

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

LEA Name

Pacific Elementary School District

CDS Code:

44697816049621

Link to the LCAP:

(optional)

<https://www.pacificesd.org/plans--lcap.html>

For which ESSA programs apply to your LEA?

Choose From:

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Pacific Elementary School District intends to use federal funds (Title II and Title III) to supplement the core program which is funded by LCFF base and LCFF supplemental funds. The school intends to use approximately \$900 to pay for Title II (T2) activities: Professional Development (PD) for teachers. The rationale is that if teachers are better trained, they will be more effective in teaching students the standards-based curriculum. The school intends to use approximately \$1,783 of Title III (T3) funds to pay for supplemental English Language Development (ELD) for English learners (EL) in order assist them in making better progress toward becoming fluent in academic English and accessing the standards-based curriculum. The strategy for using T2 & T3 funds to enhance other state-funded initiatives as reflected in the LCAP is to first determine what the base program is and then supplement it with federal funds, as possible. In these cases, we train teachers and teach ELD to ELs, but we are able to offer a little more of both training and instruction using federal funds.

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.

Though Pacific only receives very small amounts of two federal grants, we strive to use these funds in a manner that aligns our program to the greatest extent possible. As such, we only are able to supplement a single activity with \$900 of T2 and a single activity with \$1,783 of T3. We provide additional training for teachers using T2. We also provide additional ELD for ELs using T3. We have been working on aligning our PD in mathematics through a coach who focuses on Teaching Through Problem Solving with content ELD in order to help ELs access mathematics instruction more effectively while building their ability to communicate effectively in English.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pacific Elementary is a small school of 117 students with only 6 classroom teachers. All of our classrooms are combination classes: TK/K, 1st/2nd, 3rd/4th, and 5th/6th. Because of this, all of our students receive instruction from the same highly qualified teacher. It is impossible for low-income students and minority students to be taught by a different teacher than other students.

Historically, we have always been able to hire a fully credentialed teacher. Currently, all teachers are fully credentialed and appropriately placed in their field. Our District Office Manager undertakes a full data analysis process of looking at teacher assignments in which she checks each teacher's credentials to ensure compliance. She will consult with the Credential Analyst at the County Office of Education if there are questions.

None of our teachers is ineffective or misassigned. If we should have such a teacher in the future, the district will pay for them to clear their credentials. If we hire a new teacher, we will provide support from the New Teacher Center. Each teacher -- especially a new or struggling teacher -- will be closely supervised and supported by the administrator.

Parent and Family Engagement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Though Pacific Elementary has not been identified for CSI, TSI, or ATSI, parents are highly engaged in their children's formal education in multiple ways and the school consistently encourages them in being engaged. First, many parents are active members of the Parents Club/Pacific School Foundation, which focuses on fundraising, community-building events, and parent involvement. The Superintendent/Principal attends all of the monthly meetings in order to share information, answer questions, address concerns, and listen to parents. Second, parents and community members serve on the School Site Council, which meets monthly to discuss the instructional program, state academic standards, state and local academic assessments (e.g. CAASPP, ELPAC), monitoring student progress, various school plans (e.g. LCAP, FIT, Safety), budget, and grants. Third, parents serve as trustees on the board of education where district policies are discussed, budgets approved, and resolutions are passed. Fourth, many parents actively volunteer in classes, for events, on field trips, as yard supervisors, and even in the office. Fifth, we occasionally have parent meetings where various relevant topics are discussed. Sixth, in partnership with another local district, we offer classes for adults who are learning English on our campus. Seventh, we partner with a local non-profit (Davenport Resource & Service Center) to provide tutoring for students as well as various supports for families that struggle. Eighth, we partner with the local university (UCSC) to help parents learn how to tutor their children effectively. Ninth, because Pacific is a small school (enrollment = 117) and Davenport is a small community (population = 400), there are very frequent informal interactions between parents and the professional staff so communication is frequent and on-going. In fact, parent survey data indicate that almost all parents consider themselves to be involved in multiple ways in their children's education. Many staff members, including the Superintendent/Principal, are bilingual, so there are not many barriers to effective communication with the parents of English learners. For example, the Superintendent/Principal communicated with the parents of migrant students and personally drove them to/from school and arranged for donations to meet their needs. Tenth, the school emails a weekly memo of news and information to parents and prints copies for parents without email. Eleventh, the school maintains an informative website that is updated regularly. In these ways, we feel that our parent and family education is excellent.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

No federal (Title) funds will be used for this purpose.

