

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 ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

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

Response from Enterprise Elementary:

Enterprise Elementary's goals are for all students to receive high quality instruction in order to ensure proficiency on current academic standards, for staff and students to access rigorous and relevant learning tools, resources, and professional development in order to ensure student learning, and for all school to cultivate systems of supports for staff and student personal, social, emotional, and academic growth. Action items include, but are not limited to, supporting, training, and maintain staffing of credentialed teachers,

counselors, and classified staff, providing current and standard-aligned curriculum, maintaining low student to teacher ratio, providing parent involvement opportunities, and transportation for students for extended day tutoring. We also hired a family liaison/interpreter to support EL families, site literacy coaches at each site to serve the needs to underachieving students, and behavior tech aides to support students in emotional and social education. Actions that are supported with Title I funds to provide supplemental academic support to low-achieving students include support from site literacy coaches for small group instruction, access to digital programs that help student academic growth, and transportation for homeless students to increase attendance. Staff development and professional development activities using Title II funds include increased collaboration for teachers, new teacher credentialing support, and professional development sessions throughout the school year. Title III funds are allocated to hiring specific staff that only work with EL students, purchasing curriculum for supplemental English acquisition, and trainings for staff on the ELD framework. Low-income and EL students are provided with better supports and services because of the continues professional development and investment in programs and curriculum that supplement the adopted curriculum.

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 Enterprise Elementary:

Enterprise Elementary's mission is to empower every student, everyday, to create a better world. Budgets are developed and aligned with students achievement and needs in mind. All resources, including federal and state, are looked at to determine base level of support and supplement support to achieve those established goals and objectives. Our district thoroughly examines processes and programs that we implement, take continued input from stakeholders and use data to determine effectiveness of new initiatives, and keep the ultimate goal of student success in the forefront of all purchases. Student data drives decisions at the site level (through site literacy coaches and teachers) and up through the district level. Using assessment and analytics programs have made collecting and analyzing students data a more efficient and useful process. Information regarding such decisions are presented to staff through monthly newsletters, posted online, and are presented to our board. There are LCAP stakeholder meetings, Site Councils meetings, Leadership team meetings, EL Workgroups, ELAC (at each site) and DELAC meetings, and Administrative Council meetings. Each site develops Single Plan for Student Achievement, taking survey data, student achievement, and other factors in mind. With several groups constantly gaining knowledge and adding input, financial decisions become aligned with our mission.

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

Heather Armelino

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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 Enterprise Elementary:

Enterprise Elementary holds an annual Title I Parent Meeting This meeting is advertised through mailers to all students and posted on our website. At this meeting, parents, review the Title I plan, get answers to questions, and give input. EESD supports schools in having numerous school activities for parent involvement.

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

Response from Enterprise Elementary:

Each site builds capacity of parents and school staffs to build partnerships for student success. Along with frequent newsletters sent home at the classroom, site, and district levels, many sites send home progress reports. EESD schedules Parent/Teacher conferences twice a year, and encourages parent/teacher meetings if needed throughout the year. Each site involves parents as part of the Site Council that approves the Parent Involvement Policy and Single Plan for Student Achievement, and holds parent engagement

nights that are academically themed (STEAM Night, Literacy Night, Math Night, etc.). The district offers parent education in technology and parenting.

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 Enterprise Elementary:

All seven sites in Enterprise Elementary are identified as Title I schools. Each site provides specialized services to support academically at-risk students. The site literacy coach at each site, along with a team, develops unique plans to meet student needs, provides intervention, and coaches classroom teachers on strategies to improve student learning and use data to guide instructions. Each site also utilizes digital programs to gather and analyze student performance data. These are schoolwide programs and help all students at-risk of not meeting state standards. The district has established a charter that functions as a community day school program to serve students who are in need of a more adult support during the school day. Each site has a full-time counselor and has adopted social-emotional curriculum.

