

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

School Year

2024-2025

Date of Board Approval

June 20, 2024

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 the 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 indicate 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 time. Some sites use Title I funds to provide Intervention Support Teachers. At the middle schools Title I funds are utilized to 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 <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.

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 on the basis of the total number of students from low-income families (ESSA sections 1113[a][1] and [c][1]). The district employs this criteria in determining eligibility for Title I funding for each of its school sites. Due to the districts high percentage of students who qualify as socio-economically disadvantaged, each of our schools operate a school wide program.

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 of our school sites. We currently have a minimal amount of teachers who are misassigned. The less experienced and more experienced teachers are balanced throughout our district at our school sites. The district serves a high number of low income students, and we are in Provision 2 for free and reduced lunch due to these numbers. Therefore, it is necessary for us to reach this balance at all of our school sites.

Based on the data analysis noted above, we looked at our % 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 and 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/DBAC 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
 West ED Middle School Listening Circles/Empathy Interviews

These meetings provide a variety of educational partners the opportunity to discuss issues related to the importance of providing all of our students with equitable access. These meetings include opportunities for educational partners to examine and discuss data, as well as provide feedback and suggestions to impact positive results for students.

In order 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 skill in the early part of their career. Additionally, the district has made a commitment to support teachers with the induction program that they are required to complete to clear their teaching credential. These two programs provide new teachers the supports 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.

There were no disparities 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	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> • 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. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</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"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (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.

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. For San Ysidro Middle School, we examined the 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 parents, families, community and staff groups. This needs assessment addressed the areas of students achievement, school culture and climate, as well as stakeholder 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 information gathered by the needs assessment surveys served to inform the development of the CSI Plan. Parents and family members participated in the development of the CSI plan using needs assessment and student achievement data to drive the creation of the plan during School Site Council and ELAC meetings through the creation of the SPSA.

In our analysis of school site needs we will continue to examine resource inequities by using data from the needs assessment that was distributed to staff and parents, as well as support meetings with identified district staff for each area of support. This information will be used in an ongoing monthly review of continuous improvement 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 will inform any necessary revisions to the CSI plan, which will then be reviewed and revised as necessary with the School Site Council.

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:

In order to support parent and family engagement SYSD will provide various parent workshops at the district and site levels. 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, as well as 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 San Diego County Office of Education (SDCOE) to provide site training for school site staff.

Each school has a Parent School Compact that delineates the roles of the school, the parent, and the student. In addition, each school develops their own 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. On a monthly basis, each school site principal facilitates "Coffee with the Principal" where principals provide 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).

The SYSD strives to communicate with parents in order to create a cohesive understanding of programs and services that are available for all students. To that end information is sent to all parents in English and Spanish through mail, digital, robo-calls, and direct avenues. This information includes district and school notices, student testing results, 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 there is a greater number of parents 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.

The district operates Schoolwide Programs (SWP) at each of its school sites based on student need as determined by data and needs assessment. 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 Schoolsite 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:

SWP: 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.

TAS: "N/A"

Neglected or delinquent: "N/A"

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:

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 assures students are enrolled immediately and verifies residency for students, makes home visits when necessary, participates in leadership meetings, and participates in the SART and SARB process 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.

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, car, 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 districts schools are doing the following to help remove barriers to success:

- Encouraging students to participate fully in all school activities and programs for which they are eligible.
- 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.

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.

Preschool Transition to Kindergarten

To create a seamless transition of students from preschool to kindergarten, the San Ysidro School District operates a Child Development Center (CDC). 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 makes the transition 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 those students not attending the CDC, the Preschool and CDC Coordinator will visit agencies to present information to assist parents in the transition to kindergarten classes in the San Ysidro School District.

Elementary Transition to Middle School

To create a smooth transition to middle school, the district has transition practices in place. Sixth grader students from all of our elementary schools attend an elective fair during their visit to the middle school to familiarize themselves with the activities, teachers, and school events. Sixth grade teachers provide middle school teachers and counselors with transition documentation that includes student test scores and recommendations for placement based on student progress in class. This ensures that students who require support to access the core instructional program have them in place at the start of the school year. Additionally, 6th grade teachers meet with the middle school teachers to make the transition smoother.

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 for all service providers, case managers, and administrators to meet and plan for the successful transition of services to the next school placement. This ensures the planning and staffing of programs for the following school year will be in place to service 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:

Middle School Transition to High School

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, as well as 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 for all service providers, case managers, and administrators to meet and plan for the successful transition of services to the next school placement. This ensures the planning and staffing of programs for the following school year will be in place to service and support the needs of all students.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Gifted and Talented Students are identified through the use of online version of RAVEN's Progressive Matrices. Once students are identified they are offered a variety of enrichment opportunities, including: College for Kids, Robotics, VAPA, and other Pathways Programs.

