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

School Year
2024-25

Date of Board Approval

LEA Name
Banning Unified School District

CDS Code:
33-66985-0000000

Link to the LCAP:
(optional)
https://www.banning.k12.ca.us/page/local-control-accountability-plan

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE III, PART A
Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A
Student Support and Academic Enrichment Grants

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

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

Instructions

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

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

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

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

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

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

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

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

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

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

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

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

Strategy

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

Banning Unified School District (BUSD) has organized its LCAP around four goals: (1) Accelerate student academic achievement through rigorous and engaging culturally responsive and standard-based instructional strategies preparing all students to be college and career ready upon graduation and to be lifelong learners; (2) Build the capacity of teachers and principals as instructional leaders by offering relevant and regular professional development opportunities centered around the California Standards for the Teaching Profession (CSTPs) and the California Professional Standards for Education Leaders (CPSELS) to strengthen the skill set of all staff; (3) Cultivate a safe and healthy learning environment in a climate that is culturally responsive to all students and staff, has tiered academic, behavior, and social-emotional interventions and supports and provides emotional safety for students and staff; and (4) Increase parent and community engagement by developing sustained and transparent relationships with community stakeholders as partners and collaborators; (5) Address the academic and social-emotional needs of low-performing student groups.

The following is a description of the strategies the district will use to accomplish the goals above. The district-developed LCAP goals, actions and services, and expenditures are used to build on strengths already present in our schools and to address any areas of need. Local Control Funding Formula (LCFF) funds will be used to provide the base program for all students. LCFF Supplemental funds will be used for supplemental services to meet the needs of low-income, English Learners, Foster Youth, and Homeless students. Federal funding provides targeted supplemental support to specific student groups. The services provided by federal funds will align with and supplement the services provided by LCFF funds by offering additional services for the student groups listed above. All schools within Banning USD that are eligible for Title funds are considered school-wide programs. The district has two targeted assistance schools including Cabazon and Hoffer elementary. Each school within the district works with its School Site Council (SSC) to identify needs by analyzing the California School Dashboard, local data, and annual surveys. Then SSC reviews what is working and what challenges remain, and develops a plan to address the needs through the use of local, state, and title funds. These plans, the School Plan for Student Achievement (SPSA), also identify various student groups who are struggling to specifically address their needs. Federal funds will be used to supplement state and local funds to support the goals determined by the site team in ways that would not be possible absent the federal funds.

For Goal 1 (Accelerating Academic achievement), the base program includes staffing, offering a broad course of study, technology, infrastructure, counseling and health support, standards-aligned instructional materials, services for students with disabilities, and basic operating expenses. The base program also ensures that students have equitable access to rigorous, well-rounded, standards-aligned curricula and access to and skill in applying technologies to leverage student learning, ensuring readiness for a full range of post-graduation options. The base program also includes professional development at all levels of the organization. These professional development offerings are expanding over time to truly focus on improving teaching and learning at all schools across the district, with site principals at the lead of site efforts to provide educational opportunities directly related to their students' needs.

For Goal 2 (Safe and Healthy Learning Environment and Climate), the base program provides families and communities with the opportunity to offer input on decisions and participate in the school site and district committees. The supplemental services offered include additional support for the targeted student groups and families to support them in accessing, understanding, navigating, and utilizing the services provided to them. The base program also ensures that all parts of the organization - personnel, and infrastructure - work together to support student success by ensuring quality schools. Targeted supplemental services utilizing federal funds will be added to support the actions and services for each goal listed above. These actions and services have been included in the LCAP to provide stakeholders with an understanding of how all programs work together to improve student achievement, both academically and emotionally.

For Goal 3 (Family and Community Engagement), the base program includes clean and well-maintained facilities, addressing the safety of students and staff, school crisis and safety plans, and safety drills. The supplemental services support designated staff to assist sites with the social-emotional, behavioral, and attendance concerns of students.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The Banning Unified School District will align federal funds with state and local funds by analyzing the LCAP annually and identifying the needs of our students. This is done through a review of the California State Dashboard and stakeholder feedback. Since the actions and services for all funding sources are in the LCAP, the annual review process includes an evaluation of the effectiveness of the federal programs. Revisions are made based on this evaluation and the federal funds are then allocated toward any newly identified needs. Each school site also updates the SPSA annually to address the needs of their specific student groups.

