

California Department of Education

LCAP Federal Addendum System

Instructions, Strategy, and Alignment

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the Every Student Succeeds Act (ESSA).

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The LEA must address the Strategy and Alignment prompts provided below. Please describe the LEA's plan for making the best use of federal ESSA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Response from Laytonville Unified:

Laytonville Unified School District (LUSD) uses federal funds to supplement and enhance local priorities and initiatives by aligning all actions and services to the goals of the Local Control Accountability Plan (LCAP).

LUSD's LCAP has seven goals to support student learning and achievement:

1. Basic Services. Recruit and retain caring, committed, exemplary, qualified, credentialed staff; provide

standards aligned instructional materials, including technology, to support implementation for all students, while maintaining a clean and safe learning environment.

2. Implementation of State Academic Standards. Provide high quality staff development for both classified and certificated staff in common core implementation with a focus on effective instructional strategies, ELD strategies, peer coaching, use of ESLR's use of technology, and curriculum alignment.
3. Parent Engagement. Provide a variety of venues to build strong connections between parents and their child's educational experience.
4. Pupil Achievement. Provide support for all students to achieve proficiency of the Common Core standards ensuring that they are prepared to pursue any avenue of their choosing.
5. Pupil Engagement and Course Access. Provide access to a broad course of study to all students inclusive of both College and Career pathways.
6. Climate. Provide social, emotional, and academic supports for all students in a safe environment in which our students can achieve the knowledge, skills and attitudes needed now and for the future.
7. Other Pupil Outcomes. Provide a comprehensive program promoting health education and physical activity for all students in order to strengthen the link between student health and learning. Possible PE Curriculum

The District went through a comprehensive planning process when creating the LCAP that included the use of researching best practices in education providing the rationale for how the District and sites will use federal funds to supplement or enhance actions and services. In addition, the District and sites use data regularly to make adjustments to plans to meet the needs of students in the district. Data is reviewed monthly at District Advisory Committee meetings, Site Council and weekly staff meetings. This information is used by the Principal and School Site Councils to create School Plans for Student Achievement that have a rationale/evidence for the use of federal funds. In the fall, principals present their data to their Leadership Teams and staff to address areas of need and to make adjustments to their plans if needed. Principals and district staff review monthly attendance, suspension and expulsion data with all groups to develop strategies to continue to improve school climate and address areas of need.

The District's strategy for the use of federal funds is that through the District Advisory Committee and Professional Learning Communities, school sites will create School Plans for Student Achievement that will focus on implementing the Common Core State Standards, Next Generation Science Standards, Health and Physical Fitness and MTSS/PBIS to improve student outcomes and achievement. The District supports school sites by providing ongoing professional development that supports high quality teaching and learning with a focus on the Common Core State Standards and instruction that supports students through the three core instructional practices and effective Multi-Tiered System of Supports. The District and school sites continue to refine our instructional practices of collaboration, project based learning, and Evidence Based Writing with a focus on supporting English Learners with specific scaffolding strategies. In addition, the District and school sites provide Response to Intervention (RTI), assessments and technology to support programs in a Multi-Tiered System of Support.

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Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Response from Laytonville Unified:

The District aligns all federal plans and expenditures to its seven LCAP goals. At the site level, the District has aligned the goals of the LCAP to the School Plans for Student Achievement (SPSA) so that actions and services are addressing those goals. At the District level, Title I funds are used to support Goals 1 through 5 by providing high quality professional development, leadership development, response to intervention and assessment, support for homeless students, after school tutoring, and professional development that supports English Learners in becoming English proficient and academically successful. And parent engagement/ involvement. Title II funds are also aligned to Goal 2 and three and are used to support high quality professional development, including new teachers support, curriculum training and coaching and parent engagement activities.

Title IV funds are used to support Goal 5 by providing students a Supportive safe environment focusing on student mental health, drug and violence prevention, training on trauma informed practices, health and physical education.

APPROVED BY CDE

Instructions, Strategy, and Alignment Contact

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

Contact Name

Joan Potter

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

California Department of Education

LCAP Federal Addendum System

Title I, Part A

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

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

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Response from Laytonville Unified:

N/A

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

Response from Laytonville Unified:

LUSD engages parents in a variety of ways. Both sites have active School Site Councils where parents participate in the School Plan development and many other school activities and events. Parents are encouraged to volunteer in classrooms, after-school programs, and field trips. A counselor has been hired to focus on parent engagement as it relates to student attendance and student learning. Parent surveys are distributed annually to assess areas for improvement in parent engagement. Communication tools are regularly updated and used to better communicate with parents. Technology use for communication is used more predominantly in recent years. Parent meetings are held two times a year for staff members to meet and work with parents to development strategies to best support each student. The partnership with

Healthy Start's Family Resource Center is central to providing strong connections between the school and families. Both school site Councils review the parent involvement policy annually. The English Learner instructor communicates regularly with ELD families regarding student support and progress. The District Advisory Committee provides a monthly meeting venue for more parent involvement and collaboration.

