

## Local Control and Accountability Plan (LCAP)

### Every Student Succeeds Act(ESSA) Federal Addendum Template

LEA Name: Grenada Elementary School District

CDS Code: 47-70326-6050777

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 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 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 Grenada Elementary:**

N/A. We have no schools identified for CSI or TSI.

The LEA provides the following opportunities for the informed participation of parents and family members with disabilities, including providing information and school reports in their primary language. We have a translator on campus that meets with parents during conferences, Family Support Team meetings, teacher- parent conference, makes phone calls home and provides any necessary support in their primary language. At times we provide transportation for families to and from school when needed. Overall, the LEA, makes any necessary accommodations needed for our parents and families with disabilities to ensure supporting both them and the success of their child(ren). The LEA does not have migrant families at this time therefore we don't have special efforts to reach out to families of migrant education.

Describe the LEA parent and family engagement policy, how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy.

The district Parent Involvement Policy is distributed annually to all parents and guardians as part our Annual Notice to Parents at the beginning of each new school year and upon enrollment if students enroll during the school year. The Parent Involvement Policy is based upon Board Policy and Administrative Regulations to ensure compliance with both Federal and State regulations. It is updated annually based on recommended changes from CASBO (California Association of School Business Officials) and through feedback received from the MTSS Transformation Team, parent advisory groups such as the SSC and the Parent Involvement Committee. The school's Parent Involvement Policy is reviewed by the School Site Council at a regularly scheduled meeting and then by parents at a Title I School meeting. The policy is then revised as needed and approved by the School Site Council, parents, and by GESD's Local Governing Board. The Parent Involvement Policy is available on the school's website, with hard copies available in the school office.

Just as Title I funded activities are supplemental to actions and services provided through LCFF (including Supplemental Grant Funds), we have an extensive LCAP stakeholder engagement process that is supplemented at our school with parent and family involvement activities required by ESSA. Our LCAP stakeholder engagement process is detailed in our LCAP. In summary, we consult with a broad range of stakeholders about their priorities in a series of meetings held throughout the school year, supplemented with additional information gathering, communication, and focus groups. For parents and family members specifically, we hold meetings where families provide input on their priorities for the LCAP. Principals discuss the LCAP in School Site Council meetings and in other parent meetings, gatherings, and trainings. We consulted with parents to get their input on what

groups they feel will provide the best opportunity to provide a broad range of parents with the ability to influence district direction. In response, we also meet regularly with additional parent groups to plan and review drafts of the LCAP. We need to go to parents who may not come to us. Our foster parents asked us to form a separate group for them, where we could exchange a broad range of information, including LCAP consultation and information about district services available to their students. This Foster Parent Advisory Group also requested that we expand the focus to include information for them from the Foster-Kinship program and county foster family programs. We meet with parents of children who receive Special Education services, and their input influences Special Education planning and actions and services in the LCAP. In addition to the LCAP stakeholder involvement process above, we also hold parent meetings specific to the requirements of Title I, where we work with parents on planning the use of Title I funds and the collaborative development of a parent and family engagement policy that includes information about improving academic achievement. Our Family Liaison supports Title I family engagement as well as family engagement in the LCAP process by providing Spanish interpretation. Although the percentage of Spanish-speaking parents in the district is very small (1 less than% - one family at this time), we value their participation, and they appreciate this support.

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

**Response from Grenada Elementary:**

We are a small rural single school district with 236 students. The superintendent/principal, parent liaison and school counselor reach out effectively to families of children who are eligible for Title I services. They use multiple communication methods, keeping notes about what has been effective, and made improvements every year. For the last two years, we have held a Title I parent meeting right before Back-to-School Night, so parents can come to a single evening event and participate in both. Combining Title I meetings with a regular school parent night was so effective we will adopt the strategy for LCAP parent meetings next year, holding them in the hour before another school parent nights. In our LCAP, we weave activities together so any funding we receive has maximum impact on our most important goals. We collaborate with community-based organizations like the HUB Family Resource Center to provide parent training and resources. We partner with SCOE Foster/Kinship program to serve our foster families. One effect of this collaborative approach is parents who need support get to know school staff and staff making it easy for them to contact someone they know and trust when they need support.