The goals in the SPSAs are aligned with the District's LCAP goals. The district includes actions and services for all funding sources including LCFF, LCFF Supplemental, and Concentration funds and all federal funding (Title I, II, III, and IV). All funds have been included because the LCAP describes how all of the actions and services offered through these funding sources work together to address student needs across the district, as well as provides greater transparency for how the funds are allocated. As a result, the district will align the federal funds with state and local funds to address those needs in ways that would not be possible absent the federal funds. The specific actions and services funded with federal funds (Title I) to provide targeted supplemental services for identified student groups are listed below:

- Professional development for staff on evidence-based strategies
- Site-determined supports and interventions to assist students in meeting the standards
- Student-centered coaching cycles for teachers to improve their teaching practice
- Central office resource staff to implement and support federal programs
- Intervention teachers for students needing additional support

These funds will also support improved communication and family engagement plans, workshops for parents to support students at home, bus passes, supplemental school supplies, and designated staff for homeless/neglected students. Title II: Professional development and coaching for teachers and administrators to support effective instruction. Title III: Professional development and coaching to support supplemental instruction for English Learners (ELs). These funds will also provide enhanced and expanded support (differentiation, scaffolds, and interventions) for teachers of ELs. Title IV: Professional development and additional student intervention strategies.

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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.

Banning Unified School District annually ranks schools using poverty criteria and specified ranking rules to identify eligible Title I school attendance areas. The same poverty measure, Free and Reduced Priced Meals percentage is used consistently to rank all schools for funding in the order of poverty. Schools that are at or above our district's average poverty rate are eligible to receive Title I funds; however, we first fund all schools above the 75% poverty criteria. We serve schools from highest to lowest by grade span and we maintain documentation of this process on file.

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

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

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order to identify any disparities that may result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers, the district annually analyzes student demographic data and multiple academic indicators for all schools; for staff, credential information, years of service and evaluation are part of this analysis.

For the 2022 23 school year, the District reviewed the following data:

- Enrollment data
- Low-income students
- Minority students
- Teacher workforce
- Ineffective teachers
- Inexperienced teachers
- Out-of-field teachers

In the 2022-23 school year, nine (9) schools, 15 were first-year teachers; 29 were second-year teachers. Of these schools, there were two (2) schools that had no first or second-year teachers, and 7 (7) schools had both first and second-year teachers. The average experience level for all teachers in Banning Unified for the 2022-2023 school year was 11.5 years of service with the district.

For the purposes of this review, the analysis focused only on the schools that had first and second-year teachers. Seven of nine schools had teachers in both categories of their first or second year of teaching. The percentage of students

eligible for free and reduced-price meals (FRPM) ranged from 82.6% to 96.8% within these 7 schools. The percentage of first and second-year teachers within this group of 9 schools ranges from 3.3% to 75%; only 1 school in this group had more than 27% first and second-year teachers. The school that exceeded this rate has 4 total teachers. The table below lists the schools in order of smallest to the largest percentage of students eligible for FRPM. Using average years of service and the percentage of new teachers, you can see that low-income and minority students are being taught at higher rates than other students are by ineffective, inexperienced, or out-of-field teachers.

The data indicate that low-income and minority students are being taught at higher rates than other students are by ineffective, inexperienced, or out-of-field teachers. The district uses a strategic staff assignment model, which provides schools with high percentages of students eligible for FRMP priority in staffing. Site academic performance indicators are also factored into the priority staffing model, which allows schools to select experienced staff whose skills meet the needs of their specific student population. In Banning USD, we employ a process referred to as Priority Staffing Schools. Schools that receive the priority staffing identifier have increased flexibility in the selection process when positions become vacant and/or a new position is added to the school. This includes being able to interview experienced, highly qualified (as identified by the teacher's credential and the vacancy) teachers prior to selecting from less experienced staff. Embedded into this process is a step to monitor the credentials of the individual teacher prior to the selection process and then a review during the year. To ensure stability at these schools, teachers at these schools are also offered probationary positions before temporary staff who are similarly eligible for this status under the tenure rules for certificated employees. Despite these efforts, the impact of the labor shortage and competing districts with slightly higher salary scales have contributed to not filling teaching positions with more experienced teachers.