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:

Despite not receiving federal funds for this purpose, Pacific strives to serve all students, including homeless children in compliance with the McKinney-Vento Act and best practices. First, we make a concerted effort to identify such students. Our registrar speaks individually with every family that submits registration forms, reading the questions about their residence and other adults living in the home and asking them verbally about their answers. Also, since we are a very small school in a small community, we often hear about students' living conditions as they happen.

Once we have identified students, we seek to find out what their needs are. We try to talk to the families, the teachers, and any other adult who knows the situation in order to tailor our responses to meet their specific needs. Examples of our efforts from the current year include, working with the regional Migrant Education Program to connect students to social services, staff (including the Superintendent) providing transportation to/from school, organizing parents to donate clothing, using our newsletter to ask the community for leads on available housing, collaborating with a local community organization to provide after-school tutoring and food donations, and assigning our Resource Specialist to work with students on academic challenges as part of our Response To Intervention program, and collaborating with the County Office of Education to provide free backpacks filled with school supplies. In summary, we will do whatever it takes to ensure that our homeless students have access to the same challenging core curriculum as their classmates.

Student Transitions

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

No federal (Title) funds will be used for this purpose.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

No federal (Title) funds will be used for this purpose.

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:

Pacific wants every employee to succeed. Toward that end, Pacific strives to provide whatever assistance an employee may need, within reason.

There is only one administrator in the district. When the new Superintendent/Principal was hired 4 years ago, a coach from the New Teacher Center was hired during the first year of the job. As his career has progressed, the district has paid for him to attend ACSA Superintendent Symposiums in order to help him remain current in terms of best practices. Similarly, the Superintendent/Principal frequently accesses offerings from the County Office of Education.

For teachers, appropriate support will be provided. For example, when a relatively new teacher was struggling, a mentor from the New Teacher Center was hired to coach her. On-going training is provided for mid- and late-career teachers. Three days of professional development is provided each school year. Furthermore, professional development has become the main focus during faculty meetings while logistics are now handled via email. Most professional development needs are determined with significant input from the teachers themselves, ensuring that their needs are met with consideration for their levels of expertise and experience.

For classified staff, job training begins on their first day of work. Job-specific training is provided for each position on an on-going basis. Most professional development is provided on-site, during work hours, but occasionally, staff will attend training at the County Office of Education, another school site, or a conference.

Pacific collects data -- both numerical and anecdotal -- in order to inform decisions about what professional development to implement. For example, data on English learners (CELDT, ELPAC, RFEP) helped us to decide to collaborate with the COE on PD about ELD. To sustain this work, we also contracted with a math coach to increase students' -- especially ELs -- capacity to learn and thrive by integrating ELD and math content. Sometimes our PD is determined by the adoption of a new textbook series because research suggests that the implementation is much more likely to be successful when training is provided. This year, for example, there has been a great deal of on-going training around NGSS and our newly adopted FOSS science curriculum. We also used our Title II allocation to provide a math coach to help teachers to improve their effectiveness in teaching mathematics.

With limited financial resources, Pacific has had to be creative to support professional learning. We have successfully sought out grants and donations. We have partnered with other agencies (neighboring districts, the COE, and educational groups) for economies of scale. We have also spent lots of time to increase teacher effectiveness and therefore student learning. All of these resources are dedicated toward furthering district priorities, as identified by the board and administration, as evidenced in the LCAP and related documents.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

There is only one school within the district, so all efforts will go to our one school.

Pacific can't be identified as CSI because we don't receive Title I funding. We weren't identified as TSI, which is based on student group performance, but if we were, we would focus our efforts on meeting the needs of identified subgroups. In fact, we already do focus our professional development (PD) efforts on groups of students that we have locally identified as having needs that we could serve better.

