

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

## LEA name:

Pacific Union School District

## CDS code:

10323566007025

## Link to the LCAP:

*(optional)*

## For which ESSA programs will your LEA apply?

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.)*

Title I, Part A  
Title II, Part A  
Title III, Part A  
Title IV, Part A

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

# Instructions

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

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

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

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

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

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

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

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

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

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

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

## **Strategy**

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

Approximately 90% of all students in the Pacific Union School District are unduplicated; metrics such as the CAASPP, California School Dashboard, as well as local measures indicate about 56% of students are not at standard in English Language Arts and 65% in Math. Federal and local funds are aligned to address student achievement and progress toward meeting state standards. In addition to direct services to unduplicated students, federal funds are used to supplement professional learning for staff to enhance the delivery of instruction through research supported strategies, such as Universal Design for Learning and Social and Emotional Learning.

## **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.

Pacific Union School District continually informs the SSC, DELAC, and LCAP Stakeholders of the use of both federal and state funds. Regularly scheduled district meetings are held for stakeholders to review student progress data and discuss actions/services available to students. Student achievement/staff development opportunities and parent education/support are document goals in the district's LCAP; thus, all other plans are reviewed and analyzed to insure focus. Stakeholders are encouraged to attend school forums to provide input.

# 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	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

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

# ESSA Provisions Not Addressed in the LCAP

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

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

## TITLE I, PART A

### Educator Equity

ESSA SECTION 1112(b)(2)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

#### ESSA SECTION 1112(b)(2)

N/A: Pacific Union School District is a one school district. As stated in the LCAP, Pacific Union School District has met all state certifications and licensure requirements as stated in ESSA. Certification is documented and reported annually on the SARC.

### Parent and Family Engagement

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

Describe how the LEA will carry out its responsibility under Section 1111(d).

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

#### ESSA SECTION 1112(B)(3)

N/A: Pacific Union Elementary School was not identified for CSI or TSI

#### ESSA SECTION 1112(B)(7)

At the beginning each school year Pacific Union provides a meeting to all title I parents. The home school compact is jointly reviewed and updated as needed. In addition Pacific Union Elementary School provides opportunities to assist all parents in supporting their students to become college and career ready. To try to improve parent involvement and engagement Title I parents are encouraged to attend regularly scheduled meetings, such as District English Language Advisory Committee (DELAC), LCAP, and School Site Council. Meetings include information on topics such as State academic standards and assessments, the district's progress in meeting LCAP goals through improved actions and services for Title I students. Pacific Union will begin to provide informational flyers and pamphlets to parents about homework support, internet safety, copywrite piracy, etc. All publications shared with parents/community members are in English and Spanish. Meeting dates and times are published in the school calendar, which is sent home each month and published on Pacific Union's website. Upon request, translators are provided, except DELAC meetings upon which always have a translator present. Pacific Union also provides opportunities for parent/guardian/community engagement through school functions, i.e., Back to School Night, Literacy Night, Parent-Teacher Conferences, Craft Extravaganza, May Fiesta/May Day Celebration, Open House, Oral Interpretation, etc.

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

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

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

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Schoolwide Programs (1114): N/A Pacific Union does not apply for schoolwide programs.

ESSA Section 1112(b)(5) and ESSA Section 1112(b)(9):

Title I funds are used to provide additional services to those students not meeting grade level standards. Services are provided within the classroom and in small group or individual pull-out as needed. Students are identified in grades TK-2 by teacher recommendation, and in grades 3-8 by their State assessments scores or teacher recommendation. Programs consist of additional help for English Language Arts and/or Math as determined by student need.

## 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:**

There were no homeless students residing within the Pacific Union School District in the 2018-19 school year. We are a small one school district, all addresses and living conditions are verified upon enrollment completion by the office staff and community liaison.

## Student Transitions

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

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

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

- (A) 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:**

Pacific Union is a Tk-8 one school district. Teachers communicate across grade levels weekly through scheduled teachers meetings and additional grade level/curriculum meetings. 8<sup>th</sup> grade students can participate in extended opportunities when made available by the high school, such as Junior Health Institute. Before 8<sup>th</sup> grade students transition to high school, Pacific Union and Washington Union coordinate a placement test for English Language Arts and Math. In order to support the high school transition process, 8<sup>th</sup> grade students and their teachers are transported to the high school each year for a one day high school orientation. Also information is assimilated to all 8<sup>th</sup> grade parents advising them of orientation and class registration. In addition, 8<sup>th</sup> grade students and their parents attend an evening orientation where parents and students have the opportunity to meet high school teachers, discuss high school classes and update class registration. Although Pacific Union does not have a pre-school program, the district strives to keep open communication with local preschools, and coordinate special education services for qualifying children school age and below living in the district.