	Percent (%) Eligibility FRPM	Avg. Years of Service	Percent % of New Teachers
Central Elementary	88.02%	9	27.03%
Cabazon Elementary	88.97%	12	12.50%
Hemmerling Elementary	89.31%	14	3.33%
Hoffer Elementary	87.39%	12	19.23%
Florida Street Discovery Center	91.67%	2	75.00%
Nicolet Middle	88.72%	10	3.70%
Banning High	86.56%	9	19.67%
Banning Independent Study	81.93%	21	0
New Horizons High	87.80%	20	0

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**

Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

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

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

Banning USD has many methods to effectively implement parent and family engagement. District staff collaborates on a monthly basis with parent groups through the District Parent Advisory Committee (DPAC), District English Learner Advisory Council (DELAC), and Special Education Parent Advisory Committee (SEPAC). The district has also implemented LCAP informational sessions. The LCAP sessions may serve as informational meetings to disseminate districtwide information, seek input, feedback, or review of district programs, policies, and or initiatives regarding academics, social-emotional learning, staffing, expenditures, Special Education policies and support, Restorative Justice Practices, online learning platforms, and mental health and wellness.

We believe in cultivating relationships that build mutual respect and trust between home and school to foster strong family engagement to increase student success. This shared responsibility is grounded in research-based best practices using multi-tiered outreach systems (phone calls home, emails to families, home visits, and/or wellness checks) to keep students, families, and communities connected to their schools. The district provides interpretation and translation services in order to communicate with families who speak languages other than English. The tiered outreach helps to identify the level of support needed and the appropriate resources they may need. Technology has opened up new communication methods for dialogue with families:

- Live Zoom sessions
- Google Translate, and
- Social media

As a means of informing families of involvement and leadership opportunities, we provide all families access to a variety of communications. We use flyers, calendar events, and brochures. The Parent Leadership Opportunities brochure contains a list of all BUSD advisory committees along with descriptions, meeting schedules, and contact information:
-District Level: District Parent Advisory Committee (DPAC), Special Education Parent Advisory Committee (SEPAC), District English Language Advisory Committee (DELAC), LCAP Advisory Committee, and District Budget Committee.
-School Site Level: English Language Advisory Committee (ELAC), School Site Council (SSC), and Pastries with the Principals.

We encourage and provide all families with opportunities to provide input on policies and programs and implement strategies to reach and seek input from any underrepresented groups in the school community. In addition, we provide opportunities to have families, teachers, principals, and district administrators working together to plan, design, implement, and evaluate family engagement activities at school and district levels.

The Educational Services Department also provides parents with the knowledge and tools to support their child's education. At DPAC meetings, volunteers were asked to review and revise the District's Parent and Family Engagement Policy. The Educational Services Department also works with other district advisory groups (Special Ed Advisory, DELAC, and DPAC) that provide input for the policy.

Many school sites are also able to provide translation services directly and can request translation services from the district office. Each school distributes the district-level policy to their families through their annual Title I meeting and verifies distribution through a required meeting verification document. DPAC Meetings provide representatives from each site in the district an opportunity to learn more about the LCAP, provide feedback on its various goals, and provide consultation to the district on the use of federal dollars to help support the district's goals. The committee has an elected executive board that works closely with district staff and meets monthly. During the initial planning for Comprehensive Support and Improvement (CSI) schools to address the factors that qualified them for CSI status, site principals worked through the SSC to identify where improvements need to occur at the site and to evaluate what has been working and what needs to be altered at the school. Parents, family members, and community members were involved in the planning process.

