

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

LEA Name

Buckeye Union Elementary School District

CDS Code:

09 61838 0000000

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

The Buckeye Union School District uses federal funds to support and enhance educational services offered to students. Programmatic needs are determined using local and state measures, stakeholder feedback, and performance data from the California School Dashboard. In order to address achievement gaps among socioeconomically disadvantaged students and English learners, the District uses Title I and Title III funds to support the base educational services through the use of small group instruction and intervention. Title II and IV funds are utilized to provide professional development to support the professional development of service providers that serve underperforming and at-risk 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 LEA works to align the use of federal funds with activities funded by state and local funds through the LCAP community engagement process, discussions with the District Board of Trustees, school site councils, and the DELAC/ELAC. A variety of data points are used to inform those discussions including academic performance, discipline, absenteeism, parent engagement, and teacher/administrator reports.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

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

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

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:

The District primarily focuses Title I, part A funds on the the Buckeye Elementary Campus, our site with the highest proportion of economically disadvantaged students.

The parent and family engagement policy was shared with parents at an initial Title 1 family meeting in the fall of each school year. A copy of the written policy is made available to the parents at that time. Input on the policy and recommendations were solicited from the participating parents.

Parent education nights are provided to our Title 1 parents throughout the school and cover a variety of topics that reflect the input gathered from conducting needs assessments. The topics address the rigor involved with our state standards, how to support student achievement, as well as the local and state assessments that will be used to monitor student achievement.

The LEA will educate 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 by incorporating into annual professional development that will occur during staff meetings and/or in-service days. The District's Title I coordinator will facilitate the participation of parent liaisons in the development of these trainings.

We will provide reasonable accommodations, such as sign-language interpreters, to parents and family members with disabilities. Special accommodations will be made for communicating with families that have accessibility needs or other special needs which make corresponding with the school difficulty (e.g. home visits). The LEA will provide opportunities for the informed participation of parents and family members of migratory children by meeting with parents and family members before students are away from school for an extended period of time and once the students return after and extended absence to help parents overcome educational disruption.

The LEA will ensure that a Title I parent liaison is identified to participate on the LCAP Parent Advisory Committee. The LEA also provides opportunities for parent engagement and update regarding the LCAP at the school site level with parent meeting opportunities.

Based on the initial needs assessments, the Title 1 families are given training on how to support students with both literacy and mathematics. This past school year, we held several workshops on how to support students with the mathematics at home. In addition, we share information on how to access online tools at home to support student learning such as Lexia Core 5, ST Math, and Raz-Kids.

Several members of our staff have attended workshops and trainings that involved supporting families that live in poverty. A team of teachers attended the Poverty Institute in Portland and another group attended a training on coaching teachers and staff to support families living in poverty. This information was brought back and shared with the staff during multiple staff meetings throughout the school year. This training also led to increase in community outreach with members of the staff visiting the low income apartment complexes that feed into our school to distribute materials and food before the start of the school year.

We have a Head Start preschool program on our site and we invite the families to our school-wide events such as our family literacy night and other school-wide functions. In addition, we advertise our family education nights to the preschool families. We currently support our families with various needs such as gas cards, helping with laundry, directing them to local food pantries. Additionally, clothing needs, food, and gifts around the holidays are provided through local churches. Furthermore, the local Rotary Club supplies refurbished bikes to some of our Title 1 students.

Communications are sent weekly to all families and hard copies are sent out in Friday Folders. For our Spanish speaking families we hire an interpreter for all Title 1 meetings. In addition, meeting notices are posted in both English and Spanish.

Since background checks are required for all parent volunteers, we provide a financial assistance for those families that need support in completing the necessary background checks. We also discuss the various opportunities to become involved at the school during our parent meetings.

Communications are sent to all parents about the ability to be involved in various committees such as ELAC, SSC, PTC, and District committees. Our interpreter works with our Spanish speaking families to articulate the opportunities at our 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.

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:

We are a Targeted Assistance School and identify students in need of additional support based on local and state assessments. We also consider information provided during the registration process to identify families that may need some additional support for both home and school. Students that are identified receive additional literacy support in the way of reading intervention on either a pullout or push-in basis depending on their level of need. We also purchase additional online tools that can be used both in the classroom and home to help students progress with math and literacy. Our families are offered a wide variety of educational opportunities around how to best support their child. We also provide an English language development class for some of Spanish speaking parents.

SWP: N/A

Neglected or delinquent: N/A

Working with the staff, we identify students in need of additional support based on local and state assessments. We also consider information provided during the registration process to identify families that may need some additional support for both home and school. The information on who will receive targeted assistance and the criteria in which they are identified is shared with the parents during the initial parent information night at the start of the school year. The progress of these students is monitored throughout the school year by relevant staff members and progress is shared with the families at each trimester.