## **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:**

Pacific Union provides extended academic opportunities and enrichment through our local school library program. Students are provided access to STEM activities and Literacy enrichment before, during and after school. The district employs a full-time Library Tech, who provides all students with library services and digital literacy skills to improve academic achievement.

## **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:**

Pacific Union contracts with FCSS to provide induction support for new teachers with preliminary credentials. The teachers are paired with an induction coach who also participates in the induction program. In addition Pacific Union provides grade-span mentor teachers to support new hires with clear credentials. School leaders and administrative staff are encouraged to attend meetings and workshops provided by FCSS to promote professional growth and continuous improvement. The needs and priorities are determined by information collected through certificated and classified LCAP surveys, classroom observations, and review of student progress (California Dashboard 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).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

ESSA Section 2102(b)(2)(C): N/A Pacific Union School District is a one school district.

### **Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

## **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The needs and priorities are determined by information collected through certificated and classified LCAP surveys, classroom observations, and review of student progress (California Dashboard data). The involvement process with stakeholders is as follows:

August 2018 – Back-to-School Night District wide dissemination of information concerning LCFF and LCAP

January through May 2019 – LCFF and LCAP were added during informational portion of board meetings to answer questions and gather feedback from board, community members, and parents.

September 2018 through May 2019 – LCFF and LCAP were discussed at weekly teachers' meetings and with Administration and Pacific Union teacher bargaining reps.

November 2018 through April 2019 – LCFF and LCAP were discussed at regularly scheduled ELAC/DELAC meetings

November 2018 – LCAP goals and actions were discussed at stakeholder meeting

March 2018 – LCAP goals and actions were discussed at stakeholder meeting

April 2019 – LCAP Surveys were available online on the District website in Spanish and English

April 2019 – Spanish/English Parent/Community LCAP surveys were disseminated at Open House, and sent home with students

April 27, 2019 – Deadline for return of Spanish/English Parent/Community LCAP surveys

April 2019 – Student surveys were available online. Teachers set aside time during class for students to respond

May 2019 – Certificated/Classified surveys were distributed

May 4, 2019 – Deadline for return of Certificated/Classified LCAP surveys

May 2019 – Survey results were compiled and discussed in open session at board meeting, teachers' meeting, ELAC/DELAC meeting (one-school district), School Site Council and DAC meetings

May 2019 – Annual Update of LCAP was presented for School Site Council, DAC, and ELAC/DELAC

May 28, 2019 - LCAP presented at board meeting to the board and public, public comment was taken, written feedback by the DAC and DELAC groups was responded to in writing by superintendent

Being a one school district, Pacific Union utilizes the data from LCAP surveys to continuously improve Title II, Part A, funded activities and services. Administrative staff reviews report cards each trimester and uses the information to evaluate the effectiveness classroom instruction and other related programs.

## **TITLE III, PART A**

## **Title III Professional Development**

ESSA SECTION 3115(c)(2)

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Pacific Union has contracted with FCSS for ELA/ELD professional learning specifically targeting for instructional strategies to improve instruction and assessment for English Learners. Each professional learning cycle includes 1 day of learning for teachers followed by in-class coaching. Each year includes 3 cycles. Within the professional learning, teachers are provided instructional strategies that address equitable access to all students and address achievement disparities amount student groups. The instructional coach from FCSS meets with teachers, curriculum director, and administration throughout the year to analyze effectiveness and guide future professional learning.

## **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Pacific Union employs a full time ELA/Community Liaison to assist students in grades K-3 and 4-8 (as needed) to close the reading gap in language arts through direct instruction. The supplemental services focus on small group and one-on-one instruction to improve English Language Development for Immigrant students. Immigrant students work on letter/sound association using the “Read Naturally” supplemental program.

## **Title III Programs and Activities**

ESSA SECTION 3116(b)(1)

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Pacific Union employs a full time EL Aide/Community Liaison to assist second language learners with ELA/ELD instruction. The aide is supplemental and provides additional ELA instruction in small group and one-on-one tutorial, using the “Read Naturally Program” to improve reading skills. This is in addition to what is being provided by the regular classroom teacher.

## **English Proficiency and Academic Achievement**

### **ESSA SECTION 3116(b)(2)(A-B)**

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

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Pacific Union addresses English proficiency and academic achievement in Goal 1 of the LCAP. Data is tracked using the following metrics annually: 1) Percentage of EL students with increased growth (increase of one level) on ELPAC; and 2) Percentage of EL students meeting reclassification criteria. Data regarding effective instruction is disseminated through regularly scheduled district meetings.

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

#### **ESSA SECTION 4106(e)(1)**

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**



Pacific Union administers an annual student survey to collect data regarding well-rounded education, school climate, and effective use of technology. According to data collected Pacific Union will use funds to increase digital citizenship and internet safety.