At our Back 2 School Night, held prior to the start of school, a review of the school curriculum and grade level standards K - 8 is included to increase parent understanding of student expectations and requirements. Families are provided information about all forms of communication the school uses and assist in the set up any form of communication they need help with such as: ARIES Parent Portal, Goggle Classroom, Remind, email etc. These sessions include training on accessing the online components of the math and ELA curriculum. Families are also give information on a variety of programs and supports services available to them and their children. Conferences are held at the end

of the first and third quarters. as well as per parent request, giving families an opportunity to meet individually with teachers to discuss student progress toward proficiency on grade level standards. Families are invited to attend our family nights and parenting classes at school, on subjects like math or helping your child at home. These events cover curriculum and standards, but also include strategies parents can use to help their children outside of school. GES sends out monthly Parent Information Newsletters covering the topics such as those mentioned above as well as many others. For our State CAASPP (California Assessment of Student Performance and Progress) assessment, parents receive an explanation of their child's performance on CAASPP as compared to State proficiency expectations each year their child is tested. CAASPP score reports are mailed to parents within 30 days of district receipt. Parents have the opportunity to ask questions of teachers and other staff at any time to gain a better understanding of State academic standards and other assessments through email, phone contact, or scheduled meetings. The GESD school web-page has resources for parents regarding State standards and district expectations. Parent involvement in the LCAP process through scheduled meetings provides another venue for parents to ask questions and for the district to give parents information about the LCAP and how we will prepare their children for success. Our staff values parent participation, and high attendance at parent conferences, parent education nights, and events such as harvest festival, talent show, monthly assemblies, athletic events, and other performances demonstrate effectiveness in this area. We actively recruit volunteers to perform a variety of activities on campus. Our district benefits from a very high level of volunteerism, with 178 volunteers contributing 3,469 hours this year. Our Parent Liaison assists both families and staff with arranging volunteers, organizing events, referrals to local resources, facilitating communication and translation as needed.

We co-sponsor with the HUB, parent education classes focusing on improving student achievement, fostering early literacy skills and supporting math at home. We provide materials and training through several avenues. We provide parents of incoming Kindergarten students with a kit of materials so they can work with their children at home. To ensure economic status does not affect parent opportunity to support their child's learning, we provide materials to students moving from Kindergarten to first grade so students can continue to practice their newly developed literacy and math skills during the summer break. We provide all of our students with access to a check out device for use outside of school. GESD teaches students to utilize open source resources and GSuite so they have access to the software from anywhere on any device. This was a step to level the playing field to ensure students with all income levels have access to digital learning tools.

## **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 Grenada Elementary:**

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"

N/A

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 Grenada Elementary:**

N/A

## 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 Grenada Elementary:**

Feral and State Law mandate all school districts identify homeless students annually. Our LEA uses a student residency questionnaire to identify eligible homeless students and provide support services. During 2018-19, the LEA identified 2 students experiencing homelessness via the student residency questionnaires submitted.

Many homeless children/youth are in need of services that include day-to-day and long term supports such as financial, academic, social/emotional, and post-secondary support. Although our number is currently low, we have a robust system of support in place. Any youth identified as homeless automatically qualified for free breakfast and lunch and transportation to and from school. If appropriate, the district also offers to reimburse the parent for mileage if the parent chooses to transport their own child from a location outside of the GESD school boundaries. Students are provided a backpack, school supplies and a hygiene kit. The cost of transportation is paid for through funding identified by the district. Backpacks, supplies and hygiene kits are provided through donations from the Siskiyou County Office of Education (SCOE) and through the Mckinney-Vento grant funding set aside each year. Students who show a unique need for items such as clothing, shoes, jackets,

