

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

LEA Name

Buttonwillow Union School District

CDS Code:

15 63370 6009278

Link to the LCAP:

(optional)

<https://5il.co/8b0d>

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.

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.

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:

As a school/district with 66% of our students identified as English Learners (EL), and another 15% recently re-designated, all of our professional development (PD) opportunities include a component that focuses on the need for and strategies that address EL students. Our LCAP instructional focuses of AVID and our Annual Improvement Design work with CA Ed Partners were brought into our school/district specifically to address the achievement gap of our EL students.

Data from the ELPAC, CAASPP, and local assessments are reviewed on a regular basis, specifically for achievement gaps between EL students and the remainder of the school. This information is used for selecting and designing professional learning offerings and PLC meeting discussions.

The content and pedagogy of BUSD PD is focused on enhancing our educators' expertise to increase students' capacity to learn and thrive through the use of research based strategies focusing on the unique needs to EL students.

Equity is address through the focus on the specific data of each sub-group (including EL's) and identifying strategies for addressing achievement and opportunity disparities between student groups.

Our work with CA Ed Partners is designed to use evidence-based approaches such as focused, sustained learning that enables our teachers to acquire, implement, and assess improved practices (Annual Improvement Design).

Through the school-wide implementation of AVID and Ed Partners, including the Leadership teams of each system, we have developed teacher leaders that have a shared purpose for student learning and collective responsibility for achieving it.

Implementation of these programs, systems, strategies, and classroom practices are monitored regularly (at least once a month) by site/district administration and teachers to ensure consistency between and across classrooms and grades. Feedback and support (if needed) are provided to the teacher and all staff if an area of concern is identified.

LCAP, Title I, and grant funds are the primary resources for our EL Professional Development activities described above.

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:

N/A

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:

BUSD utilizes a paraprofessional focused on providing additional support to students who are newcomers, beginning, and somewhat/moderately developed students by providing supplemental language instruction aligned with the ELA/ELD standards. This is provided through small group and individualized instruction during the regular school day and additional programs are offered after school and during the summer. All of our Title III funds are utilized to cover a portion of the salary for that position. The remainder of the salary is funded through LCAP and general funds. Title I and LCAP funds are utilized to provide the materials and supplies used in this program.

Annually, the SSC/DELAC reviews ELPAC data, CAASPP data of EL students, reclassification numbers, and local assessment results of EL students. They also review current instructional programs and LCAP survey results from Parents/Families, Staff, and Students to determine the best use of Title III funds.

Overall and consistently, students who have participated in this program have demonstrated significant growth over each school year based on Initial, Summative, Interim, and Formative Assessment results.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

BUSD site/district administration monitors and provides feedback of classroom instruction, including the EL paraprofessional, and monitors local and state assessment data, including but not limited to, ELPAC, CAASPP, AimsWeb Plus, Interim, and classroom assessment results to ensure that our students are advancing in English proficiency and accelerating their learning of state standards to ensure there is not an achievement gap.

Teachers and the paraprofessional are observed at least monthly and provided feedback regarding the effective use of research-based strategies that they have received prior training on. If additional support or training are needed, that would be provided using Professional Development resources from LCAP and/or Title I.

Stakeholders provide feedback annually through in-person feedback meetings and a written survey. These results, in addition to the assessment results described above are reviewed by the SSC/DELAC and used to plan the Title III program for the following year.