

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.

Provide Response:

The goals outlined in the NUSD LCAP embrace the District's overarching objectives that have consistently guided strategic planning and supports. Aligned with the eight LCFF priorities, the goals and targets included in the LCAP combine numerous metrics that provide for measuring the progress of various student subgroup populations as part of a continuous improvement cycle. The LCAP is used to ensure consistency with recent growth trends and provide greater alignment to measures used by the California School Dashboard. As schools increasingly tie their work to the California Dashboard accountability system, this update serves as an opportunity to create greater coherence with local, state and federal accountability. Community feedback and school leaders evaluate the data and make recommendations for system growth. This data and feedback provides the rationale and evidence for the expenditures and planning both of state funds and the use of targeted federal funds. These initiatives and actions exist in one cohesive strategy which is reflected in the NUSD LCAP. For the 18-19 school year, the plan of action regarding the use of federal funds to supplement local priorities largely focused on support and intervention activities within a comprehensive educational program. Resources, services and personnel were identified, goals were set and actions were taken to create a cohesive program that upgraded the educational program for targeted students and all students throughout a school. The three goals of NUSD's 2017-2020 LCAP are: student success, staff support and community engagement. The strategies the district and community have collectively selected to support these goals include a research based curriculum, highly trained personnel to serve the students in most need, high-quality professional learning and authentic parent and family engagement and education. Federal funds were utilized to enhance and supplement these local priorities which feature prominently in the LCAP.

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.

Provide response:

NUSD aligns resources by first assessing the needs of students and staff. A comprehensive needs assessment helps identify strengths and weaknesses of educational programs. Once needs are identified, priorities are put in place. Funds are then identified and allocated to provide resources and services to carryout activities. As directed by the LCAP development process, the district uses the information from the California Dashboard to guide the decisions on how to support our underserved student groups. NUSD utilizes the LCAP process to develop a strategic road map of mission critical goals and goal related metrics. These LCAP goals help align the allocation of state, local, and federal funds. NUSD District Leadership Team (DLT) begins the budgeting process by spending LCFF supplemental dollars on additional services for focus group students designed to achieve LCAP goals grounded in educational research. Once LCFF supplemental funds have been exhausted in the design, the DLT reflects on the strategic roadmap provided by the LCAP goals. These activities are then further enhanced through the use of federal funds to provide additional services to focus group students including socioeconomically disadvantaged, English learners, and foster youth. These services are designed to support focus group students in realizing social-emotional as well as academic growth on metrics aligned within LCAP goals.

Additional ESSA Information

Every Student Succeeds Act (ESSA) Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

Title I, Part A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION

STATE PRIORITY ALIGNMENT

1112(b)(1) (A–D)

1, 2, 4, 7, 8 (*as applicable*)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- A. developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- B. identifying students who may be at risk for academic failure;
- C. providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- D. identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Discipline Practices that Remove Students from the Classroom

ESSA SECTION

STATE PRIORITY ALIGNMENT

1112(b)(11)

6 (*as applicable*)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION

STATE PRIORITY ALIGNMENT

1112(b)(12)(A–B)

2, 4, 7 (*as applicable*)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- A. academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- B. work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

Title II, Part A
Title II, Part A Activities

ESSA SECTION

2102(b)(2)(A)

STATE PRIORITY ALIGNMENT

1, 2, 4 (*as applicable*)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

Title III, Part A
Parent, Family, and Community Engagement

ESSA SECTION

3116(b)(3)

STATE PRIORITY ALIGNMENT

3, 6 (*as applicable*)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

Title I, Part A
Poverty Criteria

ESSA SECTION

1112(b)(4)

STATE PRIORITY ALIGNMENT

N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

Title I, Part A - 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).

Address the ESSA provision:

NUSD Title I schools will carry out all mandates regarding parent and family engagement. The district central office and Title I will develop parent and family engagement policies with input for a variety of stakeholders, that will be distributed throughout the LEA Title I schools. School personnel will work with parents to develop school site parent and family engagement policies. A Parent Compact that outlines how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards will be created by groups representing staff and parents. Furthermore, Parents will be invited to attend an Annual Title I Parent meeting at the start of school year, in which program guidelines will be shared.

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

Address the ESSA provision:

Parent and Family Engagement in a child's education is a major predictor of academic success. NUSD seeks to implement parent engagement strategies based on needs of parents and families. Parents and students are surveyed to ascertain what they need in order to be engaged in the NUSD's educational programs. A primary focus of NUSD Title I schools is to create genuine meaningful two-way communication between school staff and parents. Multiple forms of communication (email, phone, written notification and in person meetings) in multiple languages, are used to communicate with all families.

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.).

Address the ESSA provision:

NUSD allocates Title I Part A funds to cover costs associated with providing identified students resources to minimize barriers to attend school. Students are given Target cards to purchase much needed clothing and Clipper Cards to be able to take public transportation to and from school. Students are also provided additional academic tutoring during and outside the school day to support academic achievement. NUSD's Equity Coordinator provides professional development for staff members regarding how to identify, students, enter information correctly into student data base system and support identified students. A focus is placed on ensuring that students are given the opportunity to exercise all rights within the program guidelines in a safe and confidential manner. Furthermore, NUSD site and district personnel work with community organizations to provide materials such as backpacks for students.

Title II , 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:

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.

