**Local Control and Accountability Plan (LCAP)**

**Every Student Succeeds Act (ESSA)**

# Federal Addendum Template

## LEA name:

Plumas Lake Elementary School District

## CDS code:

58-72744

Link to the LCAP:

www.plesd.org

### For which ESSA programs will your LEA apply?

Choose from:

#### TITLE I, PART A

Improving Basic Programs Operated by   
State and Local Educational Agencies

#### TITLE II, PART A

Supporting Effective Instruction

#### TITLE III, PART A

Language Instruction for English Learners   
and Immigrant Students

## 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. PLESD will provide students a rich standards based learning environment of communication, collaboration, critical thinking, and creativity

PLESD has taken a comprehensive approach to budgeting and the strategic planning that is required by the LCAP. The Federal entitlement funds have been consistently decreasing over the last several years due to antiquated formulas that do not reflect the growth in the total number of students nor the growth in students qualifying for free and reduced lunch for a fast-growing community such as Plumas Lake. The inconsistency of funds has forced PLESD to build a strategy that these funds cannot be used for any ongoing salaries or ongoing supply needs. The District along with the school sites have chosen to concentrate these funds in the areas of staff development for our teachers and para-educators who work most closely with 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 staff development activities funded by Federal dollars align to the goals of the District as outlined in the LCAP, specifically “Goal 1: PLESD will provide students a rich standards-based learning environment of communication, collaboration, critical thinking and creativity.” The funds will be spent to train teachers and para-professionals on writing, best instructional practices, mathematics instruction, and ELD training.

## 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:

1. developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
2. identifying students who may be at risk for academic failure;
3. providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
4. 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:

1. 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
2. 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 | 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 EquityEssa 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:**

PLESD is a small school district with 2 elementary sites and 1 middle school. The three schools are very similar in both percentages of minority students and students facing economic disadvantages. Staffing disparities is not a concern for PLESD.

Parent and Family EngagementEssa Sections 1112(b)(3) and 1112(b)(7)

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

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

**This ESSA PROVISION IS ADDRESSED below:**

Parent and family engagement is an extremely important aspect of the PLESD strategic plan and is represented by its own goal. “Goal 4: PLESD will develop shared relationships with both parents and the community in order to ensure the academic, social and emotional success for all PLESD students.” Under this goal, parents and the community will be given opportunities to give input to the strategic planning process, to learn strategies and information that supports their students academically, socially, and emotionally, and to be part of a communication system that not only gives parents information but also provides them the opportunity to respond.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent ChildrenEssa 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:**

PLESD has identified writing as a major area of increased staff development to better support our economically disadvantaged students. Both State and local assessments have identified this as a need for our economically disadvantaged students. The second area of need identified for our students is ensuring that best first instruction occurs in all classrooms including providing immediate support and small group instruction. This will be the second area of staff development that will be supported through Federal funds. The final staff development area to be funded using Federal funds will be in the area of Mathematics. State testing has shown that economically disadvantaged students are scoring below our average student in mathematics.

Homeless Children and Youth ServicesEssa 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:**

PLESD will spend the approximately $570 set aside for homeless students on supplies and programs for our students. These will include purchasing backpacks, supplies, and providing enrichment programs free of charge that other students would be charged to attend. PLESD spends significantly more from the general fund dollars on these students than the funds provided by the Federal entitlements.

Student TransitionsEssa Sections 1112(b)(8) and 1112(b)(10) (A–B)

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

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

1. through coordination with institutions of higher education, employers, and other local partners; and
2. 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:**

PLESD works closely with the Yuba County Office of Education and the preschool programs to ensure the best possible transitions for students moving out of the preschool programs and into the PLESD kindergarten programs. Communication systems have been developed so that PLESD better understands the needs of incoming students and can provide training to staff, communication with parents, and orientations for students. PLESD runs a two-week Kindercamp during the summer that focuses on school readiness for students transitioning from our pre-school programs. PLESD also closely coordinates with the Wheatland High School District to help all students successfully transition to the high school district.

Additional Information Regarding Use of Funds Under this PartEssa 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:

1. assist schools in identifying and serving gifted and talented students; and
2. 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:**

NA

### TITLE II, PART A

Professional Growth and ImprovementEssa 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:**

PLESD identified writing as a major area of concern during the 2015-16 school year and developed a staff development plan to improve writing instruction and student writing. Title II part A funds will be used to implement a portion of the final year of our staff development plan. Funds will be used to train new teachers to our District, helping them catch-up to the learning that current teachers have had over the last two years. A new focus on writing at the middle school will begin this year. Some of the funds will be used to cover staff development days for teachers teaching English Language Arts, social studies and science.

Prioritizing FundingEssa 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:**

PLESD is a small school district with 2 elementary and 1 middle school all with very similar socio-economic statistics. These funds are being spent on the area of writing that was identified as an area of need, a staff development plan was created and PLESD is in the third year of implementation.

Data and Ongoing Consultation to Support Continuous ImprovementEssa 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:**

This is part or the normal operations of PLESD. Each year staff analyzes data from both State and local assessments, develops action plans, implements the plans, and then reflects of what has worked and what needs to be adjusted, PLESD uses data from the State CAASSP test and from local curriculum assessments to determine the growth of our students.

### TITLE III, PART A

Title III Professional DevelopmentEssa 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:**

PLESD is proud of the ELD program that has been running for the last 8 years in the District. Consistently the District has been able to reclassify a vast majority of English Learners before they enter middle school. PLESD provides staff development every year to those teachers who work in our ELD program. This year there will be several new ELD teachers who will need to be trained and coached throughout the school year. Title III funds will be used for these purposes.

Enhanced Instructional OpportunitiesEssa 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:**

PLESD did not receive Title III Immigrant Students funds in 2017-18 and we are not planning to receive the funds in 2018-19.

Title III Programs and ActivitiesEssa Section 3116(b)(1)

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

**This ESSA PROVISION IS ADDRESSED below:**

PLESD’s English Language Development program is built around ensuring students understand five important aspects of the English language including Phonology, Morphology, Syntax, Lexicon and Semantics. These aspects are taught using 5 ELD Principles. These include: 1) Language ability groupings are essential for successful language instruction and learning. 2) Students must produce language in order to develop better language. Students should be producing language 50% of the class time. 3) A specific language objective is what dries language teaching. 4) Students must be pushed off their English Language comfort level in order to advance. 5) Students should use complete sentences at all times.

English Proficiency and Academic AchievementEssa Section 3116(b)(2)(A-B)

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

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

(B) meeting the challenging State academic standards.

**This ESSA PROVISION IS ADDRESSED below:**

On the 2017 State Dashboard, PLESD scored Very High with 90% of our English Language students making progress toward English proficiency. This was an increase of 2.9% from 2016.