Translation services are provided for families attending Family Engagement training and events.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Banning USD has many methods to effectively implement parent and family engagement. District staff regularly collaborate with parent groups such as the District Parent Advisory Council (DPAC), District English Learner Advisory Council (DELAC), and Special Education Parent Advisory Committee (SEPAC). This collaboration includes a review of parent policies and agreements and feedback on district programs. They also provide parents with the knowledge and tools to support their child's education. At DPAC meetings, volunteers are asked to review and revise the District's Parent and Family Engagement policy. They work with other district advisory groups (Special Ed Advisory, DELAC, and District Budget Committee) who provide input. Translation services are provided at all district-level meetings. Many school sites are also able to provide translation services directly and can request translation services from the district office.

Each school distributes the district-level policy to their families through Title I meetings and required meeting verification documents. DPAC Meetings provide representatives from each site in the district an opportunity to learn more about the LCAP, provide feedback on its various goals, and provide consultation to the district on the use of federal dollars to help support the goals. The committee has an elected executive board that works closely with district staff and meets monthly. During the initial planning for CSI schools to address the factors that qualified them for CSI status, site principals worked through the SSC process to identify where improvements need to occur, what has been working, and what needs to be altered at the school. Parents, family members, and community members were involved in the planning process. Additionally, once the plans were developed they were again presented to the SSCs, composed of parents, staff, community members, and in some cases, students, and approved for implementation. The district is committed to continued dialogue and assessment of the effectiveness of the plan throughout the year. DELAC Meetings help families understand state annual assessments such as the Smarter Balanced Assessment Consortium (SBAC), English Learner Proficiency Assessments for California (ELPAC), and the California Dashboard as a monitoring system for the state, district, and their child's school.

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.

All of our Title I sites are Schoolwide Programs (SWP) where all students at the site are considered when utilizing Title I funds. The educational services that are supported by Title I funds at school sites include additional library support, peer AVID tutors, and ELA/ELD instructional coaches over the core formulas to provide supplemental services at the site.

Sites are also able to purchase additional supplemental instructional materials to help meet the diverse academic needs of students who are struggling to meet grade-level standards in core content areas. Banning USD addresses the needs of all children in our schools by utilizing Title I funds for supplemental services not provided through unrestricted general funds. Opportunities are provided for all children within the SWP, including each of the subgroups of students to meet the challenging state academic standards. All schools completed a comprehensive needs assessment through their School Site Council (which included parents and other members of the community) as a part of the School Plan for Student Achievement (SPSA) process, including how it conducted a yearly needs assessment, the results it obtained, and the conclusions it drew from those results.

These conclusions included services such as additional health and counseling support for students with additional needs, additional tutoring and support services for students who need it, professional development and professional learning communities for staff to build additional skills in addressing the needs of their students, and additional materials. As a result, each site's plan contains how all activities, strategies, and interventions included in the SWP are evidence-based. These plans also include how the site will regularly monitor and revise the plan as necessary based on student needs and all students have been provided with opportunities to meet the challenging State academic standards.

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:

Hemmerling Elementary, Hoffer Elementary, Cabazon Elementary, Central Elementary, and Banning High Schools have been identified as ATSI sites. In a school operating a targeted assistance school program under Section 1115 of the Elementary and Secondary Education Act (ESEA), the process of identifying eligible children most in need of services under this part involves a collaborative effort among various educational partners, including teachers, school leaders, parents, administrators, paraprofessionals, and specialized instructional support personnel. The goal of this process is to accurately identify and provide support to students who require additional assistance to succeed academically. The following identifies how sites identify students needing additional support:

1. Data Collection and Analysis: Teachers and school leaders start by collecting and analyzing various data sources, including standardized test scores, classroom assessments, attendance records, and behavior reports. This data helps in identifying students who are not meeting academic standards or facing challenges in school.

2. Needs Assessment: Once data is collected, the school conducts a needs assessment to determine the specific academic needs and challenges faced by eligible students. This assessment may also consider socio-economic factors, English language proficiency, and other relevant information.

3. Consultation with Educational Partners: Teachers, school leaders, and other relevant staff members consult with parents, administrators, paraprofessionals, and specialized instructional support personnel to gather additional insights into the students' needs. This collaborative approach ensures a holistic understanding of each student's circumstances.

4. Review of Individual Education Plans (IEPs) and 504 Plans: For students with disabilities or special needs, the school reviews Individual Education Plans (IEPs) or Section 504 plans to ensure that appropriate accommodations and services are in place.

