



LCAP Federal Addendum System

Instructions, Strategy, and Alignment

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 Every Student Succeeds Act (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.

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 LEA must address the Strategy and Alignment prompts provided below. Please 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.

Response from Burnt Ranch Elementary:

Burnt Ranch Elementary School District has an unduplicated rate of 67% which qualifies us to run a school-wide program (SWP). Our Federal funds from Title I, Title II, Title IV, and Title V (REAP) are transferred to our school-wide program (SWP). These funds, along with our state/local funds, support the goals of our LCAP through our School-Wide program. Salaries of our paraprofessionals and intervention tutors come in part from this funding. The district strategy is to utilize Title I, Title II, Title IV, and Title V (REAP) funds to enable the district to support the goals of our LCAP of providing interventions for academic improvement, offering State Standards-based curriculum and professional development, improving school climate and increasing parent participation and engagement.

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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.

Response from Burnt Ranch Elementary:

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LCAP Federal Addendum System

Title I, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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).

Response from Burnt Ranch Elementary:

N/A

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

Response from Burnt Ranch Elementary:

Burnt Ranch School's parent and family engagement policy was developed jointly with, agreed on with, and distributed to parents and family members of participating children by inviting parents and family members to School Site Council meetings as well as PTO meetings where our parent policy and compact are developed and reviewed. The parent and family engagement policy was distributed to all parents and family members by being included in our First Day Packet sent home to all families. The LEA provides 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 by hosting Back to School Night meetings, parent conferences, letters to parents as well as one-on-one meetings with individual families. Information is also posted on our website as is appropriate. The LEA provides materials and training to help parents work with their children to improve their achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate; to foster parental involvement by offering opportunities for parents to attend classes such as Love and Logic; meeting with parents individually; and providing student/parent tutoring. The LEA educates teachers, specialized instructional support personnel, administrators 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 as part of our before school in-service development and Early Out Wednesdays professional development time. We use the Character Counts program to reach out to others and build positive relationships. We do not have the need for translation services, but if we did we would provide them in the language needed. We have not needed special accommodations, such as sign language, however, should the need arise the district will seek the necessary accommodations to ensure equal involvement of the parents and/or family members. We do not have migratory children, but should we at some time, we will work closely with parents and family members to provide independent study work and/or necessary supports to assist parents and students in transitioning back smoothly. Our communication strategies include monthly newsletters, a Facebook page, our website, phone calls to individual parents, mailers and notes home, emails and text messages. In addition, our Student Information System has a parent portal that allows parents to check attendance and grades online.

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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.

Response from Burnt Ranch Elementary:

SWP: Burnt Ranch Elementary School District is a one-school district in Trinity County, California serving approximate 90 students in grades TK-8. Our only significant subgroup is low income, with an unduplicated rate of 67%, which qualifies us to run a school-wide program (SWP). These funds, along with our state/local funds, support the goals of our LCAP through our school-wide program which benefits all our students. Our Title 1 School operates as a school-wide program and is compliant with all state and federal requirements such as the Parent/School Compact, Parent Involvement Policy and Annual Title 1 meeting where the goal is to discuss the needs of students, along with methods and instructional strategies that strengthen the academic program in the school. Decisions to spent Title 1 funds are tied to outcomes that will increase the amount and quality of learning time, help provide enriched and accelerated curriculum and address the needs of those at risk for not meeting academic standards. TAS: N/A Neglected or delinquent: N/A

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Address the ESSA provision:

SWP: Describe SWP here, if SWP does not exist type "N/A"

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

Save All and Continue

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.

Response from Burnt Ranch Elementary:

N/A

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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.).

