

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

LEA name:

Banta Elementary School District

CDS code:

3968486

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 D
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.

Banta Elementary School District (BESD) plans on using state and federal funds to help develop and enhance quality instructional programs to improve student performance, and enable them to meet their personal, academic and career goals, provide a clean, healthy, physically and emotionally safe learning environment, and encourage parents to actively participate in their child's education, as stated in our LCAP goals.

Based on local and state data, ELA and Math performance on the CAASPP confirms a need for targeted support and intervention, English Learner performance on CAASPP has declined. BESD plans to use state and federal funds to provide Professional Development for teachers/staff, provide instructional aides for student supports, intervention program before and during school, services and additional supports for our English Learners.

We have used LCFF funds to support these identified areas, and where appropriate, have supplemented these resources with federal funds depending on the need. Student achievement is a priority, based on local and state data. Title I funds will be used to enhance the Intervention program with instructional aides, Title II funds supplement district funds used for professional development for teachers and staff and will focus on closing the achievement gap and improving the performance on underperforming student groups. Title III funds will be used to improve scientifically proven services to our English Learners focusing on English proficiency and 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.

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, Title I, Title II, Title III, and Title IV funds, and other funds available to the district.

Examples of alignment include using Supplemental Grant Funds for professional development, enhanced by the addition of Title II funding, using these funds together will allow us to intensify our efforts to work on academic and socio-emotional areas, and support time for teachers to plan instructional improvements. Supplemental Grant Funds for ELD program enhanced by Title III funds will provide an ELD coordinator, additional bilingual aide support, ELD technology and materials, ELD tutoring, translators. Supplemental Grand Funds for an Intervention Program enhanced by Title I funds will provide an Intervention Specialist, before and during school intervention, intervention support aides, and intervention materials.

Stakeholders review data and develop action plans to address these needs. Stakeholder groups include parents, EL parents, students, and staff members. Once needs are identified, qualifying funding is assigned to carry out the action. Federal funding is placed alongside state funding to enhance various actions.

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.

No action necessary under this section.

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:

N/A Banta Elementary School District is a single school district.

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:

Parent and Family Engagement Policy

The district annually consults with parents and families at Site Council/LCAP Parent Advisory Committee, English Learner Parent Advisory Committee (ELAC), Disability Advisory (DAC), site parent committees, and through the LCAP stakeholder engagement process to gather input on the Parent and Family Engagement Policy. Parents are informed of requirements of Title 1 and their right to be involved. The policy is incorporated into the district's LCAP Goal 3 and reviewed and approved by the LCAP Parent Advisory Committee, ELAC, DAC, and Board of Education. The policy is distributed to families annually and made available on the district/site websites.

Assisting Parents to Improve Achievement

The district provides assistance to parents with understanding the State's academic content standards, assessments, the requirements of Title 1, Part A, how to monitor their child's progress,

and working with educators to improve achievement. The district holds parent meetings to share information about expectations, assessments, how to monitor progress, and ideas to assist at home. Meetings are held with parents of migratory children, before students are away for long periods of time, to inform them how they can help their child(ren) overcome educational disruption.

Materials and Trainings for Parents

The district provides materials and training to help parents work with their children to improve their children's academic achievement. The district offers workshops and shares information with families on literacy, math, use of technology, cyber-safety, and other topics. Information is shared at all LCAP/ELAC/DAC meetings.

Educate Staff

During staff meetings and trainings the district will educate its teachers, specialized instructional support personnel, principals, and 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. Coordinate & Integrate Parent Engagement with Other Programs The district offers family engagement activities for all programs, including English Learners, and Special Education coordinated by site the site principal and program specialist. District and school offices maintain a family resource area that provides information on community and district resources for all programs. Information is Distributed in an Understandable Format All district/site information related to school and parent/family programs, meetings, and other activities are provided in English and Spanish. Interpretation services are available at all meetings. Information sent to family members with disabilities is in an understandable and uniform format. Services are contracted with our county office of education to provide reasonable accommodations (sign-language interpreters, etc.) if needed.

