

Santa Clara County  Office of Education

LCAP Federal Addendum

May 14 & 15, 2018

Where to find the template:

Santa Clara County  Office of Education

<https://www.cde.ca.gov/re/lc/>

or

<https://www.sccoe.org/depts/esb/Pages/LCAP.aspx>

Purpose of this Training

- To increase understanding of the requirements for the LCAP Federal Addendum
- To give information about timeline and guidelines for the document

LCAP and LCAP Addendum

- LCAP is a state plan that meets the LCFF requirements
- LCAP Federal Addendum, in combination with the Consolidated Application (ConApp) meets the requirements for ESSA
- both are connected to funding sources



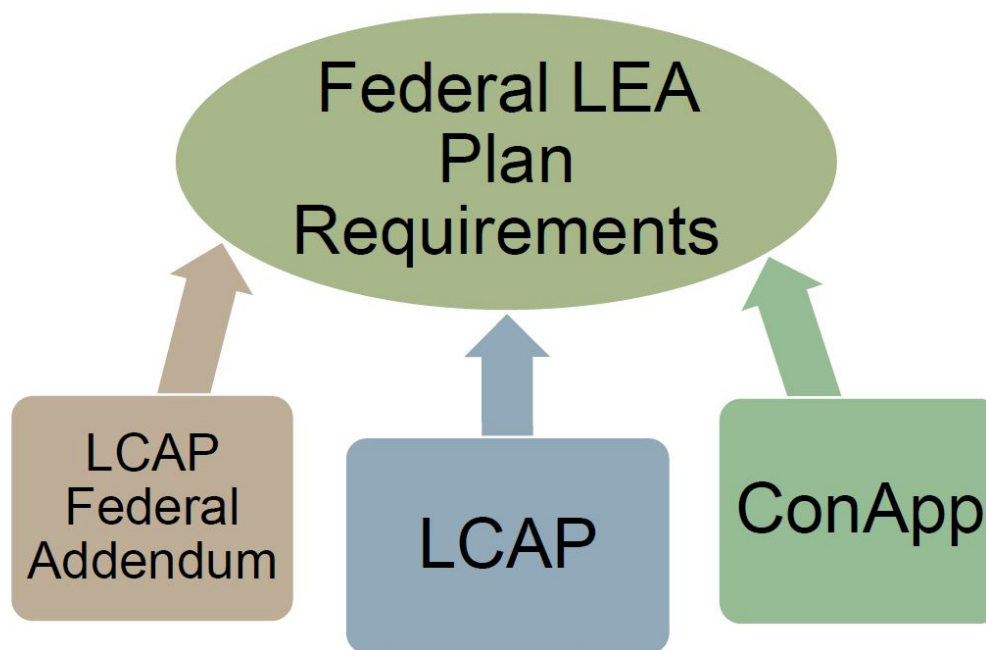
Consolidated Application

- Districts apply for funding in CARS
- This application corresponds to which sections you will fill out on the federal addendum
- CARS is open May 15-June 30





Foundational Principle 2



About the Template

- The LCAP Federal Addendum should not drive the LCAP, the funds are **supplemental** to LCFF base and supplemental/concentration funds
- LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as **ESSA funding should be considered in yearly strategic planning.**

Connection to LCAP

- **Each provision for each program must be addressed**, unless the provision is not applicable to the LEA.
- LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template** (even if addressed in LCAP)

Supplement vs. Supplant



Additional Note From CDE:

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.



For which ESSA programs will your LEA apply?

TITLE I, PART A

Improving Basic Programs Operated by State & LEAs

TITLE I, PART D

Prevention and Intervention Programs for Children & Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners & 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.)*

The LEA must address the Strategy
and Alignment prompts

Strategy Narrative

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.

[Explain strategy here.]

Alignment Narrative

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.

[Describe alignment here.]

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.



ESSA Provisions Not Addressed in the LCAP

LEAs will address the ESSA provisions that are not addressed in the LCAP or the ConApp within the LCAP Federal Addendum.

LEAs must address each provision for each program for which they are applying for funding (unless the provision is not applicable to the LEA).



Title 1

Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies

The purpose of [Title I, Part A](#) is to improve basic programs operated by LEAs by consulting with teachers, principals, pupil services personnel, administrators, other staff, and parents; and coordinating with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Vocational and Technical Education Act of 1998, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act.