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 homeless students are supported in a variety of ways including transportation to and from school, academic resources to be utilized at home, support with various material needs such as school supplies and clothing, and information on how to access community resources. Upon notification that a student is eligible under McKinney Vento the LEA puts families into contact with both the District and county homeless liaison. A child experiencing homelessness is entitled to the same free and appropriate public education as provided to other children and youths. The LEA ensures no barriers impede a student from immediately enrolling in school and ensures that without delay the child may either attend their school of origin or their current school of residence. The LEA will provide transportation and other necessary services such as free meal programs. During the school day, homeless students receive support based on their level of needs. We provide both social emotional support as well as academic. Reservation funds are used to defray the costs of transportation as well as providing gas cards and basic necessity supplies for these students which can range from items like shampoo and toothpaste to socks and shoes.

Student Transitions

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

The LEA facilitates effective transitions for students from middle grades to high school by conferring with counselors at the receiving high schools, about the needs of at-risk students, prior to the end of the 8th grade year.

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:

Formal Agreements ESSA SECTION 1423(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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:

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:

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:



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:



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:



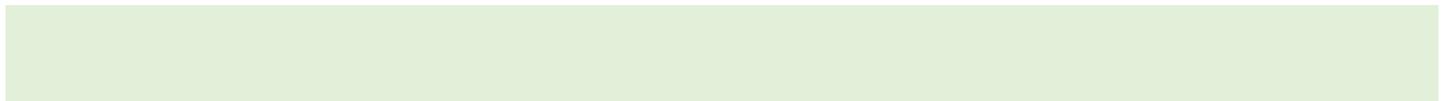
Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:



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:



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:



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:

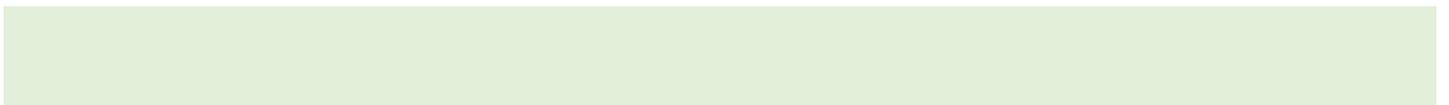


Alternative Placements

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:



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:

The LEA provides all newly credentialed teachers with an induction coach that works with the new teacher throughout the year. All teachers are provided three in-service days each year and the District convenes grade level representatives who participate as learning community facilitators who participate in District training that they bring back to their teams at the sites. The LEA also provides early release time on a weekly basis in which teachers work on their professional practices. The LEA measures growth of teachers through principal and district administrator observations and student performance data. The District evaluates all teachers on either an annual or every 5 year cycle depending upon performance. Within this process teachers and principals identify professional goals and participate in a reflective observation process. In the event teachers are not performing in a satisfactory manner, we offer a process of peer assistance and review. Teachers are encouraged to bring forth professional development interests at any time and are provided financial incentives in the collective bargaining agreement to pursue professional development.

Principals are evaluated annually by the Superintendent. During that process, principals establish goals and participate in a series of reflective conversations and reviews of school performance data. Principals participate in professional development alongside of teachers during District in-service and early release days, at leadership meetings, and other venues.

Other school leaders are evaluated by the Superintendent or the supervising administrator for their position. This process includes goal setting, reflective conversation, and reviews of District performance data. Professional growth is further supported during their participation at District in-service days, early release day pd, leadership meetings, and other venues.

These systems promote professional growth and ensure improvement as they engage all parties in a continuous improvement cycle that is inherent in our systems culture. The system ensures that both employees and administrators can communicate the areas of support they most require for professional growth in order to ensure improvement. The LEA measures growth and improvement using the metrics incorporated into the California Dashboard.

These systems support principals, teachers, and other school leaders by promoting continuous reflections on professional practices, promoting engagement in ongoing professional development, and providing reflection upon and feedback regarding outcomes.

In order to evaluate its systems of professional growth and improvement, the District collects participant feedback from all parties in relation to District professional development activities. We also survey parties on their professional development interests as well as identify areas of challenge in outcome data in order to ensure the focus of professional development and support is designed for maximal impact.

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:

N/A

Data and Ongoing Consultation to Support Continuous Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District uses a variety of data to continually update and improve activities supported under Title II, Part A. Survey data is collected from participants after each professional development session and is reviewed by members of the Curriculum and Instruction Department and principals. At least once a year, the results are provided to the Board of Trustees. The interests of principals and other school leaders are obtained in one-on-one and in small group settings to solicit feedback on the quality and results of training as well as for the purpose of adjusting training for the future. Annually, the principals and other school leaders consult with paraprofessionals, specialized instructional support personnel, charter school leaders, parents, community partners, and organization or partners with relevant and demonstrated expertise in programs and activities. These consultations occur in one on one and group settings. Subsequent to providing professional development, the District works with principals and other leaders to determine the impact of the implementation that was intended to be associated with the professional development. Typical metrics for determining impact include observation, state assessment results, local assessment results, student survey, parent survey, etc. The activities associated with Title II, Part A are designed to be in alignment with our broader goals and activities incorporated in the LCAP.