The Parent and Family engagement policy was developed with School Site Councils at both the elementary and high school. The policy was then brought to the District Advisory Committee for further input and review. The policy was then brought to the board for approval. The policy is reviewed annually with Site Councils and then presented to the board. The policy is distributed to parents and family members annually in the school's back to school packets.

Informing Parents and Timely Notification

- A Title I/LCAP program description is provided to parents at the annual back-to-school event, held in August or September.
- Title I/LCAP program services and requirements are discussed in the fall and spring at Site Council meetings.
- Additional opportunities for parents to become familiar with the Title I program are available at semi-annual parent conferences.
- Parents may also meet with principal to discuss the schoolwide Title I program.

Involving Parents

- Each spring the staff and parents conduct an end of year review for all programs including Title I. Following the review, student needs are assessed and planning for the next year's program is begun.
- At the beginning of each year student achievement data is analyzed and programmatic changes are made to improve student learning.
- The Title I policy and LCAP is reviewed annually as part of the review of the Single Plan for Student Achievement.

The LEA has the following procedures in place for providing assistance to parents in understanding the educational programs and assessments:

- Grade level standards are provided to parents at back-to-school night. Those parents who are unable to attend are mailed a copy of the document.
- Grade level standards and curriculum is discussed monthly at the Site Council meeting
- Parent conferences provided two times a year to individually inform parents about the curriculum, assessments and expected proficiency levels.
- Parents are provided a copy of their children's performance on the State Assessments when they are released from the State each summer or early fall.
- Staff members meet individually with parents when requested or as necessary to provide assistance in understanding their child's educational program and progress.

The LEA provides grade level parent meetings to review strategies for helping their children at home. Specific literacy strategies are shared and materials for working with their children are provided. The intervention teacher and school counselors meet individually with parents to discuss specific ways that parents can help improve their child's achievement.

The LEA educates teachers, instructional support staff, principals, counselors and other staff in parent engagement strategies during weekly staff meetings, District Advisory Committee meetings and Site Council meetings. The County Office of Education and CCEE are used as resources for developing effective ways to reach out, communicate with and work with families. Parent Engagement is integral to the LCAP goals.

The LEA provides opportunities for parents and families who have limited English proficiency. Disabilities, migratory families through annual EL parent meetings, individual meetings with parents, in the language and

or format that parents understand. Laytonville Elementary School conducts an annual meeting to inform all parents of school-wide Title I and LCAP requirements and their rights to be involved in the Title I program. Opportunities for parent input include monthly Site Council and District Advisory Council meetings.

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Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Response from Laytonville Unified:

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

All Laytonville Unified School District school sites are Title I schools and operate Schoolwide Programs. Schools go through a data analysis process to identify needs at their sites and provide programs in a school-wide manner. The programs that are supported through Title I include academic interventions within the school day, during and after school tutoring, English Learner support, Instructional Assistance in each K-8th grade classroom, Positive Behavior Interventions and Supports (PBIS), and parent engagement/education programs. In addition, professional development is provided by sites to support these additional programs and to improve academic achievement.

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

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

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Address the ESSA provision:

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

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

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

Save All and Continue

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

Response from Laytonville Unified:

N/A

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Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

Response from Laytonville Unified:

The District Homeless Liaison/Healthy Start Coordinator and school counselors coordinates school site services for homeless children and youth. The District Homeless Liaison trains administrators and staff on the requirements for homeless youth in regards to enrollment and rights of homeless youth. In addition, the counselors supports students with graduation requirements, disciplinary and special education processes. The District Homeless Liaison, and school counselors coordinate with the Mendocino County Office of Education Homeless Liaison the placement of Homeless Youth that come from outside the District. Through this partnership, district homeless students receive additional supports which include food assistance, health services coordination, job placement, and other services. Reservation funds are used to support school supplies for Homeless children and youth.

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Student Transitions

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

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Response from Laytonville Unified:

N/A

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Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- A. through coordination with institutions of higher education, employers, and other local partners; and
- B. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Response from Laytonville Unified:

The District implements strategies to facilitate effective transitions for students from middle grades to high school through the 8th-grade visitations to the high school with academic counseling and the freshman summer academy for incoming 9th-grade students. These programs are primarily funded through LCFF Supplemental and Concentration Grant funds through the LCAP.