The district and school sites update school libraries through the purchase of relevant materials to improve academic achievement.

Title I funds were used to pay for:

- Provide professional development opportunities to improve teaching and learning in the areas of 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.
- Implementation of English learner programs (i.e. Structured English Immersion, Dual Language One-Way 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 districts student groups (i.e. English Learners, Low Income, Students with Disabilities, etc) and educationally disadvantaged students in Comprehensive Support and Improvements 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 for each school site to provide students who demonstrate an academic need opportunities for small groups and 1:1 instruction to meet and exceed the rigor of the CCSS, as well as 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.

In order to support the growth of district and school leaders, SYSD offers leaders the opportunity to participate in professional learning and coaching through the NCUST (National Center for Urban School Transformations), as well as the opportunity to attend ACSA Academies. These opportunities help to strengthen leadership and in turn support the district's vision of students' achievement. In 2023-2024 all management employees will be coached with NCUST cohort groups, focusing on the use of data dashboards to inform practice.

Our commitment to building strong culture and climate in order to increase student engagement and academic achievement at every school site for all students, including our unduplicated students we have committed to continued professional learning and support for Positive Behavior Intervention Supports (PBIS) and Restorative Justice practices at all of our school sites. These professional learning opportunities will support the building of climate that addresses equity with the objective of improving school climate as measured by the California Dashboard.

Additionally, the district will continue to focus on Social Emotional well being, which has been an ongoing focus of the last 4 years. The district had implemented a Tier-1 SEL curriculum which involved introductory administrative training and teacher training for implementation. We are also offering continued PD for our instructional staff through the support of Social Workers on a quarterly basis to support the implementation of Social Emotional Learning for our teachers. This focus on professional learning will help to support teachers with the implementation of evidence based Tier I Social Emotional Learning, which supports the district focus on student mental health and well being. All district schools have a social worker and a school psychologist. In 2022-2023 we implemented a Universal Screener to determine students level of need based on the thei Tiers of MTSS.

The San Ysidro School District does not currently have an induction program for new teachers, principals or any new school leaders. New teachers who need to complete induction are referred to either the San Diego County Office of Education, or local universities to complete the BTSA required. The district does support the induction process through the payment of the program for new teachers.

Additionally, the district provides all teachers who are new to the district with support through the New Teacher Academy which takes place through workshops offered 3-5 times during the school year. In addition to the New Teacher Academy workshops, Educational Services provides instructional coaching and professional development for teachers and instructional aides at school sites, in coordination with school site administrators and needs assessments that are informed by data reflection sessions and classroom walkthroughs.

The district is working with new principals to provide them with support and coaching through the the National Center for Urban School Transformation (NCUST).

The systems of professional growth are measured by end of the year surveys, data monitoring, and school site walk-throughs with feedback. This system allows us to monitor qualitative and quantitative data as we evaluate the programs the district uses to support staff development, as well as to determine needs based on this data.

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.

Funding priorities for ASTI schools are determined by the specific needs of the sites. The needs for those schools include but are not limited to support for English Language Learners, students who are Socioeconomically disadvantaged, students who are chronically absent, as well as students who are suspended. It also includes students with disabilities.

The district determines funding needs based on data generated by local benchmark assessments, state assessments, stakeholder surveys as well as parent/ community forums. After receiving notification that one of our schools would remain in CSI, 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 the 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 stakeholder groups. This needs assessment addressed the areas of students achievement, school culture and climate, as well as stakeholder 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 ASTI plan with the School Site Council.

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 who 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 that comes out of their meetings with instructional staff at parent meetings, SSC, ELAC in order to have input from parents and other stakeholders to inform the development and refinement of professional development plans. The data from our internal monitoring process is shared on a quarterly basis, to ensure that we are communicating the most up to date data.

The data reflection process continues on 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 engage in analysis and conversations around the improvement of 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 the implementation of 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 support our families in their own development and understanding of ways 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:

Professional development for ELD strategies and instructional practices will be provided in the 2023-2024 school year for resource teachers, instructional leadership teams, site administrators, and teaching staff. The strategies that teachers learn in training are evidence based interventions designed to increase student's English Language Proficiency. In order to support the implementation of these instructional strategies, school site leadership will conduct classroom walkthroughs to support instructional practice. Teachers and school site leadership will monitor the growth of ELs through the use of a data reflection model that specifically monitors ELs and LTELs on a 6 week cycle through the use of formative assessment, which is followed by a data reflection session with grade level teachers and site administrators to evaluate and discuss instructional practice and strategy to positively impact student achievement based on the data. The data reflection sessions and classroom walk through data serve as a foundation to determine the need to provide support to teachers throughout the year in the implementation of the instructional strategies that are focused on language acquisition.