Response from Burnt Ranch Elementary:

Burnt Ranch ESD works in coordination with the Trinity County Office of Education to support the special needs of students who are Foster Youth or are homeless under the definition in the McKinney-Vento Homeless Assistance Act. Parent/Student rights are given to all students at the beginning of the year and to all students entering during the course of the year. Our homeless population is 4%. There are no Group Homes within our school boundaries. Our designated homeless liaison supports the identified youths and works with the school staff to ensure compliance with district policy and federal/state mandates regarding immediate enrollment, appropriate placement, and other mandated requirements. Tutoring, academic intervention support and the afterschool program will support homeless youth. Meals will be provided at breakfast, lunch and snack times.

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Student Transitions

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

Describe, if applicable, how the LEA will support, coordinate, and integrate services

provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Response from Burnt Ranch Elementary:

Burnt Ranch ESD works with Trinity County Office of Education and California First 5 to offer a School Readiness program in our community. Children 0-5 are eligible to attend the program as preparation for and transition into the TK/Kindergarten program at Burnt Ranch School. We hold a Kindergarten Round-up every spring to facilitate a smooth transition.

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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.

Response from Burnt Ranch Elementary:

Burnt Ranch ESD coordinates with the local high schools so 8th graders can effectively transition into 9th grade. This includes having the 8th graders visit the high schools, including attending the Moving Up Assembly and Open House at the local high school. Administrators, academic counselors and student leaders visit our school site for orientations, counseling, testing and scheduling opportunities, and to share information on activities and how to navigate the transition to high school.

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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.

Response from Burnt Ranch Elementary:

N/A

APPROVED BY CDE

Title I, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

**Contact
Name**

Kathleen Graham

**Contact
Phone
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(530) 629-2543

Optional Extension

Contact Email

kgraham@tcoek12.org

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233



LCAP Federal Addendum System

Title I, Part A, Educator Equity

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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.

Response from Burnt Ranch Elementary:

Burnt Ranch Elementary School is a single-school district and educator equity does not demonstrate disparities. If it does in the future, we would utilize mentor teachers, administrative support, an intern program if appropriate, and targeted professional development and inservicing opportunities. Evaluations are used when considering retention of teachers (and other staff) and on professional development decisions. Teacher placement is based on credentials and experience. If we did have an out-of-field teacher he/she would be offered assistance to become fully credentialed in the current field. The district supports all new teachers by enrolling them in the Alliance For Teacher Excellence or the North Coast Teacher Induction Programs and providing an on site mentor teacher.

APPROVED BY CDE

Title I, Part A, Educator Equity Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

**Contact
Name**

Kathleen Graham

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LCAP Federal Addendum System

Title II, Part A

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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.

Response from Burnt Ranch Elementary:

Our federal funds from Title I, Title II, Title IV, Title V (REAP) are transferred to our school-wide program (SWP). These funds, along with our state/local funds support the goals of our LCAP through our school-wide program, including professional development for all teachers and paraprofessionals. The district supports all new teachers by enrolling them in the North Coast Teacher Induction Program and providing an on-site mentor teacher. The mentor teacher and administrator both work closely with new teachers and set goals, track success and make adjustments as needed throughout the two years of the program. Regular meetings help determine what is working well, what needs to be adjusted, and what extra support is needed so that the teacher is successful. A similar process to induction is followed with administrators. The district supports new administrators by enrolling them in an induction program and hiring a mentor. If needed, the county office connects mentors that go beyond an induction program to give assistance and ensure success for each administrator.

Veteran teachers are also used in professional development to create a partnership among the teaching staff to share knowledge they have learned throughout their years in education. All administrators meet monthly for administrator meetings facilitated by our local county office of education.

Each year at Burnt Ranch Elementary School, all staff set goals for what they hope to achieve that year. Our system is regularly reviewed through weekly staff development time (Early Release Wednesdays) as well as by receiving monitoring and input from our School Advisory Council and Board of Trustees.

Teachers and paraprofessionals attend the Trinity County Professional Development Day, conferences offered throughout the state by other county offices or by vendors, online trainings, and on-site offerings. Administrators are evaluated every year by the school board to give feedback and direction for them to be successful and supported. The administrator evaluates all staff on a regular basis to ensure that growth and continuous improvement takes place. California's Quality Professional Learning Standards are used as an evaluation tool and guidelines for our educators to create a road map for our educators. Growth and improvement are measured in part by documenting and evaluating student test scores and student achievement and by analyzing parent and student surveys.

