evaluate progress. The number of staff trained in best practices and their confidence in using these strategies will be measured through professional development attendance logs and follow-up feedback surveys.

Health and physical wellness activities will be assessed using student participation rates in physical education, fitness program outcomes, and nutrition program uptake. When appropriate and feasible, anonymized aggregate data on student fitness and health behaviors may also be reviewed to measure improvements in physical well-being.

Emergency preparedness activities will be monitored by completing and reviewing emergency drill documentation, staff training records, and family engagement data related to safety protocols. After-action reviews following drills or real incidents will help assess preparedness and identify areas for improvement.

Ultimately, program effectiveness will be reviewed annually, and findings will be used to adjust, expand, or phase out underperforming strategies. Educational Partner input, including from families, students, and staff, will be critical in shaping future program planning to ensure that funded activities continue to meet the evolving needs of the school community.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

To identify the need for improvement in the Effective Use of Technology priority area under Title IV, Part A (ESSA Section 4109), the San Ysidro School District can examine a variety of indicators and data points. These measures will help assess how well technology is integrated into teaching and learning, the level of equitable access across the district, and the support provided to educators and students for using technology effectively. The goal is to determine where gaps exist and how Title IV, Part A funds can be strategically used to improve digital learning outcomes.

One critical area to evaluate is student access to technology and digital resources. This includes collecting data on the number and percentage of students with access to devices such as laptops or tablets at school and home. Internet connectivity is also a key factor, particularly for students in underserved or low-income households. Surveys or home technology audits can help determine how many students have reliable internet access for learning beyond the classroom. Disaggregating this data by student subgroup can reveal disparities and guide efforts to close the digital divide.

Another measure is the quality of digital learning experiences offered to students. The district will analyze the extent to which technology is used to support personalized learning, project-based learning, and digital collaboration. This might include examining curriculum plans, student work samples, and participation in technology-based enrichment programs

or computer science courses. Additionally, student surveys can be used to assess their comfort, engagement, and proficiency in using digital tools for learning.

Teacher readiness and professional development are also crucial indicators of effective technology use. The district can collect data on the number of teachers who have received training in integrating technology into instruction and assess the frequency and quality of that professional learning. Teacher surveys can provide further insights into their confidence using digital platforms, classroom technology tools, and adaptive software. This information helps identify where additional training or support is needed.

Another data point is the availability and use of instructional technology tools across schools. This includes reviewing hardware and software inventories, evaluating learning management systems' integration, and identifying instructional resource gaps. The district should also assess how technology supports students with disabilities or English learners, ensuring tools are accessible and inclusive.

Finally, cybersecurity, digital citizenship, and responsible use are essential components of a comprehensive technology program. The district can examine policies and programs in place to promote safe and ethical use of technology and evaluate how students are being taught about online behavior, digital literacy, and information security.

By reviewing these indicators, the San Ysidro School District can clearly understand its current strengths and areas for growth in the use of technology. These findings will support data-driven planning and ensure that Title IV, Part A funds are used to expand access, enhance teaching and learning, and prepare students with the digital skills necessary for college, career, and civic life.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

To support the effective use of technology under Title IV, Part A of ESSA, the San Ysidro School District will prioritize activities that build instructional capacity and enhance student learning through meaningful technology integration. Key initiatives will include providing professional development for educators focused on using digital tools to personalize learning, differentiate instruction, and engage students in interactive, technology-based lessons. Teachers will be trained to implement blended learning models, incorporate adaptive software, and use digital platforms to assess student progress in real time. The district will also offer programs that develop students' digital literacy, including safe and responsible use of online resources, media literacy, and cybersecurity awareness. Instructional technology will be used to support students with diverse needs, such as English learners and students with disabilities, through accessible and adaptive tools. While the primary focus will be on instructional practices and capacity-building, up to 15 percent of the funds may be used for technology infrastructure improvements, including upgrading digital learning platforms, maintaining essential hardware, and ensuring equitable access to internet connectivity. These efforts aim to create a digitally inclusive learning environment that prepares students for future academic and career success.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

The effectiveness of strategies and activities funded under Title IV, Part A for the Effective Use of Technology will be evaluated using a combination of data points and performance indicators aligned with the authorized use of funds criteria outlined by the California Department of Education. The San Ysidro School District will assess how well these activities enhance instructional practices, improve student engagement, and support equitable access to digital learning. This will include teacher participation in technology-focused professional development, and follow-up surveys or observations to measure the impact of training on classroom instruction. Student data will also be analyzed, including the extent of digital tool usage, participation in technology-supported learning experiences, and improvements in digital literacy skills. The district will monitor access to devices and connectivity to ensure equity, particularly for underserved students. Feedback from students, teachers, and parents will be gathered through surveys and focus groups to assess satisfaction and identify areas for improvement. Additionally, the district will track the implementation and usage of educational technology tools and evaluate whether they support personalized learning and student achievement. The results of this evaluation will guide future program planning and funding decisions, ensuring that all activities remain aligned with ESSA and state guidelines while maximizing impact on student outcomes.

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

April 30, 2025

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

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