Title 1 Categories to Address

- ❖ Educator Equity - Essa Section 1112(b)(2)
- ❖ Parent and Family Engagement - Essa Sections 1112(b)(3) and 1112(b)(7)
- ❖ Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children - Essa Sections 1112(b)(5) and 1112(b)(9)
- ❖ Homeless Children and Youth Services - Essa Section 1112(b)(6)
- ❖ Student Transitions - Essa Sections 1112(b)(8) and 1112(b)(10) (A–B)
- ❖ Additional Information Regarding Use of Funds Under this Part - Essa Section 1112(b)(13) (A–B)

Educator Equity

What is required:

- Low income minority children are not served at a disproportionate rate by ineffective, out of field or inexperienced teachers
- Charter schools and COE's this is not a requirement



Educator Equity

- If this is not an issue in your LEA, state this and indicate what you would do if this becomes an issue
- If this is currently an issue in your District than describe what specific steps you will take to remedy the situation
 - this can include teacher training
 - completion of credentials
 - transferring teachers
 - Use of Title 2 funds



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:

[Address the provision here]



Parent and Family Engagement

What's Required:

- **Meaningful consultation** with parents of Title I students
- **Written Parent and Family Engagement Policy**
 - describe how parents **jointly developed** the plan
 - provide coordination, technical assistance and other support to **build the capacity of schools in planning and implementing effective parent involvement** activities to improve student performance
 - Conduct an **annual evaluation of the effectiveness of the activities** including identifying barriers to greater participation

Parent and Family Engagement

What is Required:

- Reserve **at least 1% of Title 1 allocation** for parent and family engagement activities
- **90% of these funds shall be distributed to schools**
- Have an **annual meeting** to inform parents of their school's participation and the requirements of Title 1
- Offer **flexible times** for the meeting
- **Timely information** about curriculum, assessments, standards, etc.
- **Parent/School Compact**
- Ensure frequent and meaningful **two way communication**
- **Build capacity** through training and providing materials

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:

[Address the provision here]



Schoolwide Program

What is Required:

- Schoolwide requirements **included in the Single Plan for Student Achievement**
- Based on a **comprehensive needs assessment** of the entire school
- **Describes methods and instructional strategies** that strengthen the academic program in the school
- Increase the amount and quality of **learning time**
- Help provide **enriched and accelerated curriculum**
- Address the **needs of all children** in the school but particularly the needs of those **at risk of not meeting academic standards**
- **Annual evaluation**
- **Budget** with Title 1 expenses



Targeted Assistance School Programs

What is Required:

- Describe **criteria for selecting students** to be served
- **Describe how the Title 1 resources will be used** to help eligible children meet the state academic standards
- **Describe effective methods and strategies** that will strengthen the academic program of the school
-
- **Describe how the TAS program will coordinate with and support the regular education program** of the school
- Describe the **professional development** that will be provided for personnel who work with eligible children
- Describe **strategies to increase parent involvement** of eligible students



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:

[Address the provision here]



Homeless Children and Youth Services

What is Required:

- **Inform parents** of homeless children of educational opportunities to participate in the education of their children
- **District policy** to ensure homeless children are not segregated or stigmatized
- The District has a **Homeless liaison** to coordinate activities with other agencies and ensure that homeless children are enrolled and have full and equal opportunity to succeed in school
- School staff is aware of the homeless liaison's responsibilities
- Provide **school stability**, immediate enrollment, extracurricular activities

Homeless Children and Youth Services

What is Required:

- The District has a **dispute resolution process**
- **Inventory** of each piece of equipment of \$500 or more purchased with the reservation of Title 1 funds for homeless students
- **Coursework, credits and graduation requirements**
- Provide **comparable services** to homeless students to those of other students

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:

[Address the provision here]



Student Transitions

What is Required:

- Describe how the District will **implement strategies to facilitate effective transitions** for students from:
 - early childhood education programs to K-12 school
 - elementary to middle school
 - middle school to high school
 - high school to post-secondary education



Let's Brainstorm Transition Ideas

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.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]



Additional Information Regarding Use of Funds

1. Assist schools in identifying and serving **gifted and talented** students
2. Assist schools in developing effective school **library programs** to provide students with an opportunity to **develop digital literacy skills** and improve academic achievement

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:

[Address the provision here]