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 Enterprise Elementary:

The district has established a multi-tiered system of supports at each site. Teachers collaborate weekly on student needs and analyze data to identify students most in need of intervention. Building level teams meet at least once a month, consisting of the site principal, site literacy coach, school counselor, and school psychologist. Teachers present cases to the team as a means of problem-solving and matching student needs to more intensive interventions. Goals are established, and the team determines the intervals at which each case is revisited to monitor progress. In addition, formal meetings are held with parents to address students most at-risk for continued progress.

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 Enterprise Elementary:

Enterprise Elementary supports our homeless children and youth by to help support enrollment by providing transportation. Transportation can include but is not limited to, bus passes, gas gift cards, and . We provide gift cards to students to purchase clothing and self-care items. Families that are willing are given acceptance and tuition paid for in our after school programs as well. Our Homeless Liaison makes referrals for family services and health needs and connects families to other community services.

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 Enterprise Elementary:

Assessment data of preschool students is shared with elementary schools. Visits to kindergarten classes are arranged, and the district holds classes for families with children 0-5 to help prepare them for kindergarten. Students with disabilities all have transition IEP's with the elementary school they will attend after preschool.

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 Enterprise Elementary:

Enterprise Elementary coordinates correspondence between our elementary and junior high schools. Data and student information is transferred and staff hold parent information nights to make the school transition smooth. Our middle schools all connect with the local high school district by arranging several presentations and time for students to meet with the high school counselors in planning the transition into high school. Students are made aware of A-G requirements to assist in preparation for college. All middle schools also engage in college campus visits. Middle school administrators participate in a County effort to coordinate with high school administrators to identify eighth graders most at-risk so that interventions and support are put in place as they transition to high school.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

- 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 Enterprise Elementary:

Each site is given funds to develop a program for gifted and talented students. Some schools choose to participate in Odyssey of the Mind to address this need. Students have the opportunity for accelerated learning determined on an individual basis.

Every school has 1:1 Chromebooks in grades 3 and up and 1:10 in K-2. The district employs educational technology coaches to assist teachers with the implementation of technology in the classroom to enhance learning and support the development of digital literacy skills in students.

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**Contact Phone
and Optional Extension****Contact Email**

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

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Title I, Part A, Educator Equity

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

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

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g) (1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Response from Enterprise Elementary:

Enterprise Elementary Human Resource department and Shasta County's Office of Education both annually monitor that all teachers meet state certification requirements and are teaching under their appropriate authorization. Enterprise Elementary school district notifies all parents of their "Right to Know" teacher qualifications and if their child is taught four or more consecutive weeks by a teacher who has not met State certifications. We also post these notification on our website.

Any teacher without proper credentials cannot be compensated. Because of the annual monitoring, if a teacher is without appropriate credentials, Enterprise Elementary ensures that the teacher gets a permit through California Commission on Teacher Credentialing, which qualifies the teacher to be in the classroom.

Title I, Part A, Educator Equity Contact

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LCAP Federal Addendum System

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.

Response from Enterprise Elementary:

Enterprise Elementary provides support for new teachers with a self-run program called "Research to Action." This program matches new teachers to experienced teachers, provides time to observe classes, and meets throughout the school year. We also pay for ATE, California's teacher induction program, to have our new teachers clear their credentials and gain further professional development.

All school leaders, teacher, and administrators are given several professional development opportunities, from summer conferences to full professional learning days throughout the school year. We have provided professional development sessions after school all year. Each site has a leadership team whose memberships change annually, giving different teachers opportunities to be a part of leadership decisions at their site. Special opportunities, such as leading extra curricular groups, being a teaching vice principal, participating in curriculum committees, and helping at events are all opportunities given to teacher to gain leadership experience. Annual evaluations are conducted for all temporary and probationary staff, and bi-annually for all tenured staff. These evaluations are used to gauge growth and improvement.