5. Parental Involvement: Parents play a crucial role in this process. They are consulted to provide input regarding their child's strengths, weaknesses, and any concerns they may have about their child's education. Their input is valuable in tailoring support services.

6. Prioritization of Eligible Students: Based on the data analysis and input from educational partners, a prioritized list of eligible students who are most in need of services is developed. This list ensures that resources are directed toward those students facing the most significant academic challenges.

7. Development of Support Plans: Individualized support plans are created for each eligible student. These plans outline the specific interventions, services, and resources that will be provided to address their unique needs.

8. Progress Monitoring: Throughout the school year, ongoing assessments and progress monitoring are conducted to evaluate the effectiveness of the support plans. Adjustments are made as needed to ensure that students are making academic progress.

9. Regular Communication: Open and regular communication among all educational partners, including parents, is maintained to ensure that everyone is informed about the progress of eligible students and any changes in their support plans.

10. Documentation and Accountability: Schools maintain detailed records of the identification process, support plans, and progress monitoring efforts. This documentation is important for accountability purposes and for reporting to relevant authorities as required.

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:

Banning USD ensures that each student experiencing homelessness is supported per McKinney Vento with Title I, Part A Reservation funds. The homeless education liaison, CWA Coordinator, and counselors are assigned to specifically support this population.
Supports include the following:

- Training for school site staff on awareness of the rights and needs of youth and families experiencing homelessness
- Ensuring transportation is provided for eligible students
- Supporting schools to ensure immediate enrollment for children and youth
- Closely monitoring attendance, academics, and social/emotional learning
- Making mental and physical health referrals as needed
- Evaluating transcripts for partial credit and modified graduation eligibility
- Providing basic needs resources to students including food, clothing, hygiene products, blankets, jackets, shoes, and school supplies such as paper, pencils, and backpacks

Additionally, district counselors train school sites and departments on trauma-informed practices that facilitate resilience. School sites training regarding homeless youth programs are prioritized by their homeless enrollment population numbers. We are working towards ensuring that all staff will be trained in trauma-informed practices.

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.

N/A

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:

N/A

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:

Banning USD is currently not holding Title I funds centrally to assist schools in identifying and serving Gifted and Talented students or to assist schools in developing effective school library programs. Schools are allocated the district's entitlement of Title I Part A funds directly to their site budget and utilize their School Site Council and their SPSA to show how they are collaboratively deciding to spend site Title I monies. Based on their enrollment and the needs of their specific student community, sites can and do decide how to allocate funds for library programs. In addition, on-time federal dollars provided funding for additional supplemental materials to support GATE students. Other strategies to which sites allocate these funds include professional development activities, parent involvement, direct and indirect services, salary and hourly time including benefits, and other support strategies.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the
(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

In our efforts to strengthen Professional Learning Communities (PLCs), the district focused first on ensuring that sites had both common units of study and common assessments. This focus led us to the realization that not all teachers were implementing the supposed curriculum and that units of study needed to be strengthened. Common formative assessments are the cornerstone for effective PLCs. Therefore, we set out to develop a multiple-year plan for developing units of study and common assessments for English, and mathematics which can be used district-wide. This plan included both grade-level and single-subject teams of teachers who will collaborate with district personnel to develop units. The grade level and subject leads will provide feedback and recommend changes for the following year's units of study. These efforts will enable us to launch true PLCs in subsequent years.

Professional development to build teacher and administrator capacity has occurred through impact coaching cycles, site professional development, district lead vertical and horizontal articulation, as well as PLC support. Elementary coaching cycles have included the development of language targets derived from the English Language Development (ELD) bundles to ensure students have support and scaffolds for language development through literacy. English Language Arts and Mathematics coaching cycles at the secondary level continued with an emphasis on the implementation of standards through units of study. Integrated teams and coaching cycle teams provided language by designing language targets along with learning targets. Language targets supported ELs as well as other students focus on academic language.