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 support teachers will be provided with on-going, high-quality professional development on how to effectively implement strategies specific to English learners

Provide classroom teachers and site administrators with focused supplemental professional development using instructional strategies to be used with LTEL, newcomer, and recently reclassified EL students

Provide classroom teachers and site administrators with professional development focused on the use of designated supports to be used by EL students on the Smarter Balanced Assessment

Provide classroom teachers, ELD support teachers, and site administrators with professional development that identifies specific target areas gleaned from EL students' results from the Smarter Balanced Assessment and provide strategies and supports that address these specific target areas.

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:

Provide outreach meetings for immigrant families for the purpose of informing them about school and district-related events.

Inform immigrant families about how the District is working to address common issues of immigrant students entering our schools.

Assist immigrant families and children with the transition into the educational system and our District and encourage their involvement in our school system.

Provide classroom teachers and site administrators with professional development focused on increasing cultural awareness of immigrant cultures and the issues immigrant families/students face when entering the school district (e.g. guest speakers).

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Provide intensive English language instruction through an extended school year (summer school) program for EL students focused on improving English language proficiency.

Provide on-line English language program for students who need intensive language instruction, using licensed computer software (e.g. Rosetta Stone).

English Proficiency and Academic Achievement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

ELD support teachers at each site will work with site and District administration to plan designated ELD lessons, which will be taught during designated ELD pull out periods.

In addition to classroom observations to observe the implementation of EL strategies from the District EL coordinator, teachers with English learners will receive additional coaching and receive instructional strategies to support their English learners.

Provide supplementary ELD instructional materials to be used in designated ELD groups that focus on newcomers.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Buckeye Union School District consults with teachers via site council, which meets at least four times a year. It also meets at teacher work days with administration present on a monthly basis where they discuss instructional strategies and academic results and suggest courses of action for specific grade levels and/or departments as well as school-wide projects and activities. Special education staff and school counselors are involved in this work and they also have an opportunity to brief staff regarding individual students that need support in specific ways. Principals and other school leaders, - are also involved in site council meetings, LCAP team, and teacher targeted collaboration work days. In addition, each teacher and classified staff member has an opportunity to address the Governing Board regarding any requests or recommendations for change. Parents are included in Site Council and LCAP team, back to school night, community forums, and Governing Board meetings. Buckeye Union School District has three (3) middle schools all of whom provide a Student Body representative to present at Governing Board meetings on the activities and goals for each school site, which helps improve attendance at these meetings where often times budget information is discussed.

In addition, the District is in the process of implementing the Multi-Tiered System of Supports (MTSS) and Positive Behavior Intervention Services (PBIS) at many of its school sites and will be supplementing professional development and resources for supporting MTSS and PBIS both academically and behaviorally with Social and Emotional Learning (SEL).

Program objectives and intended outcomes for the activities described herein include, but are not limited to, improving individual student academic achievement as well as improving appropriate classroom and school behaviors. At the elementary and middle school level we have an increasing number of students in need of early intervention for mental health support, specifically as it relates to behavioral and verbal challenges.

BUSD provides opportunities for students to develop self-awareness, self-management, social awareness, relationship skills, and responsible decision-making skills in addition to bullying prevention programs all in an effort to form a cohesive and safe, supportive school environment on all of our campuses. For example, last year our middle schools hosted Point Break Assemblies at our middle school as well as Color Point – both of which are designed to train students to develop self-awareness/empathy as part of an anti-bullying prevention program. Several of our sites are implementing PBIS and have created staff and student videos modeling appropriate and inclusive behaviors for students.

BUSD uses the Local Control Accountability Plan (LCAP) process to guide instruction and services to students in the District. On an annual basis, BUSD gathers data on suspensions, expulsions, absenteeism, academic achievement, promotion rates, appropriately credentialed teachers and sufficient instructional materials and presents that information at multiple public forums. With respect to the effectiveness of the planned professional development and targeted intervention services to improve student achievement, BUSD will use such tools as curriculum based assessments, Illuminate, SBAC, ELPAC and interim benchmark assessments, to analyze the data to determine whether the measures are resulting in the intended outcomes. With respect to the effectiveness of the planned programs and services for students to improve classroom and school-wide behavior and address the social emotional learning needs of each student, BUSD will use such tools as student groups with school counselors, analyzing data on suspensions, expulsions, and school office referrals, as well as analyzing data related to school safety and climate that is gathered through the annual District survey and the California Healthy Kids Survey.

Buckeye Union School District has chosen to utilize its funds to support teachers in their professional development, including intervention teachers who are on staff at each site to ensure all students have the support they need to pass core classes under Section 4107. Additionally, Buckeye USD has special education staff and counseling services on all of its campuses, including its three (3) middle schools, who work with the high school district to ensure a smooth transition to the high school upon promotion from our school district. Buckeye USD supports safe and healthy students in several ways, including providing health clerks at each school site, employing district-wide school nurses, employing school counselors at each school site, employing district-wide school psychologists, providing free and reduced meals and transportation services.