books and computers are addressed on a student by student basis. Grant and SCOE funding are provided to help students with clothing while items such as books and computers are checked out to the student. Another resource is our staff. In addition to typical school staff such as teachers and aides, GES also employs a School Counselor, parent liaison, and Primary Intervention Specialists (PIS). These unique roles provide an additional adult with a specialized role to help identify and support our homeless youth and their families. In addition to helping coordinate supports such as breakfast and lunch, transportation, school supplies and clothing, these individuals are able to support our homeless children/youth on a daily basis. PIS's check in with students, provide students with a break/time-out as needed, help children/youth resolve conflict, work to make sure they feel included by inviting and encouraging them to participate in lunchtime and recess sports, games and activities and being one of the adults on campus that they can turn to on any day to speak with, share their good days and difficult ones. Our School Counselor is available at our school site to work with our homeless children/youth on a referral basis either one-on-one or in a small or large group setting. Part of the role of the School Counselor is to help our children/youth to learn how to identify their stressors and to gain the tools to address them in a socially acceptable way, help educate staff to understand what challenges our children/youth are experiencing and to understand what the symptoms and behaviors may look like, provide social emotional curriculum such as empathy, conflict resolution and anti-bullying to classes, and assist our children, youth and their families with identifying community resources and to help our children/youth to feel welcome and safe at school. Our Parent Liaison works both directly with our children/youth and their families. She works closely with the site administrator and School Counselor but a majority of their contact is with the parent/guardian. She does meet with our children/youth as needed, especially as it relates to gathering information about a child's/youth's preference, clothing size and likes/dislikes. Our Parent Liaison meets with our parents/guardians and are frequently the first contact a parent/guardian makes in the school district. Their role is to support the school site to help our children/youth to be successful. Their services include but are not limited to working with our families with everything from initial enrollment in school to helping them maneuver the education system, providing interpretation for Spanish-speaking families, helping families identify and provide referrals to community resources for needs such as assistance with housing, financial support, mental health counseling and other day-to-day needs. Our Parent Liaison is available to staff to provide support and directly to parents/guardians. It is not uncommon for a parent to contact the Parent Liaison when a problem occurs to seek support or for her to check-in on a child/youth and their family throughout the year. Each of these groups have a unique role in supporting our Homeless children/youth and their families. They are key elements of informing and education other school staff of our children's/youth

The LEA uses our Title I funding to meet the needs of homeless children. This is done in a variety of ways depending on the needs of the student. At times we have purchased school supplies, clothing, basic necessities, transportation and working with school staff to help find outside resources as well to support our families.

## 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 Grenada Elementary:**

Our LEA is a kindergarten through eighth grade school. We provide transitions for our incoming kindergarten students, sixth grade students and eighth grade students. The transition for our incoming kindergartners is done through our annual "Kindergarten Round Up." We also offer a Back-to-school night PRIOR to the start of school for all students. We engage all students in some team building activities, meet the teachers and staff, review expectations and executive functioning skills and get everyone set up for AERIES, Google Classroom, Remind and all other forms of school-family communication.

### Preschool to elementary

Because of the economic status of our families, the district is not eligible for Headstart or state preschool funding.

Our SELPA provides preschool for students with special needs. Formal transition programs begin with an IEP to determine the child's placement for their TK or Kindergarten year. The district provides a range of placements, from SDC settings with mainstream inclusion time to full inclusion, depending on the child's individual needs. Parents are invited to visit TK and Kindergarten classrooms, and general education teachers provide them with information about their programs.

In addition, every child entering TK or Kindergarten received a kit of materials upon registration and are invited to attend our Kindergarten Round-Up. This is an afternoon event where incoming kindergarten students and their families join administration and staff for lunch, tour the school, meet the teachers and hear what our kindergarten program has to offer. This is designed to help level the playing field by providing parents of incoming students with information about what students will learn in Kindergarten, and materials and supplies to support their learning. Families receive Kindergarten-lined writing paper and a pencil, a book, color cards, Base 10 blocks for counting and arithmetic, upper and lower case letter flash cards, 10 high-frequency word flash cards, number flash cards, dot cards for numeracy, shapes, mazes to practice pencil skills, and math talk pages and instructions.

### Elementary school to middle school

The middle school implemented SMART START last year. Smart Start is a program where all middle school students with a focus on assisting the incoming sixth grade students and any new middle school students in transition to middle school, welcome the each other in order and focus on building relationships the first week of school in order to acclimate them to middle school. All students are included. Parent feedback was overwhelmingly positive, with parents telling us that their children were much more comfortable starting middle school because they knew the expectations and had made friends with 8th graders. Our California Healthy Kids Survey data from the survey administered after Smart Start began showed an immediate increase of 16% in the percentage of students feeling connected to school. In addition to Smart Start, Special Education staff provide orientation to students

moving into middle school programs. Our School Counselor reached out to support students with course selections, informed by screening assessments to ensure students receive appropriate support.