Improving Teacher Quality

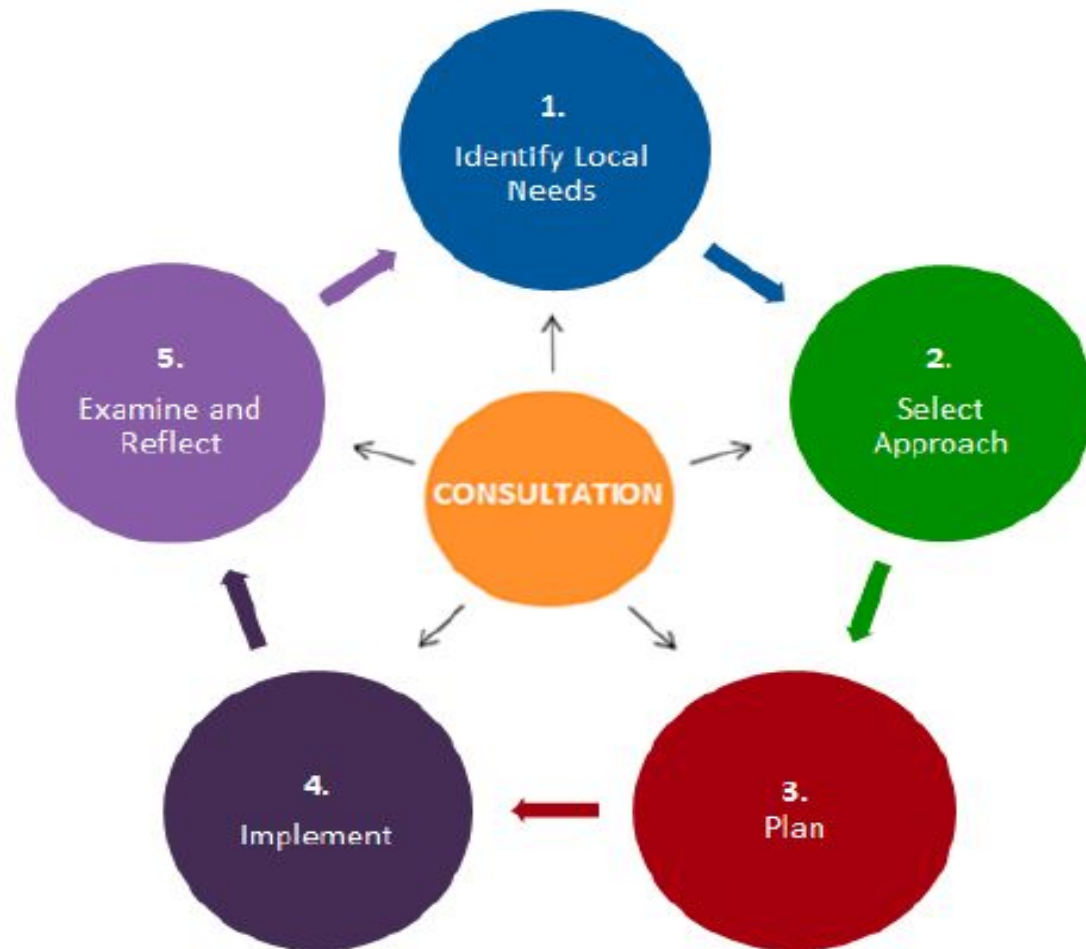
Title II

Categories to Address

- ❖ Professional Growth and Improvement -
Essa Section 2102(b)(2)(B)
- ❖ Prioritizing Funding - Essa Section
2102(b)(2)(C)
- ❖ Data and Ongoing Consultation to
Support Continuous Improvement - Essa
Section 2102(b)(2)(D)



Professional Growth and Improvement



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:

[Address the provision here]



Prioritizing Funding

- Develop and implement initiatives to assist in **recruiting, hiring and retaining** effective teachers especially in low-income schools
- Recruiting from other fields
- Reduce class size
- Support efforts to train teachers, principals and other school leaders to effectively **integrate technology into the curriculum**
- Develop program and activities that increase the ability of teachers to **effectively teach students with disabilities**

Prioritizing Funds

- Provide programs and activities to increase the knowledge base of teachers, principals on **instruction in the early grades** and on **strategies to measure whether young children are progressing**
- Provide training and capacity building with **selecting and implementing formative assessments** and **using data** to improve instruction and instruction
- Carry out inservice training to help educators understand when and how to **refer students affected by trauma and mental illness**, the use of referral mechanisms, addressing issues related to school conditions for student learning such as **safety, peer interaction , chronic absenteeism and substance abuse**