To identify how to allocate resources for PD, we consult with various stakeholders. Since most of the resources are available for teachers, teachers are part of the decision-making on what to cover. We have a lot of turnover with instructional aides so teachers are also involved in deciding PD for aides. The School Site Council and the School Board also contribute to the decision-making process.

After each training, we seek feedback to evaluate the training. Also, because training can take time to show up in practice, we check in throughout the school year to see how things are working. Adjustments are made accordingly.

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:

Data collection and analysis is a priority at Pacific. New data systems have been created in recent years for health, behavior, facilities, and academic achievement. The data is analyzed by stakeholders on an on-going basis and used to inform our practices throughout the school. Discussions in committee meetings, faculty meetings, School Site Council meetings, and School Board meetings often result in changes in procedures or practices as a result of data analysis. Each of the aforementioned meetings occurs on a monthly basis.

State level data (ELPAC, CAASPP) is analyzed annually to help determine appropriate instruction for English learners and all students.

Since we are a small, single-school district, coordinating Title II activities with other school efforts is simple since it is all done by the same people for the same school. There is no separation between Title II and other professional development efforts.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pacific has formed a consortium with two other districts in the county that have small numbers of English learners in order to access Title III funds. Scotts Valley Unified School District is the lead LEA for the consortium that also includes San Lorenzo Unified School District.

Pacific partners with the Multilingual Achievement Coordinator at the County Office of Education for professional development for classroom teachers and the Superintendent/Principal that is designed to improve our effectiveness in meeting the needs of English learners. This year, and next, we are focusing on content ELD, specifically hiring a Math Coach to help us align our mathematical focus on Teaching Through Problem Solving with English Language Development (ELD). The Math Coach will work individually with each teacher on a weekly basis to tailor the assistance to each teacher/class. The objective is to increase our effectiveness in providing access to the core curriculum and enhance their ability to communicate in English. This is done both at professional development days and continued for sustainability at staff meetings.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We do not receive Title III Immigrant funds.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Effective Programs & Activities: Last year, Pacific purchased a new curriculum for ELD (Benchmark). Training was provided to teachers so that they may effectively utilize the curriculum. While effective, supplemental ELD materials are still used to enhance the ability of ELs to learn English quickly. We have also hired a consultant to coach teachers in integrating math and ELD. She will work with teachers on a weekly basis to tailor assistance to each teacher and class. We have attempted, and to an extent, succeeded in hiring instructional aides to provide additional support in ELD both during and after the school day. Furthermore, community-based tutors from the local university provide additional support for ELs after school.

Stakeholder Input: Each year, Pacific electronically surveys parents on their views of the school. Survey data includes demographic data, so we are able to ensure that diverse groups are included. Analysis of the data leads to changes in the educational program. Teachers discuss the needs of ELs at staff meetings and are responsible for carrying out effective instruction. The needs of all students, including ELs, are addressed at various points during the year at both School Site Council meetings and Board meetings. All of these groups are informed of resources, including our limited allocation of Title III funds, to meet the needs of ELs. Universally, all stakeholders believe that the available funding is woefully inadequate to meet the needs, so our plan always includes strategies that can be implemented without costs.

Pacific uses local measures as well as the state ELPAC and CAASPP (both ELA & Math) assessments to determine progress toward learning English and, therefore, the effectiveness of our efforts. Local measures include writing rubrics, reading (varies by grade levels), and an ELD rubric. These are assessed on a trimester basis. Analysis of the achievement data is reviewed at each marking period and adjustments are made accordingly.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As Pacific is a small one-school district, with a small number of English learners, monitoring compliance is easy. Achievement data is reviewed on a frequent basis. Observations of each classroom happen several times each week. The Superintendent/Principal holds teachers accountable for meeting the needs of ELs by providing feedback on instructional practices and by meeting to discuss the evolving needs of each EL on an individual basis. The Superintendent/Principal created a standards-based ELD rubric and EL students are evaluated by teachers on this rubric each trimester to determine progress toward reclassification. Achievement results are shared with parents each trimester and translation is provided, as necessary.