

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

**School Year**

2025-26

**Date of Board Approval**

11/19/25

**LEA Name**

Pacific Elementary School District

**CDS Code:**

4469781

**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 I, PART D**

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

**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.

Pacific Elementary School District intends to use federal funds to supplement the core program, which is funded by LCFF base and LCFF supplemental funds. Pacific will use REAP funds to pay for instructional aides to assist struggling students in core academic subjects. The school intends to use Title II (T2) for the following activities: recruiting high quality staff (subscription to EdJoin = \$225) and Professional Development for teachers (PD = about \$575). 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 \$1,830 of Title III (T3) funds to pay for supplemental English Language Development (ELD) for English learners (EL) in order to 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 recruit and train teachers to teach ELD to ELs, but we are able to offer a little more of both training and instruction using federal funds. If we receive Title I (T1) funds, we will use it to support struggling low-income learners with an aide to tutor them in core academic subjects.

## 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 a small number of federal grants, we strive to use these funds in a manner that aligns our program to the greatest extent possible. We first recruit high-quality teachers and then provide additional training for teachers using T2. We also provide additional ELD for ELs using T3. In order to help ELs access the core curriculum more effectively while building their ability to communicate effectively in English. Our largest grant, REAP, will be used to pay for instructional aides to support struggling students in core academic subjects.

## 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.

Pacific will use documentation provided by parents about their income level. Students who qualify as low-income according to government criteria for free/reduced lunch will be determined to have met the poverty criteria.

## 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 CDEs 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:

Pacific Elementary is a small school, currently serving 164 students with only 8 classroom teachers. We have 1 class per grade level. 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 mis-assigned. 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.

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	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> <li>• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or</li> <li>• 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)</li> <li>• An individual who holds no credential, permit, or authorization to teach in California.</li> </ul> <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> <li>• <b>Provisional Internship Permits,</b></li> <li>• <b>Short-Term Staff Permits</b></li> <li>• <b>Variable Term Waivers</b></li> </ul> <p><b>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</b></p>
Out-of-field teacher	<p>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:</p> <ul style="list-style-type: none"> <li>• General Education Limited Assignment Permit (GELAP)</li> <li>• Special Education Limited Assignment Permit (SELAP)</li> <li>• <b>Short-Term Waivers</b></li> <li>• <b>Emergency English Learner or Bilingual Authorization Permits</b></li> </ul> <p><b>Local Assignment Options</b> (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
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.

Pacific provides many opportunities for parent and family engagement. In terms of governance, parents are encouraged to run for the school board. Currently, 2/3 of trustees are former parents. Board meetings are open, and the public is always invited to attend. Similarly, parents encouraged to either serve on the School Site Council or to attend meetings unofficially. Currently, 5 parents serve on the SCC, and 3 others serve as staff representatives, but are also current or former parents. The Pacific School Foundation is completely run by parents. Parents are encouraged to volunteer in classrooms, on field trips, and for special events. Two thirds of our staff are either current or former parents. Parents also volunteer to help keep the school running by cleaning and performing maintenance. In a very real sense, parents run the school and the school would not run without them.

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:**

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 = 164) 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 ongoing. 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 Spanish-speaking 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.

There are no local institutions for neglected or delinquent children. If there were, we would collaborate to serve those children as well as possible.

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 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 changes in 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 and Speech Therapist 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.

Pacific runs our own preschool on our elementary campus. As such, there is no real "transition" from one program to another. Rather, the students simply move on to the next grade level. The preschools staff and the TK staff are in frequent (daily) communication and frequently share resources. More formally, the staff meet at the end of the school year to share achievement levels, behavior challenges, and other concerns to ensure the students' success.

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:**

No federal 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 funds will be used for this purpose. However, we do have a GATE program that serves students who qualify using a variety of criteria, including the Ravens assessment. All students have access to the school library on a weekly basis. Furthermore, the public library sends a book mobile once per week to our campus.

## **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:**

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

### **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:**

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

### **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:**

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

### **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:**

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

### **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:**

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

**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:**

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

**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:**

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

**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:**

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

**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:**

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

**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:**

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

**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:**

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

**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:**

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:

##### 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.

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 10 years ago, a coach from the New Teacher Center was hired during his first year on the job. As his career has progressed, the district has paid for him to attend ACSA Superintendent Symposiums and SSDA events in order to help him remain current in terms of best practices. Similarly, the Superintendent/Principal frequently accesses training opportunities offered by the County Office of Education. He actively participates in weekly meetings with other Superintendent/Principals of small school districts.

For teachers, appropriate support will be provided. For example, when new teachers have been hired, mentors from the New Teacher Center have been contracted to coach them. Ongoing training is provided for mid- and late-career teachers. Three days of professional development are provided each school year. Furthermore, except for the pandemic year, professional development has become the main focus during faculty meetings while logistics are 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 ongoing 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 (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. One year, for example, there was a great deal of ongoing 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).

#### **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:**

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

Pacific hasn't been identified as CSI. We also 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:**

#### **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.

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.

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:**

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. One year, for example, we focused 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 worked individually with each teacher on a weekly basis to tailor the assistance to each teacher/class. The objective was to increase our effectiveness in providing access to the core curriculum and enhance their ability to communicate in English. This was done both at professional development days and continued for sustainability at staff meetings. Going forward, we again plan to focus on the needs of our English Learners by training staff on effective ELD strategies.

### **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:**

We have not received Title III Immigrant funds, but if we did, we would use it to provide tutoring for immigrant students in core academic subjects.

### **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:**

Effective Programs & Activities: a few years ago, 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 also hired a consultant to coach teachers in integrating math and ELD. She worked 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.

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:**

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. Informal 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.

## **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:**

Pacific Elementary has not received Title IV funding, but if it did, we would continue to partner with local institutions to provide a well-rounded education. We would continue to work with West Theater to provide instruction in drama, culminating in theatrical productions. We would also continue to provide music instruction. We would continue to provide instruction in the culinary arts through Food Lab. We would continue to provide garden-based science education in Life Lab. We would continue to offer instruction in technology in our STEAM Lab, where we also provide GATE instruction and Creativity Clubs.

## **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 year (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.

Pacific has not received over \$30,000 in Title IV funds.

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

Pacific has not received over \$30,000 in Title IV funds.

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?

Pacific has not received over \$30,000 in Title IV funds.

### **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.

Pacific has not received over \$30,000 in Title IV funds.

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

Pacific has not received over \$30,000 in Title IV funds.

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?

Pacific has not received over \$30,000 in Title IV funds.

### **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.

Pacific has not received over \$30,000 in Title IV funds.

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])

Pacific has not received over \$30,000 in Title IV funds.

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?

Pacific has not received over \$30,000 in Title IV funds.

- 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:

Pacific has not received over \$30,000 in Title IV funds.

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

California Department of Education  
February 2022