Other Parental Engagement Activities

The district and school are actively recruiting and seeking parents from all targeted subgroups to be members of committees. Parents are given the opportunity to join School Site Council/LCAP Advisory Committee, Parent Faculty Association (PFA), English Learner Parent Club, ELAC, DAC. Throughout the year, many events happen that allow parents to be involved and participate in their child's education. Parents are encouraged to participate in reviewing and providing meaningful consultation as stakeholders to the District's LCAP, as well as participate in the LCAP Advisory Committee. An annual online parent survey is made available to parents in both English and Spanish, parents are notified of this survey through letters home, phone messaging service and the district and school websites, parents can request a hard copy of the survey if they do not have access to the internet. Input from these surveys help planning the LCAP and other Federal, State and Local programs. District and school communicates with parents and families through multiple methods to address concerns, needs, interest, and to update parents on school events and activities. Families receive letters related to how well their students are doing through report cards, progress reports, test scores, and phone calls/emails through the District's messaging system that keeps parents up to date with current events at the school site. A monthly newsletter is sent home and all materials and messages sent home are done in both English and Spanish. Parents can also check the district and school's websites to see what is happening and stay informed at all times. Parents can utilize the Powerschool Parent Portal to check on their child's grades, attendance, lunch balances, or contact teachers.

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:

The district's one school operates a Title I schoolwide program (SWP). The school annually conducts a needs assessment, including reviewing data, input from stakeholders, and the results of the annual evaluation. The results of the needs assessment are used to plan the annual update to the district's LCAP which contains goals, metrics/outcomes, strategies/activities, and Title 1 expenditures to address the identified needs and improve student achievement. Strategies include interventions and activities to strengthen the overall academic program for all students, increased learning time, professional learning for teachers, enriched and accelerated curriculum as needed. The needs of all students are addressed, with a focus on improving achievement for students at risk of not meeting the academic standards.

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:

Our team, including the front office and the District Homeless liaison work to inform and provide homeless families with access to support services and resources. We ensure that homeless status is confidential and homeless children are not segregated. We provide the same services and support to homeless students as we do to all students.

Any child or youth identified as homeless automatically qualifies for free lunch and transportation to and from school. If appropriate, the school also offers gas cards to the parent for mileage if the parent chooses to transport their own child from a location outside of the BESD attendance boundaries using Title 1, Part A Reservation Funds for Homeless Students.

School attendance clerk works with homeless families to make sure students are at school on a daily basis and have the resources they need to transport their children to school to access educational services.

School counselors are available at the site and work with our homeless children/youth on a referral basis either one-on-one or in a small or large group setting. Part of the role of the counselor is to help our children/youth to learn how to identify their stressors and to gain the tools to address them in a socially acceptable way. Counselors also help educate staff to understand what challenges our children/youth are experiencing and to understand what the symptoms and behaviors may look like, provide social emotional curriculum such as empathy, conflict resolution and anti-bullying to classes. Counselors assist our children and their families with identifying community resources. They also help our children to feel welcome and safe at our school.

BESD goal is to provide a clean, healthy, physically safe learning environment, in which all students can learn.

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:

Our 8th grade students participate in high school preview nights, where parents of incoming students learn about various pathways, and programs that are available, including JROTC, honors/AP courses, and high school graduation and college entrance requirements. 8th grade students participate in High School Visits in the spring, where they have the opportunity to spend a morning visiting the local high school and learning about their new 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:

N/A

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: Karen Steinhaus, Education Programs Consultant, in the Title I Policy and Program Guidance Office at KSteinhaus@cde.ca.gov or by phone at (916) 319-0946.

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 BESD does not receive Title 1, Part D funds

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:

We have an integrated system of professional growth and improvement focused on closing the achievement gap. Teachers, Principals, support staff, and school administrators are provided with multiple avenues and strategies to support professional development. Professional development ranges from new teacher induction for our least experienced staff through professional development for school leaders. Our professional development planning begins with an analysis of data about student performance and needs, educators' capabilities and needs, progress in school and school based initiatives, and data about the effectiveness of current professional development.

Professional Development for Teachers:

We provide extensive professional development for teachers across career stages from beginning teachers participating in new teacher induction to seasoned veterans participating in specialized training to advance their careers. Certificated vacancies are first advertised to all certificated staff, thus supporting teachers to access other career opportunities. Training for teachers participating in induction might focus on routines and procedures and classroom management at the beginning of the year, more experienced teachers might be focused on problems of practice, such as how to help all students master operations with fractions in fourth grade. We provided a wide range of training for teachers through Supplemental Grant Funds, Title II, and other resources. The largest number of teacher training hours were focused on Language Arts and Problem Based Learning strategies. Science continues to be a major focus for the school. This school year we focused on county level trainings for science and the new NGSS standards. The county provided training on a monthly basis, and teachers were taken through the standards from development to implementation. Work was done to break down old teaching strategies, and to help teachers adjust their mindset and teaching strategies to meet the new standards. Teachers also participated in The Education Revolution-Brain based Science PD, as well as professional development in School Culture, Formative Assessment, and suicide prevention.