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.

**Response from Grenada Elementary:**

Middle school to high school

GES works closely with our local high school to coordinate a variety of parent and student information nights throughout the school-year as well as a full day Transition to High School day for incoming ninth graders. The high school administers an interest inventory to each student prior to registration. A high school counselor provides information and guidance at meetings held in multiple locations and times throughout the areas to meet family needs.

In addition, the high school holds preview nights, where parents of incoming students learn about Career Technical Education pathways that are available, JROTC, honors/AP courses, and high school graduation and college entrance requirements. All 8th grade students participate in the spring, where they have the opportunity to spend a morning visiting the high school and learning about their new school.

## 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:

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.

**Response from Grenada Elementary:**

N/A

## **Title I, Part A, Educator Equity**

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### **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 Grenada Elementary:**

N/A

All certificated staff are highly qualified at our single school district and serve all students at their respective grade level.

## **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 Grenada Elementary:**

Our professional development (PD) planning began with an analysis of data on student performance and needs, educators' capabilities and needs, progress in district initiatives, and the effectiveness of current PD. Our focus is on equity. We used the California Dashboard plus other disaggregated data to identify individual students and student groups not meeting expectations in English language arts (ELA), math, socio-emotional development, behavior, attendance, and progression toward success in college and career. Surveys of teachers, conversations with the administrator, and classroom observations help us identify areas in which professional development would help teachers meet student needs. We identify needs for our staff as we analyze district data and identify focus areas for improvement. We realize we need to narrow our PD focus and become more systematic and deliberate with implementation if we are to achieve lasting results. We provide alignment and coherence by focusing all PD in areas that support our LCAP goals. The staff work collaboratively to plan training according to priorities established by the LCAP, which is developed through analysis of student outcome data, informed by stakeholder consultation and teacher survey data. Another example is that training topics emerge from the new teacher induction program, where formal training may be offered in common growth areas.

Our PD is focused on two areas: academic/pedagogical/technical and socio-emotional/behavioral. It is important to address both areas, Our data shows often socio-emotional factors, not just academic factors, interfere with some students' ability to master academic standards and thus our ability to close the achievement gap. Multiple areas must be addressed if students are to be successful. An example is our current focus on inclusion, including supporting PD in Universal Design for Learning (UDL), training in co-teaching and training in meeting students' socio-emotional needs. We use data

from participants, ranging from session evaluation forms completed by participants at the end of a workshop to classroom observations to gauge the level of implementation, ultimately linking to student outcomes. This is a work in progress, with more data being available for some initiatives than others. Professional Learning Communities (PLCs) are a growth area for us. We have multiple PLCs that meet monthly to analyze data and discuss pedagogy. Without ongoing PLC work, little lasting improvement will occur.

We use a teacher survey and classroom observations to measure progress in implementing state standards, including the Common Core ELA and math, ELD, Next Generation Science Standards (NGSS), new social studies, and other California standards. Examples: In math, instructional and intervention strategies were a focus last year and will continue to be a focus next year. Teachers have implemented the NGSS standards but still need additional PD on the standards- which is planned for next year. Additional growth areas that emerge from the data are differentiated instructional approaches such as UDL and expanding the use of assessments to inform instruction. On the socio-emotional side, staff is learning how to support trauma-affected students. All staff attended a Trauma Informed Practices training in August 2019 and will attend a Restorative Justice training August 2020. We are providing training in mindful practices, and ways to help students calm themselves. Program Intervention Specialists teach weekly Second Step lessons, and students use the language of Second Step to explain to staff what the problem is and how they propose to solve it.