Prioritizing Funds

- Provide training to support the **identification** of students who are **gifted and talented**
- Provide training on how to **recognize and prevent sexual abuse**
- Provide professional development in **STEM activities**
- Provide professional development to **integrate academic content, career and technical education and work based learning**

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:

[Address the provision here]



Data and Ongoing Consultation to Support Continuous Improvement

Stakeholders	Student Data	School Data	Educator Data
Educators	Demographics	Resources	Effectiveness
Students	Achievement and Growth	Safety	Retention Rates
Families	Graduation Rates	Climate	Areas of Expertise and Shortages
Community			Job Satisfaction



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:

[Address the provision here]



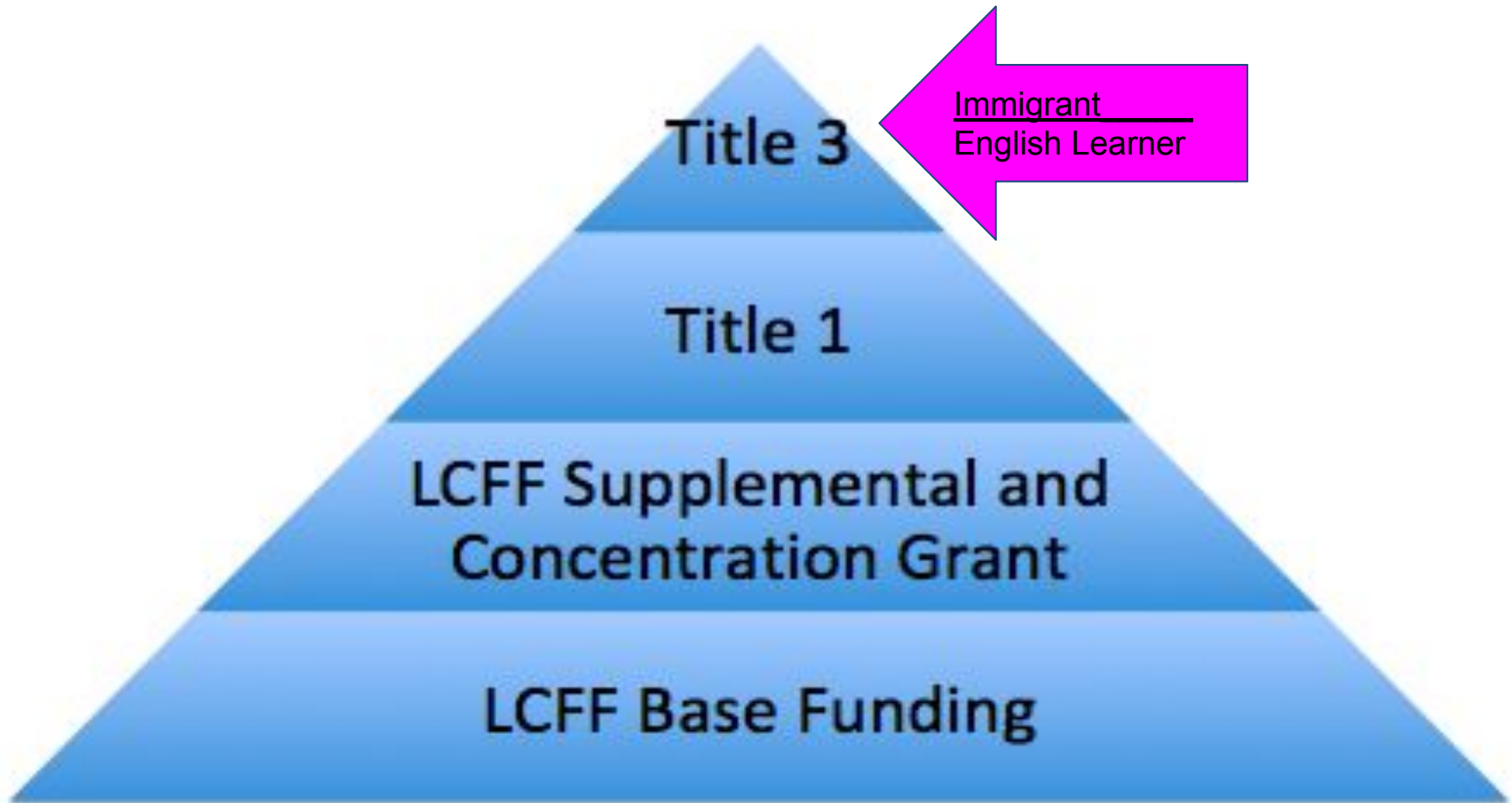
Title III

The EL Program is to ensure English learners in California, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students.