Educators at all levels have opportunities for continued learning through a wide range of professional development opportunities. Principals and district leadership met bi-weekly on a 1:1 basis to discuss current site data trends, monitor district-wide/site initiatives, and create a principal feedback loop with district leadership. Leadership districtwide engages in Learning Walks focused on coaching and supporting leaders in the implementation of new learning within the context of their school community and focused on students with disabilities, multilingual learners, and our black youth. Leadership Meetings are to support our collective learning and develop a shared understanding of our district's focus on building communities. Included in the content are strategies for understanding and addressing the barriers and disproportionalities, which exist in our district and actualizing our vision for quality teaching and learning.

Teachers have multiple opportunities for learning and have the flexibility to select professional development that matches their areas of need and expertise. Throughout the school year, teachers have opportunities to collaborate with other teachers across the district through teacher collaboratives, which are small groups focused on particular subject areas or grade levels. Teacher collaboratives meet throughout the year and teachers set the topics for each session. In addition, teachers are invited to participate in yearly summer institutes designed to target strategic strategies aimed at closing the achievement gap of low-performing students.

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:
1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Banning Unified School District utilizes Title II, Part A funding to provide quality support through professional development that is ongoing and systemic. Schools that are identified as Comprehensive Support and Improvement (CSI) receive priority in Title II, Part A funding based on the need to provide activities that support higher levels of professional development to build educator support in rigor and evidence-based strategies. Our needs assessment results identified inequities in the distribution of district-level human resources to provide additional direct assistance and capacity-building services to site administrators, teaching staff, and other personnel to develop a plan for increasing student achievement that supports the schools' Dashboard performance data. The Educational Services and Student Support Services Departments make a concerted effort to assist the identified CSI schools by devoting more time and resources to ensure success and support for all educational partners. The Assistant Superintendent of Educational Services, the Director of Educational Services, the Coordinator of Assessment and Accountability, and the Director of Fiscal Services work extensively with each site principal and site leadership team. District Academic Team provides professional development support through core-specific lesson planning and curricular mapping, co-teaching, modeling, and conducting learning rounds that focus on rigor, relevance, and student engagement. In addition, Instructional Coaches provide coaching to build the teachers' capacity in math, and ELA/ELD core content knowledge. Working with the principal and site leadership teams, all identified CSI schools have identified targeted areas of professional development such as conferences and workshops related to professional learning communities and collaborative structures to enhance student engagement and parent outreach.

In addition, other funding sources such as Title I, Title III, Title IV, and CSI will support activities and interventions to assist students and their parents at the CSI-eligible schools. The needs assessment process also revealed the following targeted areas of need at each CSI school site:

Nicolet Middle School

Banning Independent School

New Horizon

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:
1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.

3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

There are different types of data that are collected, disseminated, and analyzed. Concrete data, such as ELPAC, CAASPP, ELA, and mathematic i-Ready, PSAT, and Advanced Placement results provided by the Coordinator of Data and Assessment provides district and school sites information that allows for consistent monitoring of student groups and directs strategic Title II activities that drive instruction and build teacher capacity. California State Dashboard Data provides the district and schools the information for the development of the School Plan for Student Achievement (SPSA), as well as determines what strategic Title II activities are developed with the help of outside consultants or with in-house resources such as district project facilitators and site instructional coaches. The previously mentioned data analysis enables consistent and yearly evaluation and reflection.

Yearly spring surveys are given to all parents, students, teachers, paraprofessionals, classifieds, and administrators to evaluate the effectiveness of Title II activities. Feedback is gathered and directors along with the Superintendent of Academic Services analyze the data through systematic performance monitoring and reflection.

Banning USD is committed to involving all educational partners in the development of Title II activities. Through evaluation surveys following staff professional development sessions, periodic parent surveys during district-sponsored parent groups such as the District Parent Advisory Committee (DPAC) and District English Language Advisory Committee (DELAC), as well as an annual professional development survey with all teachers, educational partners are given opportunities to voice their opinions and provide input for future Title II activities.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

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

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To enhance teachers, administrators, and other school-based personnel's capabilities in supporting English learners, the Educational Services Department provides many opportunities for high-quality professional development such as the Implementation of English Language Arts/English Language Development (ELA/ELD) Benchmarks (grades 9-12) and English 3D (grades 4-8), Professional Learning Communities, Academic Language Development (grades k-12), and Instructional Technology. Banning USD provides ongoing professional development in the ELA/ELD Framework to support student access and success in state standards across content. These professional development opportunities are focused on increasing capacity to support English learners in meeting or exceeding English language development benchmarks along with the same challenging standards that all children are expected to meet. Annually monitoring the mastery of ELD standards through the assessment of the English Proficiency Assessment for California (ELPAC), LAS Links Assessments, and the ELA standards through an English learner group analysis of the California Assessment of Student Performance District and Progress (CAASPP) assists in determining professional development needs.