Title II funds are used to provide the professional development opportunities that include summer learning, after school hours, and conference attendance for staff throughout the year.

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 Enterprise Elementary:

Since all of our sites are Title II schools, all funding decisions are done at the district level. All teachers in the district are given the same opportunities for professional development since need is the same at each site.

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 Enterprise Elementary:

Analyzing student achievement data (CAASPP scores, district assessments, ELPAC scores, etc.) are used to determine effectiveness of professional development activities. By considering weaknesses in the data, professional learning opportunities are planned or arranged to meet the needs for teachers to help their students. Yearly assessments are used throughout the year, as well as district data every trimester. Sites use their own formative data regularly to determine needs and find conferences they wish to attend. We also use parent, student, and staff surveys to determine need. Surveys are given once a year. Site Councils are at each site to gain input from stakeholders to further determine needs for professional development. Administrators meet every two weeks and have the opportunity to share best practices and discuss concerns. In these meetings, needs for professional development are often determined and addressed. Title II funds are used for professional development. The use of these funds have assisted our staff in helping the needs for low-performing students who are receiving aide due to Title I part A fund, as well as improving the education of English Learners who benefit from supplemental assistance from Title III funds.

Title II, 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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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.

Response from Enterprise Elementary:

Enterprise Elementary sends teachers and school leaders to ELPAC and ELD trainings. Subsequently, trainings specifically to improve instruction and assessment of English Learners are offered throughout the year at afterschool professional development meetings and during longer 1-day professional development days. An EL Workgroup meets monthly to look at data, determine needs, plan next actions, and find appropriate professional development opportunities. Some classified and certificated staff are trained in specific techniques to run small language groups for English development and then run groups at each site throughout the year.

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.

Response from Enterprise Elementary:

Immigrant children and youth are given licenses to the Rosetta Stone English development program, along with individual instruction and time to use the program throughout the day. Headphones have been purchased in order to use the program properly. Students are given this program throughout the summer as well.

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.

Response from Enterprise Elementary:

Enterprise Elementary offers Structured English Immersion to our EL students. This program, along with EL Language groups during and after school are developed based on needs of current students in the groups and classes. Each site determines need based on classroom data, state test data and ELPAC data. Separate classes may be embedded in middle school students' schedules and supplemental small group instruction is provided for primary students. The district has adopted supplemental ELD curriculum for use in classrooms grades 3-5.

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.

Response from Enterprise Elementary:

Enterprise Elementary schools all monitor the success of English learners (EL). The district monitors RFEP students for 4 years and communicates with each site, gaining input of achievement and support needs for each student who reclassified. Each site includes EL students in their Building Level Team meetings, where they meet monthly or bimonthly to look at individual student growth and needs. Plans are created to help EL students achieve goals. Every 2 weeks, each student is monitored for growth at the site level. The district provides resources, information, and trainings for all sites to ensure that implementation of programs and services for ELs is consistent. Each site holds their own English Language Advisory Committee (ELAC) meetings throughout the school year to gain input from other stakeholders as well. The district holds District level advisory meetings (DELAC) and also has an EL workgroup that meets monthly to monitor sites, determine need, and find where support is needed for continued progress.

Title III, 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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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 Enterprise Elementary:

These funds are new to Enterprise Elementary, so the plan for use is still being refined. Currently, there is no plan to partner with any other specific organization. Activities to be used for supporting well-rounded education may include, but are not limited to, music and art education, STEAM elective development, and

foreign language classes and clubs. Activities for supporting safe and healthy students may include, but are not limited to, school-based mental health services, drug and violence prevention education, multi-tiered system of supports development, and plans to reduce exclusionary discipline practices. In order to support the effective use of technology, we plan to continue instructional technology support of our teachers using teacher coaches, purchase of teacher devices, and personalized learning for teachers on uses of technology in the classroom.

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.

Contact Name

Contact Phone and Optional Extension

Contact Email

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