Address the ESSA provision:

All professional learning provided through the district is based on state standards, and is designed to provide individualized, meaningful support. Novato Unified School District has continued to support staff and provides resources to ensure the implementation of CA Common Core State Standards and high-quality instruction to support all learners. This includes providing research-based training on methods and strategies for English Language Development for elementary teachers to ensure they align their instruction to state ELD content standards. The district continued to provide training in Project Based Learning (PBL) in which teachers design inquiry-based lessons aligned with state academic standards. In the 2018-2019 school year, all teachers were engaged in the development of essential standards and learning targets with the support of Marzano Research. Secondary math teachers also continue to work to create proficiency scales that creates a shared understanding of what proficiency looks like. A team of elementary teachers created and wrote ELA proficiency scales for every grade 1st-5th. This work was designed to not only ensure that all classroom instruction is closely aligned with the standards but to provide professional development for staff to ensure that our definition of academically proficient is consistent throughout our unified school district. Teachers also learned how to provide students with effective feedback on their progress towards the mastery standards through ongoing professional development. This year, teachers also were trained on how to use the state Interim assessments to inform instruction and better alignment to the state standards. Finally, teachers have worked and will continue to work on developing and implementing high-quality curriculum aligned to the CA standards for math, science, social studies and English as well as other state standards depending on the teachers' main assignment. All of these professional learning opportunities are ongoing and will continue for the next few years.

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).

Address the ESSA provision:

NUSD annually reviews all sites and student group data at each school site to ascertain where the need is greatest. Funding formula is used to ensure that each school has the means to serve the unique needs of their student population.

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.

Address the ESSA provision:

NUSD will use a variety of data points to monitor professional development goals based on student and staff needs. Outcomes from state required CAASPP and ELPAC assessments and district benchmark assessments will be used to monitor progress. The District Leadership Team (DLT) will meet throughout the school year to review test score data and evaluate professional development activities. Additionally, a team of teacher leaders has been identified that is representative of each grade level, school site, and content area. This team will meet to discuss the effectiveness of professional development activities and pilot/model instructional shifts. Feedback surveys are completed by teachers at the end of all professional development events. District administrative personnel and teacher leaders will continue to review the evaluations submitted from teachers to help determine what was successful and what action needs to take place in order to improve future activities. Additionally, Teachers on Special Assignment (TOSA) will work with both groups and individual teachers to build capacity of teaching staff.

Title III, 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:

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.

Address the ESSA provision:

The goal of professional development associated with educating English learners will be to improve the ability of certificated staff, classified personnel, and administrators to use research-based EL instructional programs, execute instructional method and strategies, implement high-level principles to accelerate language acquisition, and review state-

required assessments with efficiency. NUSD will provide high quality, research-based professional development for teachers in classroom settings that are designed specifically for language acquisition instruction. Thus, identified students receive similar language acquisition instruction throughout the school day. Professional development activities will be monitored and refined throughout the school year by NUSD's Curriculum and Instruction personnel, school site administrators, and board of trustees.

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.

Address the ESSA provision:

Upon enrollment, identified immigrant youth will be welcomed into the school and appointments will be scheduled to meet the student's personal needs. Appointments with the Newcomer Counselor, the English Learner School Coordinator, and the Community Liaison will ensure a smooth transition into a new school system. At the secondary level, students will also get appointments with an Academic Counselor and 10 Degrees to help choose a path for college and career and translate transcripts. The EL School Coordinator will administer the Initial ELPAC to assess English proficiency levels, thus enrolling the student in the correct English Language Development (ELD) class. Identified eligible students will be offered tutoring during and outside of the school day. Students will meet in small groups or individually with credentialed teachers to receive additional ELD support throughout the school day. Families will also receive a handout of the monthly Family Orientation Workshops to further support their student's education.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

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

Address the ESSA provision:

NUSD certificated staff will be trained to implement researched-based, English learner instructional programs into systems of designated and integrated instruction throughout the school day using the California English Learner Development Standards. The district will also ensure all content teachers have the resources and training to provide secondary EL students with access to the core curriculum. Teachers are trained at every level to differentiate according to the needs of EL students so they are able to meet the challenging State academic standards.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

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

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

Address the ESSA provision:

The district closely monitors English learner students' growth year to year to ensure that they are developing their language proficiency and moving toward being fluent in English. Further, the district ensures, as the student is developing their language, that they simultaneously have access to the academic standards through high-quality instruction that accelerates their language development. The district utilizes both district assessments and ELPAC Summative, the state required assessment, to monitor both the English learner students' language growth as well as growth towards proficiency on the academic standards.

Title IV, 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:

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.

Address the ESSA provision:

B: In an effort to sustain high levels of student engagement to enhance every student's overall educational experience, Novato Unified School District (NUSD) employs strategies to keep high school students engaged in their education. NUSD promotes self-discovery to help students develop confidence and lay the foundation for their future. NUSD contracts services to help students uncover strengths and develop their own potential.

Naviance

Naviance by Hobsons is a comprehensive college and career readiness platform that enables self-discovery, career exploration, academic planning, and college preparation for NUSD high school students. Starting in ninth grade, NUSD students are provided access to the program and instruction on how to use it effectively. Naviance improves student outcomes by helping students connect their strengths and interests to their learning and future careers.

Indigo Education Company

Indigo Education Company has developed a data driven technology platform to empower students to pursue fulfilling futures. NUSD students are administered the Indigo Inventory to give them insight into their personal skills, traits and motivators. Results from the inventory also helps improve engagement, performance, and career readiness for students.

D: Both Naviance and Indigo are online programs. Integrating technology into the classroom is an effective way to connect with students of all learning styles, helps students stay engaged in their learning, and is essential to succeed outside of high school.

E: Novato Unified School District reviews the effectiveness of both Indigo and Naviance by including questions regarding educational programs in the annual administration of the Youth Truth Student Survey.