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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).

Response from Burnt Ranch Elementary:

Our Federal funds from Title I, Title II, Title IV, and Title V (REAP) are transferred to our school-wide program (SWP). These funds, along with our state/local funds, support the goals of our LCAP through our SWP. Burnt Ranch Elementary is a very rural district, far away from many services. It is very difficult to recruit and retain qualified educators to come to Burnt Ranch to be teachers and administrators. We have made efforts to encourage paraprofessionals to continue their education to acquire teaching credentials. Hiring local educators has helped with staff retention. Once employed, we do all we can to make their experience at BRESD successful and long lasting.

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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.

Response from Burnt Ranch Elementary:

Burnt Ranch ESD offers support using data from classroom observations and consultation with mentor teachers and school administrator to help teachers improve their craft. Professional learning opportunities are discussed, offered and sometimes mandated. Teacher input is sought in order to evaluate the effectiveness of professional development programs and trainings. Burnt Ranch ESD administration strives to conduct professional development opportunities where educators determine learning targets and set and debrief goals for next steps in their classrooms. BRESD works to ensure teachers are implementing and sharing research-based practices obtained from professional learning opportunities. Attendance and behavior data are also monitored closely, as professional learning designed to support high risk youth should improve attendance and decrease referral and suspension rates. All professional learning is aligned with the LEA Strategic Plan/LCAP Goals. All data is documented in which progress is measured and actions are continued or discontinued. BRESD believes in building capacity with staff serving high risk students.

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LCAP Federal Addendum System

Title IV, Part A

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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.

Response from Burnt Ranch Elementary:

Our funds from Title IV, Part A are used to support a well-rounded education and safe and healthy students through the Burnt Ranch Elementary School Multi-Tiered System of Support (MTSS) Program.

Our MTSS Program is our whole-school approach to ensuring the academic and social success of all our students. It is aligned to our LCAP in a very integrated and comprehensive way, designed to address our school's conditions of learning, student engagement, and positive pupil outcomes. It is our school/community philosophy of doing everything we can to ensure the health, wellbeing, and success of every student at our school. It is an integrated, comprehensive framework that focuses on instruction, differentiated learning, student-centered learning, and individual student needs. Our students are provided with a safe and well-maintained learning environment, quality instruction that helps them develop critical thinking skills, and programs that prepare them to be civically engaged and ready for college and/or a career. It is the alignment of all of our school's resources and systems necessary for the academic, behavioral, and social success of all of our students.

Our MTSS Program also supports the efforts of student and family engagement within our LCAP goals. Students, staff, families, and community members are all meaningfully involved in all aspects of the learning community. Students are provided with motivating curriculum and programs. Students are also given frequent opportunities to feel respected, included, and empowered.

Our community partners help strengthen our program. We work closely with Trinity County Behavioral Health Services (TCBHS) to provide weekly Social Emotional Learning sessions in every classroom, and an on-site school counselor is available to meet with students as needed. We also participate in the TCBHS Club Live, a program aimed at middle-school age students that fosters resiliency and protective factors. In addition, we work with the Human Response Network (HRN), a local non-profit agency that provides advocacy, education, and programs that promote personal empowerment, peaceful coexistence, mutual respect, and access to needed services. We also work closely with Trinity Together: Cradle to Career Partnership (TTCCP), a

local education-business community partnership that creates career pathways for Trinity County students. We work with them to provide Career Technical Education (CTE) for all of our students in grades TK-8.

Technology is integrated into all our programs at Burnt Ranch ESD. Students have access to devices, interactive smart boards, and on-line curriculum and resources, along with having dedicated technology time in all classes. The teaching staff is trained in how to use and teach with technology and how to prepare students to be successful in a digital age.

APPROVED BY CDE

Title IV, Part A Contact

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