The District supports transition to higher education through many different opportunities for students, which include college and career counseling, and Scholarship nights, and college campus visits. In collaboration with the Mendocino Community College, dual enrollment courses are offered on both the high school campus and the college campus, and Career Technical Education (CTE) pathways are aligned to many of the College's certificate programs.

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Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- A. assist schools in identifying and serving gifted and talented students; and
- B. assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Response from Laytonville Unified:

N/A

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Title I, Part A Contact

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

Contact Name

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LCAP Federal Addendum System

Title I, Part A, Educator Equity

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

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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 Laytonville Unified:

The District collects local data regarding ineffective, inexperienced or out of field teachers annually as well as data regarding numbers of low income and minority students being taught in the school. All schools in the District are Title I schools and run Schoolwide programs. Percentages of students being taught by ineffective, inexperienced, or out of field teachers are compared to other students and reviewed. As we are small district with one school of eleven K-3 students and another K-8 school of approximately 250 students we often have only one teacher per grade level at the elementary school and only one teacher per subject at the high school. All classrooms have a similar ratio of low income and minority students. For the 2018/19 school year none of the schools had ineffective or out of field teachers and the district had one teacher on a Special Education Limited Assignment Permit. The smallest elementary school is taught by a fully credentialed and experienced teacher. The other elementary school had 38% inexperienced teachers and the high school had 9% inexperienced teachers.

Low-income students are not taught at higher rates than other students by ineffective/misassigned teachers as we did not have any.

Low-income students are not taught at higher rates than other students by out-of-field teachers. All 6-8

special education students are taught by one teacher who has a Special Education Limited Assignment Permit.

Low-income students are not taught at higher rates than other students by inexperienced teachers. Classes taught by inexperienced teachers have the same ratio of minority and low-income students as all other classes.

Minority students are not taught at higher rates than other students by ineffective/misassigned teachers as we did not have any.

Minority students are not taught at higher rates than other students by out-of-field teachers. All 6-8 special education students are taught by one teacher who has a Special Education Limited Assignment Permit.

Minority students are not taught at higher rates than other students by inexperienced teachers. Classes taught by inexperienced teachers have the same ratio of minority and low-income students as all other classes.

Laytonville Unified School District uses its District Advisory Committee to include stakeholders in the process for reviewing data and addressing any equity gaps. The District Advisory Committee is made up of Classified and Certificated employees, administration, students, parents, and community members representing all constituent groups including minority and low income. The District Advisory Committee meets monthly and reviews data regarding teacher assignments and the rates of which minority students and low income students are taught. Once data is reviewed the committee looks at strategies for addressing any gaps. These strategies are then built into the Local Control Accountability Plan.

If any disparities exist in future years the District will continue its efforts to support inexperienced teachers, the District provides experienced mentors and on-site grade-level mentors to new teachers. In addition, the District pays for the cost of the California Teacher Induction Program and provides training in curriculum, PBIS, district-wide instructional practices, and technology, for all new teachers. These activities are aligned to goals 1 and 2 of the LCAP. These actions are funded through Title I, Title II, LCFF Base and Supplemental and Concentration Grant funds.

APPROVED BY CDE

Title I, Part A, Educator Equity Contact

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

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Title II, Part A

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

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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 Laytonville Unified:

The LEA ensures continuous improvement within its professional growth and improvements by engaging in weekly staff development time collaborating in teams to review student data and support each other in improvement efforts. Professional Learning teams follow the process as outlined by Linda Darling Hammond, "Learning teams follow a cycle of continuous improvement that begins with examining student data to determine the areas of greatest student need, pinpointing areas where additional educator learning is necessary, identifying and creating learning experiences to address these adult needs, developing powerful lessons and assessments, applying new strategies in the classroom, refining new learning into more powerful lessons and assessments, reflecting on the impact on student learning, and repeating the cycle with new goals." Monthly District Advisory Committee meetings are conducted to review additional data and strategies for addressing areas of growth are discussed. The County Office of Education provides support in conducting researched based professional development and evaluation of the programs being implemented.

The District provides a comprehensive system of professional growth and improvement for teachers and

administrators and is part of Goals 1 and 2 of the LCAP. The District supports new teachers by providing experienced mentors, on-site mentors, and pays for the cost of the California Teacher Induction Program (CTIP). In addition, the District provides a teacher incentive of 403b Contributions in order to recruit and retain highly effective teachers in our rural area

Staff are surveyed in the Spring of each year to assess the needs of certificated and classified staff. District Leadership review the surveys and provide input on the professional development plan for the next year. Throughout the year and summer, teachers are given the opportunity to participate in professional learning that focuses on a variety of topics including curriculum adoptions, model lessons, collaborative unit planning and formative assessment creation, teaching strategies that support the English Learners, Foundational Literacy Skills, and Mathematics content understanding and instructional practices and planning.

