

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

## LEA Name

Princeton Joint Unified School District

## CDS Code:

11 62646

## Link to the LCAP:

*(optional)*

[https://pjusd.org/sites/default/files/attachments/2019\\_Local\\_Control\\_and\\_Accountability\\_Plan\\_%26\\_Annual\\_Update\\_Princeton\\_Joint\\_Unified\\_School\\_District\\_20190620%20%282%29.pdf](https://pjusd.org/sites/default/files/attachments/2019_Local_Control_and_Accountability_Plan_%26_Annual_Update_Princeton_Joint_Unified_School_District_20190620%20%282%29.pdf)

## For which ESSA programs apply to your LEA?

Choose From:

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

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

## Instructions

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

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

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

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

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

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

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

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

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

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

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

## Strategy

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

Princeton Joint Unified School District intends to use state and federal funds to assist in optimizing the conditions of student learning by providing relevant courses of study to students. These courses are taught by highly competent, effective teachers who maintain instructional programs and practices that are standards-aligned. Federal funds allows us to supplement and enhance the actions and services funded with state funds that are designed to close the achievement gap and support all students in meeting challenging state academic standards, as reflected in our LCAP.

### Title I

As a Schoolwide Title I school, all students receive additional services based on a comprehensive needs assessment that includes classroom performance data, curriculum assessment results, school-wide assessment results and state assessment results. Students identified most at-risk are given additional assistance based on the multiple sets of data. We felt the most effective use of Title I funds was to allocate to paraprofessional aide salary. Paraprofessional aides provide teachers with additional supports, who in turn can meet with struggling students in a small group or one-on-one environment.

### Title II

Title II funds supplement district funds used for professional development for teachers, support staff, administration, and other school personnel. Professional development is currently focused on closing the achievement gap and improving the performance of under performing student groups: improving our Multi-Tiered Systems of Support; implementing the tenets of the social-emotional program, Second Step; and Universal Design for Learning to help teachers design lessons that engage students of all performance levels.

### Title III

We continue to provide a bi-lingual aide at the elementary level and a designated ELD course at the Jr/Sr High level.

## 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.

Our LCAP is a single plan that guides the use of all funds available to the district, including LCFF (including Supplemental Grant Funds), state grants, federal Title I, Title II, and Title III funds, a grant from the US Department of Education (Rural Education Achievement Program), small, local grants, and other funds available to the district. Examples of alignment include using Supplemental Grant Funds (SGF) for professional development, enhanced by the addition of Title II funding, and a state Multi-Tiered Systems of Support (SUMS) grant we recently received. Using these funds together will allow us to intensify our change efforts, to work on academic and socio-emotional areas simultaneously, and to support PLC time for teachers to plan instructional improvements. All of these funding sources are used in concert to achieve our three LCAP goals.

Support for English learners includes the use of a bilingual aide to deliver designated ELD. We are enrolling 4 year olds that will turn 5 prior the start of the 3rd trimester in an effort to provide more time for children coming to school primarily speaking a language other than English to acquire English language skills. Title III funds will enhance support for English learners through parent education and for educational sessions about how parents can support their bilingual students at home.

## 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**

<b>ESSA SECTION</b>	<b>STATE PRIORITY ALIGNMENT</b>
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**

<b>ESSA SECTION</b>	<b>STATE PRIORITY ALIGNMENT</b>
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**

<b>ESSA SECTION</b>	<b>STATE PRIORITY ALIGNMENT</b>
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.

The poverty criteria used to select school attendance areas will continue to be based on the number of children eligible for free and reduced meals (Richard B. Russell National School Lunch Act).

## 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:

We are a small school with 1 or 2 grade levels per room / course, there are no 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. As such, each of our teachers teach all students in the given grade or subject and all meet current CTC requirements.

#### 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:

In order to provide a safe, supportive, and nurturing environment for students and their families, all of the following planned actions and services were implemented in 2018-19 and will continue onward:

Parent surveys are distributed in English and Spanish and are available online as well as on paper. We anticipate increased responses in the future.

Communication is maintained with families through social media platforms, such as Remind, Facebook, Twitter, and the school's website. School Board and Site Council meeting agendas are posted on the school's website and school office. Weekly letters and memos. Additionally, monthly meetings are held through school assemblies, parent teacher organization meetings, and School Site Council meetings. Frequent attendance to monthly meetings by the superintendent/principal is common practice. Parent Teacher Conferences, SST Meetings, IEP Meetings, and 504 Meetings are held regularly, and as outlined by law, to communicate progress regarding behavior, attendance, and academics. Attendance Notification Letters will be mailed with report cards in an increased effort to communicate attendance information with parents.

Classroom teachers are encouraged to share classroom happenings via Remind. This communication often includes pictures of the day's events or a particular lesson, including the text, "Ask your child what we did today." Increased involvement of parents of English learners has strengthened relationships between the school and non-English speaking parents.

### **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:**

Not Applicable

### **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:**

Although it is not typical for PJUSD to have homeless students, the district has an agreement with the local county office of education to provide support should the need arise.