The Immigrant Program provides funding to enhance instructional opportunities for immigrant students and their families and ensure that immigrant students meet the same challenging grade level and graduation standards as mainstream students.



Supplement vs. Supplant



Title III

Purposes of a Title III Subgrant

LEAs use subgrant funds for activities that improve the education of English learners and immigrant children and youth by **assisting them to fully access intellectually rich and comprehensive curricula as well as meet the challenging State grade level and graduation standards.** LEAs use effective approaches and methodologies for teaching English learners and immigrant children and youth during these activities to:

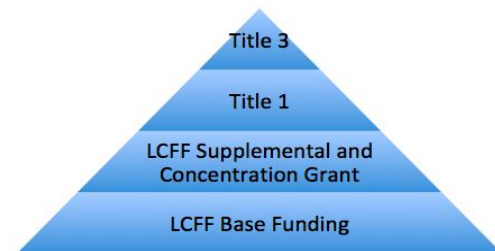
- **Develop and implement** new language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth, including early childhood education programs, elementary school programs, and secondary school programs
- **Carry out highly focused, innovative, locally designed activities to expand or enhance** existing language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth

- Implement, within an individual school, schoolwide programs for **restructuring, reforming, and upgrading** all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth
- Implement agency-wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth

Title III funding is used when:

- EL students received base services & programs (LCFF)
- EL students have received additional supports with Supplemental/concentration funds and then Title I
- this funding is “in addition to” not “instead of” {Supplement not Supplant}

Supplement vs. Supplant



Categories to Address

- ❖ Title III Professional Development - ESSA Section 3115(c)(2)
 - ❖ Enhanced Instructional Opportunities - ESSA Sections 3115(e)(1) and 3116
 - ❖ Title III Programs and Activities - ESSA Section 3116(b)(1)
 - ❖ English Proficiency and Academic Achievement - ESSA Section 3116(b)(2)(A-B)
- *Parent Engagement is considered addressed in LCAP

Title III Professional Development

Provide a description of the LEA's effective high quality professional development for classroom teachers, principals and other school leaders, administrators and other school or community-based organizational personnel

Ensure all of the following are met:

- **Did the LEA address professional development activities, specific to ELs/Title III purposes that are:**
 - designed to improve the instruction and assessment of English Learners
 - designed to enhance the ability of teachers, principal and other school leaders to understand & implement curricula, assessment practices and measures, and instructional strategies for English Learners

PD Continued

- **Did the LEA address professional development activities, specific to ELs/Title III purposes that are:**
 - effective in increasing student's English Proficiency or substantially increasing subject matter knowledge, teaching knowledge and teaching skills of teachers

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:

[Address the provision here]



Enhanced Instructional Opportunities (IMMIGRANT)

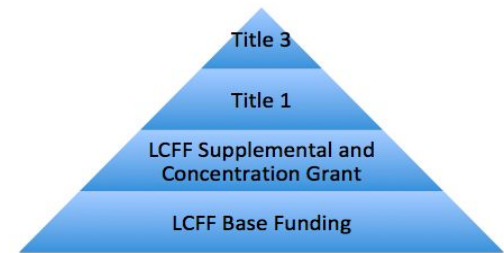
Describe how the LEA provides enhanced instructional opportunities and supports for immigrant children and youth

*If you apply for Immigrant funds only

Ensure the following is met:

- **LEAs must provide a description of the following:**
 - describe the supplemental activities implemented that provide enhanced instructional opportunities and supports for **immigrant** children and youth

Supplement vs. Supplant



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:

[Address the provision here]

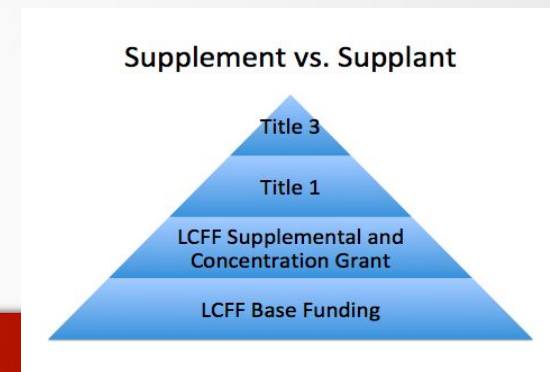


Title III Programs & Activities

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.