Professional Development for Principals and other school leaders:

We are a small rural district, and the PD needs of district administrators vary greatly because there may be only one person working in a particular area. Principals new to the principalship receive mentoring and coaching through a two year county administrator induction program. The coach supports the principal in setting both school and professional growth goals, and the pair meets with a district administrator periodically for check-ins. We believe there is great value in principals and co-administrators participating in training alongside their teachers, and that happens frequently. Administrators who participate in training are much better equipped to support and coach implementation, making the training more effective. All of our principals have participated in ASCA's New Administrator Conference; a week long professional development that helped our new administrators set and realize goals for the new school year. Our administrators also participated in The Education Revolution-Brain based Science PD, as well as professional development in School Culture, Formative Assessment, and the county level CAASPP Institute. Principals and administrators also participated in monthly county level trainings, with topics ranging from Mind set Theory, NGSS standards, meeting the needs of Special Needs Students to having hard conversations in the Multigenerational workplace. Other Conference strands for school administrators/leaders included attendance, student discipline, harassment and bullying, laws and legislation, school safety. Some principals and administrators are also pursuing advanced degrees, and the district offers support on an individual basis. Data is gathered through the California Dashboard (results include Math and ELA Performance, attendance, suspensions), local assessment data, and teacher/parent surveys, to evaluate the effectiveness of all actions and services in the LCAP each year, and an analysis of professional development is part of that process. We look at what was effective in moving us toward our goal of closing the achievement gap, and where data shows we need to intensify our professional learning efforts. Teachers, support staff, and administrators are evaluated annually to measure and set goals for growth and improvement. In addition, perception surveys are sent to all school staff to gather input on their principal's work.

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:

Banta Elementary School District serves one K-8 elementary school and does not qualify as a (CSI) or (TSI) school. Our professional development is focused on closing the achievement gap and all student groups benefit from Title II funded professional development.

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:

Our professional development planning begins with an annual analysis of data from the California State Dashboard and local assessment data on student performance and needs, annual teacher/staff surveys on educators' capabilities and needs, progress in school and district initiatives, effectiveness of current professional development. Our focus is on equity, and we use Dashboard data plus other local disaggregated 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 teachers, paraprofessionals and administrators, as well as classroom observations help us identify areas in which professional development would help teachers meet student needs. We identify needs for principals and other leaders as we analyze district data, including annual evaluations, and identify focus areas for improvement.

Consultation with staff, parent and community partners takes place four times a year as we develop our yearly plan. We are a small rural school district and find it challenging in reaching out to community partners for consultation and organizations or partners with relevant and demonstrated expertise in programs and activities but we will continue to reach out to our community stakeholders . This process happens through an annual survey to parents, staff and students as well as through meetings (four times a year) with a focus group consisting of teachers, principal, other school leaders, paraprofessionals, parents, parents of English Learners, and community partners. The focus group of stakeholders evaluates prior year school data through the California Dashboard, and looks for areas to suggest for school improvement. PD data is regularly reported during these focus groups and conversations often lead to professional development topics for consideration. LCAP consultation with all staff and the bargaining unit also adds PD topics to the list. Staff is open about sharing their struggles and their ideas for trainings that would be helpful. We have put most of our staff development into LCAP 1.6, which helps with managing funds, LCFF and Title II, while also creates a place to include a report of PD effectiveness.

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:

ELD is an integral part of professional development at the school. School wide professional development in English language arts, math, and other curricular areas is designed to address the individual needs of all students including English learners. The county office has provided trainings and workshops in multi-tiered systems of support which was attended by instructional and classroom aides. Other training, such as Nancy Fetzer, provides staff with instructional strategies to support EL students in the classroom through engagement with other students, providing opportunities to expand language skills. Fetzer strategies help to establish a classroom environment that is safe for EL students and that supports their progress in learning English. In addition, the school supports staff development opportunities for teachers and administrators and supports funding to release teachers

so that they may attend research-based trainings such as: • SDAIE (Specially Designed Academic Instruction in English) • ELD strategies • Cultural diversity • Use of adopted supplemental ELD curriculum • and Curriculum planning.

With the implementation of the new State language assessment, ELPAC, curriculum-specific professional development has taken place. Because the ELPAC is aligned to the 2012 ELD standards, staff who deliver ELD to English learners needed training in order to align instruction with the ELPAC and the ELD standards. The initial training focused on providing ELD teachers with basic knowledge about the assessment and how it differs from CELDT, the previous language assessment. Training will be on-going as the ELPAC is fully implemented and the needs of our EL students change. Professional development was provided for Nancy Fetzer strategies, and next year will be provided school-wide for our adopted English-Language Arts program. These trainings were open to teachers, administrators, support staff, and district support staff. ELD instruction was a core piece of these trainings for our ELA program.