We are a very small district, and our PD needs are very diverse because there is only one administrator in the district. This year conferences and workshops attended included attendance, truancy, SARB, PBIS, student discipline, bullying, socio-emotional needs, mental health, laws and legislation, school safety, and alternatives to suspension. The district believes networking, training, and professional learning are worthwhile, and support PD for staff from all levels of the organization. We believe there is great value in administrators participating in training alongside their teachers, and that happens frequently. Administrators who participate in training are much better equipped to support and coach implementation, making the training more effective. Our superintendent/principal participated in MTSS training, PBIS training, Growth Mindset, Capturing Kids Hearts and sessions on mindfulness and working with trauma-affected students. Administration participated in training self selected to meet individual goals. Our administrative team acts as a PLC, using administrative meetings at SCOE to analyze district, school, and student group data. These sessions provide the County Superintendent and other staff time to share information about the state's evolving accountability system with district leaders

## 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 Grenada Elementary:**

Our professional development is focused on closing the achievement gap, so schools with the highest percentage of low income students and students at risk of not meeting challenging academic standards are naturally receiving the most benefit from Title I funded professional development. We are a very small rural district serving an area where housing accessible to low income families, or shared housing, is distributed in a relatively uniform way from a geographic perspective. Also because we are small, we plan much of our training centrally utilizing our local COE and onsite experts. An example of this is our current process for planning PD in technology. We recently worked with a group of teacher leaders to develop a school-wide survey, and that teacher group will meet in early summer to analyze the results and plan training. A quick analysis of survey results indicates there are some training topics that are teacher specific, and others that are common across the school. For school-wide topics, the tech leaders will plan multiple sessions to be held at at in August 2019 as well as scheduled throughout the school-year with teachers invited to attend the session most convenient for their schedule. For teacher specific topics, tech leaders will meet with the individual to schedule the training and follow up.

In 2018-19, we provided a wide range of training for teachers through Supplemental Grant Funds, Title II, and other resources. The largest number of teacher training hours were focused on Growth Mindset, MTSS, Better Together, Smart Start, technology, Math, working with trauma-affected students, classroom management, PBIS, and PLC time. For elementary, English language arts was a major focus for elementary along with mathematics. There was also a great deal of training for paraprofessionals, and for general education teachers working to develop inclusive classrooms. Our results indicate the professional development had a positive effect, but we do not yet have the data connected to student learning outcomes to evaluate PD at this time. When we have year-end summative data on student performance, we look for correlations with professional development. Although correlation does not prove causality, it is reasonable to hypothesize that professional development targeted at an area that improved was effective.

Our system for evaluating the effectiveness of professional development is described above. The MTSS Team and the PD Team are charged with gathering data to evaluate the effectiveness of all actions and services in the LCAP each year, and an analysis of professional development is part of that process. We look at what was effective in moving us toward our goal of closing the achievement gap, and where data shows we need to intensify our professional learning efforts.

## **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 Grenada Elementary:**

Our process for using data to analyze effectiveness of professional development is described in detail above. We use several consultation loops in planning. The overall structure for consultation is the LCAP process, where we consult with all stakeholders as we develop our plan. Consultation with parents often leads to areas of focus for professional development. An example is a recent meeting of our MTSS Transformational Team evaluated parent survey, where parents talked about wanting information about supporting their children in math and dealing with difficult behaviors at home, as well as hands on activities. In order to implement their requests, we are providing families with training from people who have presented these workshops so that even initial workshops will be successful. LCAP consultation with staff and bargaining units also adds PD topics to the list. Our staff is very open about sharing their struggles and their ideas for training that would be helpful, and the information is very useful. We have put a significant amount of our staff development into our LCAP which helps with managing funds while also creating a natural place to include a report of PD effectiveness in our Annual Report for that LCAP area. Our analysis of PD data yields information about what was effective, what was ineffective, and the changes we need to make for the subsequent year. We use that information to plan the PD activities for the next year.

## ***Title IV, Part A***

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

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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:

1. 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;
2. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
3. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
4. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
5. 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 Grenada Elementary:**

We will be focusing efforts on supporting safe and healthy students. There is a need to provide additional mental health support for students struggling with appropriate classroom and school behaviors. At the elementary 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. Support provided would be achieved through the school counselor and obtaining services and support through an outside provider.

The best use of Title IV funds for our LEA is providing funding (approximately \$10,000) for Professional Development (PD) activities will include supplementing planned professional development and resources for supporting Multi-Tiered System of Supports (MTSS) both academically and behaviorally with Social and Emotional Learning (SEL), integration support for technology, PBIS, restorative justice, and other socio-emotional areas for teachers in order to more effectively support efforts to improve school climate and address the needs of student groups identified by the Dashboard.