Professional development in Integrated and Designated ELD is an ongoing component of the implementation of the district ELA/ELD adopted materials. Teachers will gain knowledge of how language functions are identified in different contexts, learn strategies that focus on structured, targeted oral and written language practice daily, and dive deep into ways for students to use language flexibility and fluency for a range of meaningful purposes. Professional development also includes ongoing professional development that focuses on the unique characteristics of Long Term English Learners (LTELs) and effective strategies to pave the path toward reclassification.

All Title I schools have site Instructional Coaches to support teachers in effectively delivering, modeling, and providing feedback focused on strategies to support English learner success across all core academic areas. Instructional Coaches will continue to receive training on the use and implementation of the ELA/ELD Framework, the English Learner Roadmap, and best first instruction for English learners. Title I funds are used to support Instructional Coaches at Title I SWP schools to deliver/model and provide feedback focused on strategies to support English learner success across all core academic areas.

Title I funds will also support the Academic Team to conduct informal classroom walkthroughs and provide feedback and support to Instructional Coaches. Site administrator walkthroughs will be used to monitor the implementation of Integrated and Designated ELD and best-first instruction at their school sites. The Director of Educational Services will conduct informal classroom walkthroughs with site Instructional Coaches and/or Site Administrators to monitor instructional practices. Based on these observations, feedback and support will be provided for ongoing professional learning. Instructional Coaches will support teachers in implementing Integrated/Designated ELD at all schools.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Banning USD provides immigrant students and their families with a variety of services and supports to enhance language, academic, social, and emotional development. We collaborate with community partners to ensure we are able to meet the diverse needs of this population.

English Language Development (ELD) Coaches and English Language Development Specialists (TOSA) provide enhanced opportunities for Immigrant Students:

- ELD Coaches and ELD TOSA provide supplemental support to enhance the teaching of the new arrival, refugee, and immigrant students
- ELD Coaches and ELD TOSA provide extra support during ELD or core classes by providing supplemental services such as:

~ In-class tutorials and mentoring sessions to access core content
~ Introduction to the educational system and civics education
~ Attendance outreach support
~ Wellness visit to support engagement and connectivity
~ Tutoring and intervention support

- ELD Coaches may also provide job-embedded coaching with data formative collection and analysis, lesson planning with embedded scaffolds and supports for newcomer and Immigrant students, and lesson modeling and study with reflection on student language proficiency and implications to inform next steps.
- Professional Development with Dr. Emily Devor specifically for teachers of newcomers, under-schooled students (SIFE), immigrant ELs, and ELD coaches.

Materials, Software, and Technology Support Provided for Immigrant Students:

- Ellevation Education (Strategies Modules), Language Tree Platform, and LAS Links Assessments
- Supplemental district materials to support online language learning
- Personalized basic computer education for students and parents to enhance proficiency in classroom engagement (training to include computer care, logging into platforms, and creating email accounts)

District Resources for Families:
Although the district website provides a centralized space with information, links, and calendar events, information is available in English only. We know our immigrant families need workshops, materials, and information delivered differently. A need has been identified to provide district resources and replicate workshops targeting immigrant communities in languages other than Spanish.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
   - are focused on English learners and consistent with the purposes of Title III;
   - enhance the core program; and

- are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Educational Services Department ensures that state and federal guidelines for all identified English learners are met.

At a minimum, each site is responsible for implementing both designated and integrated ELD. Designated ELD, a protected time within the school day, provides students with focused instruction in developing the English language. During the designated time, teachers utilize specific instructional strategies utilizing the CA ELD Standards. Integrated ELD supports are embedded into lessons for ELs to access, engage, and participate in core content throughout the day.