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:

The school has a small number of immigrant students who are also English learners. Supplemental services provided to these students are the same as those provided to EL students, which includes, after-school tutoring and intervention during the school day. Students are assigned to classrooms that will be most supportive to their needs. Instructional aides provide academic and social support in primary language for immigrant students. Aides work to translate lessons, tests, and assignments to ensure students are receiving and being assessed for content and not English language ability.

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:

A certificated Bilingual Coordinator oversees the ELD program. ELD is provided by the classroom teacher and bilingual aides. The ELD program is designed to support and complement the EL student's regular English-language arts/English language development and core content instructional program. The ELD program provides consistent, systematic instruction to support EL students in English language acquisition.

At the elementary level, English learner students with less than reasonable fluency in English receive a minimum of 150 minutes of designated ELD per week. At the middle school level, English learner students with less than reasonable fluency in English receive a minimum of 200 minutes of designated ELD per week. Newcomers may participate in additional designated instruction. Staff delivering designated ELD are especially adept at recognizing the needs of EL students and adapting curriculum and instruction as needed to suit the needs of EL students. State-adopted ELD curriculum is used for designated ELD. ELD instruction is supplemented with, Imagine Learning, a computer-based, adaptive language software program, aligned to state standards, that provides additional targeted individualized practice. After school tutoring is offered to English learners.

English learner students access core content subjects through SDAIE instruction. Core content instruction is based on state grade level standards, and teachers utilize appropriate strategies to ensure comprehensibility of instruction for English learner students.

We have put most ELD program instruction into LCAP 1.5, which helps with managing funds, LCFF and Title III, while also creates a place to include a report of the ELD program effectiveness. Title III funds are used to enhance the ELD program by providing bilingual aides.

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:

Achieving English Proficiency:

Tools are available that enable the school to retrieve achievement data both on the CELDT/ELPAC and CAASPP. The district utilizes Ellevation software to monitor EL students throughout the school year, Ellevation makes relevant data reports available to all staff with multiple data points reported English learner progress. These reports help us identify students not making expected progress so we can make needed changes before the student gets further behind. At the beginning of each school year and throughout the year, the site principal is presented with relevant data on all students including English learners. At the school site level, staff review the data and determine the levels of intervention required for students not making satisfactory growth.

In collaborative meetings, teachers look at grade level data to collectively analyze needs of the students and devise classroom strategies including interventions for English learners. Teachers and other staff meet regularly to track student progress, including English learners, and adjustments are made in levels of instruction needed and appropriate instructional strategies. The Intervention Specialist, the school's Bilingual Coordinator, and teachers help track progress.

Meeting challenging state academic standards:

The district expectation is that EL students will continue to progress each year on the State language assessment and 5% more EL students will be reclassified each year. Progress for English Learner students on the State language assessment is monitored year to year with the expectation that all EL students will show at least one level of growth. For those EL students who do not show growth, the Intervention Specialist, and the school's Bilingual Coordinator help to identify these students and collaboratively devise an individual learning plan tailored to the EL student needs.

The Bilingual Coordinator identifies English learner students who are at-risk of becoming LTELs (Long term English Learners) or who are already considered LTEL. English learner students who become LTELS present a particularly difficult challenge in determining how we can move these students to proficiency in English. The district requirement of frequent, data driven monitoring is intended to focus on LTEL students with the end result being a comprehensive plan to move LTEL students toward English proficiency.

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:

Banta Elementary School District will be utilizing Title IV funds to support our goal of providing a clean, healthy, physically and emotionally safe learning environment and will also help support technology training for teachers.

Title IV will be used to provide Professional Development for training staff in Resiliency. Resilience helps us maintain balance in our lives during difficult or stressful periods of time, we all experience points in our lives where we face challenges, difficulties and issues. It also protects us from the development of some mental health issues. We want students to understand being resilient means being able to adapt and bounce back when something difficult happens in their lives. This funding will also help support technology training for teachers to support the effective use of technology in the classroom. Banta ESD has set aside additional funds to purchase devices, equipment and software.

The district will incorporate technology as a means of integrating curriculum across subject areas. Students and teachers will use technology as an integral part of education.

Title IV priorities were created based on stakeholder (parents, staff, community, student) input at LCAP meetings held monthly during the school year. Stakeholder input was reviewed and summarized and funds were allocated to address priorities, being a small rural school district it was determined that there is a need to support students struggling with appropriate classroom and school behavior due to stressful periods. The district LCAP Advisory Committee will annually assess and recommend improvements for Title IV funding priorities.