The PJUSD School Board and staff realize that this may not always be the case and have outlined the following regulations should a homeless student(s) enroll:

1. Ensure that homeless students are identified by school personnel and through coordinated activities with other entities and agencies
2. Ensure that homeless students enroll in, and have a full and equal opportunity to succeed in, the district school
3. Ensure that homeless families and students receive educational services for which they are eligible
4. Inform parents/guardians of the educational and related opportunities available to their children and ensure that they are provided with meaningful opportunities to participate in the education of their children
5. Disseminate notice of the educational rights of homeless students in the district school that provide services to homeless children and at places where they receive services, such as schools, family shelters, and hunger relief agencies (soup kitchens)
6. Mediate enrollment disputes in accordance with law, Board policy, and administrative regulation
7. Fully inform parents/guardians of all transportation services
8. When notified pursuant to Education Code 48918.1, assist, facilitate, or represent a homeless student who is undergoing a disciplinary proceeding that could result in his/her expulsion
9. When notified pursuant to Education Code 48915.5, participate in an individualized education program team meeting to make a manifestation determination regarding the behavior of a student with a disability
10. Assist a homeless student to obtain records necessary for his/her enrollment into or transfer out of district schools, including immunization, medical, and academic records

## **Student Transitions**

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

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

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

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

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

PJUSD offers transition support at each major transition starting with entry into school, and at the end of the 6th grade, 8th grade and 12th grade years.

Entry, we have a kindergarten enrollment program that includes two visits to the classroom and provides a specific time for each family.

At 6th grade, we bring the 6th grade students to the Jr High to shadow 8th graders for a half day. The students also meet with the school counselor and begin to fathom their high school goals.

At 8th grade, the counselor meets with each student and most families in an effort to set up four year plans, provide any information or orientation needed and address any concerns the family or student may have. We also participate in a county consortium for career planning that hosts a career fair and industry tours for 8th grade students.

At 12th Grade, we facilitate college application/admission work, assist with financial aide, set up industry visits, assist with internships and meet with families to assure that students have plans after high school.

## **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:**

(A) PJUSD utilizes the structure of MTSS to identify and serve gifted and talented students, although we have no formal gifted and talented program.

(B) Our library has been converted to a learning center with a portion of the books remaining in that area. The majority of our Library books were distributed to appropriate classrooms. Since that transition, we have learned students have more access to books. The learning center has resources including curriculum and computer access during all breaks and after school. The space is far more well used than it was as a traditional library. Additionally, with our 1-to-1 ratio of digital devices, coupled with rigorous technology professional development for staff, we feel students are developing strong digital literacy skills that have improved their 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:**

Not Applicable

### **Formal Agreements** ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and 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:**

Not Applicable

### **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:**

Not Applicable

### **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:**

Not Applicable

### **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:**

Not Applicable

**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:**

Not Applicable

**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:**

Not Applicable

**Parent and Family Involvement**

ESSA SECTION 1423(8)

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:**

Not Applicable

**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:**

Not Applicable

**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:**

Not Applicable

**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:**

Not Applicable

**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:**

Not Applicable

## **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:**

PJUSD partners with the Riverside County Office of Education's Center for Teacher Induction to provide induction and support for teachers.

In regards to building the capacity of teachers, we identify professional development with an analysis of data about student performance and needs, educators' capabilities and needs, progress in district initiatives, and data about the effectiveness of current professional development. Our focus is on equity, and we use Dashboard data plus other local data to identify individual students and student groups not meeting expectations in English language arts, mathematics, socio-emotional development, behavior, attendance, and progression toward success in college and career. Surveys of teachers, conversations with administrators, and classroom observations help us identify areas in which professional development would help teachers meet student needs.

Our teacher leader roles allow and encourage teachers to grow throughout their career. These roles include Dean of Students, NGSS Curriculum Coordinator, ELPAC Coordinator, subject area leads in Art, ELA and History. We also encourage teachers to take on programs, events and facets of the school for short term projects. This differentiation of teacher leader opportunities has led to professional development that provides staff with opportunities to gain knowledge to best support the district in reaching both academic and behavior goals.

### **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:**

PJUSD prioritizes its funds for implementing comprehensive support and improvement activities through data analysis that identifies the greatest academic needs among students.

### **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 vast majority of the traditional analysis that a school would do are now included in the LCAP process. There is a high level of stakeholder engagement and input as well as analysis of data and results from multiple levels and many different perspectives. Through this process, we have identified gaps and weaknesses that are addressed in our professional development plan for teacher. Teacher teams agree that professional development should be chosen that will increase exposure to best practices in delivering standards-based content. Lastly, our current structure provides “access to all” electives.

We will be partnering with a vendor to provide more interim assessments and another vendor to provide more accessible reports of data for our teachers in 2019-20. This should assist teachers in their pursuit of effective and efficient teaching.

## **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:**

PJUSD has an ELPAC (English Language Proficiency Assessments for California) Lead. This role coordinates school activities and special events, disseminates and receives information related to English Language Development, and serves as a professional development resource for staff. Additionally, we connect with the Regional Title III Coordinator for relevant ELD professional development for both certificated and classified staff.

### **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:**

PJUSD embraces all students and families, regardless of citizenship and national origin, including immigrant children and youth. We will provide enhanced instructional opportunities for our immigrant children and youth through providing information to parents that focuses on their child's education. Our bilingual aide provides pull-out and push-in intervention. The bilingual aide also implements ELA/ELD curriculum in various classrooms throughout the day.

### **Title III Programs and Activities**

ESSA SECTIONS 3116(b)(1)

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

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

We receive approximately \$3,000 which is used to partially fund a bi-lingual aide.

### **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:

- (C) 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
- (D) meeting the challenging State academic standards.

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

PJUSD staff will monitor EL student progress to ensure the students are developing the academic, social, and linguistic skill needed to succeed. Students will be monitored throughout the year using various data points (ELPAC, CAASPP, formative and summative classroom assessments) to identify instructional and curricular areas needing more attention. The district adopted state-approved materials aligned to ELA/ELD standards. All EL pupils will receive ELD in reading, writing, listening, and speaking. When appropriate, EL students will receive primary language support in the core curriculum until transition to English is determined to be appropriate.

## **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:**

PJUSD will use these funds in combination with other funds to:

1. Enhance students access to technology including 1:1 ratio (primarily with Chromebooks)
2. Improve school communications (school safety)