Site Accountability for Language Acquisition
Assistant Superintendent of Academics, Site Leadership, Educational Services, and Student Services Departments collaboratively coordinate efforts to ensure training, implementation, and stakeholders are actively addressing the needs of ELs. Evidence of ELD implementation for language acquisition:

- Formal and informal classroom observations
- Evidence of the use of language strategies as a result of professional development
- Evidence of language objectives
- Use of academic language practice through language/sentence frames during classroom instruction and discussion
- PLC deliberate planning for EI's academic and language needs
- Formative assessment and summative assessment

Additional Support to Meet Achievement Goals
ELA/ELD Instructional Coaches and ELA Specialist support sites through job-embedded coaching:

- Assist classroom educators to refine lessons with effective scaffolds, strategies, and differentiation for ELs to have access to and meaningfully participate in core content
- Enhanced targeted small group support through a push-in integrated model to meet the needs of ELs (formative assessments analysis, planning lessons with differentiation, scaffolding, and instructional strategies)
- Plan with PLCs and or site leaders for professional development tailored to the unique needs of ELs
- Provide students with their data to develop personal academic goals.
- Provide outreach and support for student attendance, online participation, and online engagement
- Outreach to support students' social-emotional learning

Site Accountability for Meeting Achievement Goals
To support schools in meeting achievement goals for ELs, sites are expected to utilize:

- Their SPSA goals
- Integrated Multi-Tiered Systems of Support (IMTSS) process to support ELs with academic and attendance achievement expectations
- Professional Learning Communities (PLCs) to monitor the long-term language and academic progress of ELs using ELPAC and SBAC ELA data.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

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

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

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Educational Services Department ensures that state and federal guidelines for all identified English learners are met.

At a minimum, each site is responsible for implementing both designated and integrated ELD. Designated ELD, a protected time within the school day, provides students with focused instruction in developing the English language. During the designated time, teachers utilize specific instructional strategies utilizing the CA ELD Standards. Integrated ELD supports are embedded into lessons in order for ELs to access, engage, and participate in core content throughout the day.

Site Accountability for Language Acquisition
Assistant Superintendent of Academics, Site Leadership, Educational Services, and Student Services Departments collaboratively coordinate efforts to ensure training, implementation, and stakeholders are actively addressing the needs of ELs. Evidence of ELD implementation for language acquisition:

- Formal and informal classroom observations
- Evidence of the use of language strategies as a result of professional development
- Evidence of language objectives
- Use of academic language practice through language/sentence frames during classroom instruction and discussion
- PLC deliberate planning for El's academic and language needs
- Formative assessment and summative assessment

Additional Support to Meet Achievement Goals
ELA/ELD Instructional Coaches and ELA Specialist support sites through job-embedded coaching:

- Assist classroom educators to refine lessons with effective scaffolds, strategies, and differentiation in order for ELs to have access to and meaningfully participate in core content
- Enhanced targeted small group support through a push-in integrated model to meet the needs of ELs (formative assessments analysis, planning lessons with differentiation, scaffolding, and instructional strategies)
- Plan with PLCs and or site leaders for professional development tailored to the unique needs of ELs
- Provide students with their data in order to develop personal academic goals.
- Provide outreach and support for student attendance, online participation, and online engagement
- Outreach to support students' social-emotional learning

Site Accountability for Meeting Achievement Goals
In order to support schools in meeting achievement goals for ELs, sites are expected to utilize:

- Their SPSA goals
- Integrated Multi-Tiered Systems of Support (IMTSS) process to support ELs with academic and attendance achievement expectations
- Professional Learning Communities (PLCs) to monitor the long-term language and academic progress of ELs using ELPAC and SBAC ELA data.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

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

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

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title IV funding was transferred into Title I for the 2023-24 school year to continue to improve basic programs. Decisions regarding the transfer of funds were made through the lens of the district’s comprehensive needs assessment. The district's identified needs and goals encompass establishing units of study based on high-leverage standards in English and math, establishing a balanced assessment system with the addition of district benchmarks to calibrate instructional practices across the district, and providing professional development.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

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

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

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

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

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

California Department of Education
February 2022