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Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Response from Laytonville Unified:

The District Advisory committee comprised of teachers, principals, paraprofessionals, community members, parents and students review various data sources in order to develop goals and actions specific to the Local Control Accountability Plan and other federal and local funds. Once goals and actions are developed the committee recommends specific budget allocation to align the highest areas of need in specific schools and grade levels. The committee recommended allocating Title II, Part A funding to address the following authorized use of Title II, Part A funding:

“(B) developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 6311(g)(1)(B) of this title” \$5,000 of Title II funds are allocated to provide 403B plan incentives to assist in retaining effective teachers in our low income school district.

and

“(D) reducing class size to a level that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers;” \$12,000 of Title II funds are allocated to reduce class size in 9th grade English classes in order to improve student achievement.

and

(E) providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to-

(iv) help all students develop the skills essential for learning readiness and academic success;

Laytonville Elementary School staff are working closely with the Mendocino County Office of Education to provide high quality, evidenced based professional development to all staff that is focused on improving teaching and student learning. The logic model is used in developing annual goals with staff. \$2,000 of Title II funds have been allocated for this purpose in addition to other grant, state and local funding.

No schools in Laytonville Unified School District have been identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI). If this should happen the Superintendent will meet with the site principal to start a planning process for the subsequent school year. A needs assessment will be conducted and input is given through committees, staff meetings, and surveys on professional growth needs. These needs will then be reviewed to determine if they are in alignment with District and school goals. Prioritized. Funds will then be allocated and become a part of the School Plan for Student Achievement. Other schools, grade levels, or departments in the District may have the same professional growth needs, which would then be addressed at the district level.

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Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

Response from Laytonville Unified:

The District uses data and ongoing consultation with teachers, administrators, classified staff, and committee members to update and improve professional growth activities funded by Title II. Each year the District reviews students achievement data, including state assessments, district interim and universal screening assessments, and attendance and discipline data to determine needed professional growth. In addition, certificated and classified staff are surveyed on the effectiveness of professional development programs, what additional professional development may be needed, and how it can be delivered. Leadership Network teachers are also asked for input on professional growth needs. District and site administrators review the information and determine priorities for the next year, including the adoption of new curriculum.

The plans are shared with the District Advisory Committee, which is composed of students, parents, school site administrators, certificated and classified staff, and district administrators. Both committees also review student data, including student achievement, attendance, and discipline data and provide additional input. Final plans are then created and implemented in the subsequent school year. Lastly, district staff also consult with private schools in May and June, and create plans for their school sites.

APPROVED BY CDE

Title II, Part A Contact

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email.

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LCAP Federal Addendum System

Title IV, Part A

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Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- A. any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- B. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- C. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- E. the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Response from Laytonville Unified:

Funds will be used to support safe and healthy students by contracting with a counseling enriched Akido program. Students will focus on developing self discipline in positive physical and mental health activities. Support for transferring this discipline to improve academic success will be integral to the program.

Laytonville Unified School District uses its District Advisory Committee to include stakeholders in the process for reviewing data and addressing the LCAP and the Federal Addendum. The District Advisory Committee is made up of Classified and Certificated employees, administration, students, parents, and community members representing all constituent groups including minority and low income. The District Advisory Committee meets monthly and reviews data regarding student outcomes and all priority areas. LCAP goals and data regarding progress toward are reviewed, and then discussed in terms of effectiveness of strategies. Strategies are then kept, discontinued or new ones are developed depending upon the results of the review. These strategies are then built into the Local Control Accountability Plan.

The District Advisory Committee meets monthly and reviews data regarding student outcomes and all priority areas. LCAP goals and data regarding progress toward are reviewed, and then discussed in terms of effectiveness of strategies. A needs assessment is then developed in the committee after the review. In reviewing LCAP goal regarding School Climate and School Safety and the effectiveness of the Counseling Enriched Aikido program it was determined that based on student learning results and suspension rates that the program is having a positive effect. The committee affirmed that the program is effective and should be a part of the LCAP and Title IV plan

The program is addressed in the LCAP Goal 6, School Climate. The goal is to provide social, emotional, and academic supports for all students in a safe environment in which or students can achieve the knowledge, skills and attitudes needed now and for the future. Intended outcomes include decreasing the suspension and expulsion rates, and increasing the number of students who feel safe at school and report a high level of school connectedness. An additional outcome is to increase academic performance in both reading and math. The instructor of the course will be doing ongoing evaluations of the activities and the District Advisory Committee will review effectiveness at monthly meetings.

APPROVED BY CDE

Title IV, Part A Contact

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

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