Furthermore, ELs will be supported in the area of ELA with small group guided reading instruction that is offered in addition to the existing designated ELD program at each site. This focus on guided reading and small group instruction will serve to develop content area knowledge of ELs, as well as support their acquisition of grade level CCSS. This training and support will be given by our Resource Teachers who will be serving in the capacity of Instructional Coaches whose duty it will be to gather information on additional supports that are needed by teachers to the need to support these specific instructional practices.

In addition, we will have ongoing training and support for the use of Imagine Learning Educational Technology to support teachers in the strategic use of this program for our English Learners. This includes professional development to use the program as a tool for direct instruction in addition to the implementation of the program for student use with instructional feedback and guidance. Further, Achieve 3000 training has been focused on the improved literacy skills of students through the implementation of guided reading practices through the use of the program.

The LEA has also begun a series of Professional Development around the EL Roadmap. This began in the 19-20 school year with Resource Teachers, who then provided an overview to all site administrators and our DELAC committee. During the 20-21 school year, the district will extend the training for EL RISE LCAP Toolkit, Administrators in the ELRISE Administrator Strand and teacher leaders in the EL RISE Teacher Strand. In the 2021-22 in partnership with SDCOE, the District has engaged in a learning series implementing the teachings of EL RISE specific to the district's needs. These professional learning opportunities will help to inform the deep implementation of the Roadmap intentions and serve as the foundation for instruction for ELs.

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The district has continued to implement training to support learning strategies and best practices to support language acquisition. These strategies include Project GLAD, Kate Kinsella, SIOP, Kagan, AVID Excel, EL RISE, and other programs that focus on supporting students with language structures and access to core content instruction.

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:

San Ysidro School District will provide effective EL instructional strategies through the implementation of evidence-based supplemental activities. 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 be implementing a supplemental ELD curriculum from National Geographic. They will be using a model of data analysis to determine the impact of these strategies on a 6 week cycle, which will include 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 in order to support student acquisition of the rigorous NGSS based coursework. Additionally, the program will incorporate SIOP model and Project GLAD strategies to support language acquisition and meet content standards for NGSS.

The district currently provides community participation programs, family literacy services, and parent and family outreach. These services are organized through our Coordinator of Public Relations and Community Service, as well as the Ed Services department. These programs include but are not limited to PIQE, English classes provided at various district sites through Southwestern College, a variety of workshops on nutrition, parenting, mental health, first aid, and financial literacy. The district will continue to develop and provide programs for families of ELs through our State and Federal Programs/Educational Services staff.

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:

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 2023-2024, SYSD will implement the ELlevation software 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:

The San Ysidro School District is committed to providing all students with access to a well rounded education, and improving school conditions for student learning. To that end we are committed to including STEM instruction to our students through our Sci Phy Program which includes the instruction of NGSS and ITSE standards through Project Lead the Way (PLTW) instruction at our Elementary School Sites and at our Middle Schools through an elective course. This includes membership fees for PLTW teachers, material purchases to enhance the program's success, and support for teachers in the program through professional development. Additionally, the program is supported by a Resource Teacher, who coordinates all aspects of this Enrichment program including instructional coaching support and delivery of professional development.

In addition to this program that is embedded in the school day, we also offer a Pathways Program that includes after school opportunities for students on every school site on a variety of enrichment topics, as well as a summer school enrichment program that focuses on STEAM and CTC topics and includes partnerships with higher education, business, and nonprofit organizations which allow us to offer student field experiences through guest instructors and field trips to provide a link between classroom learning and real world applications. This program is coordinated and implemented through our Director of Educational Services.

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.

We used Unit assessment and physical fitness test data to measure student growth. Students are progressing.

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

SYSD is committed to including STEM instruction for our students through our Sci Phy Program, which includes the instruction of NGSS and ITSE standards through Project Lead the Way (PLTW) instruction at our elementary school sites and our middle schools through an elective course. Pathway programs that include after school opportunities for students on every school site on a variety of enrichment topics, as well as a summer school enrichment program that focuses on STEAM and CTC topics and includes partnerships with higher education, business, and nonprofit organizations that allow us to offer student field experiences through guest instructors and field trips to provide a link between classroom learning and real-world applications.

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 program will be evaluated by looking at student interests and attendance. We will make sure we survey our families and students on what activities they want to have in their program and then look at the attendance and participation.

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.

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

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?

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.

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])

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?

- 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:

March 7, 2024

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/>

California Department of Education
February 2022