Ensure the following are met:

- address the high quality language instruction programs specific to ELs
- address the activities focused on ELs that supplement the core program



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 sub-grant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]



English Proficiency & Academic Achievement

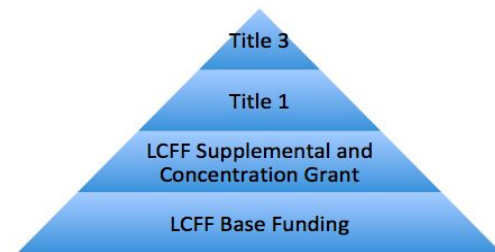
Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (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**.

Ensure the following are met:

- address how sites are held accountable for meeting English acquisition progress for ELs
- address how sites are held accountable for meeting achievement goals for ELs

Supplement vs. Supplant



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:

[Address the provision here]



Title IV

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.



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:

[Address the provision here]



Tips for Completing the Addendum

- Use lot of verbs
- Limit the use of adjectives and adverbs
- Write specifically to the provision
- Keep in mind that additional detail addressing requirements need to be maintained for compliance monitoring



Single Plan for Student Achievement (SPSA) Updated Template

- Voluntary template (may continue to use district or commercial templates)
- Aligned with LCAP format:
 - stakeholder involvement
 - goals, strategies and proposed expenditures, annual review and update
 - Budget summary and consolidation

Updated Template continued

- Includes a section for identification of verifiable state and/or local data used as a basis for each goal
- Section for identification of students to be served
- Outcome format includes metric, baseline and expected outcome
- Analysis mirrors LCAP implementation, effectiveness, material budget differences, changes



Single School District and Charter School Plans

- Previous Single School District (SSD) Plan Template is no longer applicable since it was aligned with NCLB
- All charters and SSD's must have an approved LCAP (for charters this is approved by charter board)
- In addition, charters and SSD's applying for Federal funds currently must have:
 - LEA Plan Addendum
 - ConApp
 - SPSA



Singe School District and Charter School Plans

- CDE is looking at how to consolidate plans for SSD's and charter schools
- Issues to be resolved:
 - LCAP is required by state law for all LEAs
 - CDE may not require access to LCAPs as part of compliance monitoring; therefore, SPSA is required to meet state and federal (For SWP) requirements
- LEA Plan Addendum is required for receipt of federal funds





Review and Approval

The Addendum is not included or submitted as part of an LEAs LCAP.

Addendums will be submitted to the CDE and will be reviewed at a readers conference in late September.

CDE will work with LEAs to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.



Timeline

March	<ul style="list-style-type: none"> • SBE approves LCAP Federal Addendum • CDE releases template for use by LEAs
March - August	<ul style="list-style-type: none"> • LEAs complete LCAP annual update and Goals/Actions sections • LEAs complete LCAP Federal Addendum • LEAs have stakeholder engagement for LCAP
May	<ul style="list-style-type: none"> • SCCOE training available • Consolidated Application opens May 15
June	<ul style="list-style-type: none"> • Consolidated Application submission by June 30 • LEAs hold public hearing and obtain local board approval of LCAP • LCAP due to SCCOE by June 30
July - August	<ul style="list-style-type: none"> • LCAP Federal Addendum due to CDE by August 15 (with local board approval)
September	<ul style="list-style-type: none"> • LCAP Federal Addendum Reader's Conference September 17-21



Details & Guidelines

- The Addendum does not require public hearing, but does governing board approval
- Reader's conference Sept. 17-21
- annual monitoring requirements will be from individual Title offices
- CARS may include for a date of local board approval

Further support from CDE

- Guidance document by May 15?

LCAP Federal Addendum Webinar

This webinar will provide an overview of the LCAP Federal Addendum Template and the submission, review, and approval process.

Date: Tuesday, May 22, 2018

Time: 2:00 – 3:30 pm

Attendee Information:

Event number: 668 574 561

Event password: 152004

Event registration/address for attendees:

<https://cdeevents.webex.com/cdeevents/onstage/g.php?MTID=e2641f3854770b15f85807cd92ce9b63b>



SCCOE Support

Until June 30: your LCAP support person
or Dawn River

After July 1:

contact Dawn River with questions

dawn_river@sccoe.org