

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 Walnut Creek Elementary:

The mission of WCSD is to engage, inspire and empower ALL learners. We use federal funds to supplement and enhance actions and services funded with state funds that are designed to close the achievement gap and support all students in meeting challenging state academic standards, as reflected in our LCAP. All School Plans for Student Achievement goals and actions align to the LCAP in order to ensure strategies to support students are well aligned between school and district plans. State assessment results

and on-going local benchmark data drive instructional decisions in order to support the learning of all students.

Title I: At the elementary level, WCSD provides small group instruction in both reading and mathematics. Students identified as below standard, receive instruction beyond the core content/base program. District benchmark and state assessment data is used to identify students in need of this intensive instruction. At the middle school level Title I funds support sections of literacy intervention, academic support, and math support. Students identified by state and local assessment measures as performing below standards are offered the opportunity to enroll in these intervention classes. Enrollment in these sections is scheduled by semester in order to provide flexibility based on student learning outcomes.

The use of our Title I funding aligns with LCAP Goal 2 which states "Improve the achievement of ALL students in reaching high academic standards in reaching proficiency in ELA and mathematics."

Title II: Title II funds supplement district funds used for professional development for teachers, principals, and other school leaders. WCSD invests in a student-centered coaching model because we believe that on-going and job-embedded professional development supports teachers to design effective classroom instruction to differentiate for the diverse needs of students (Hanover Research 2015, Sweeney 2011). Professional development is currently focused on closing the achievement gap and improving the performance of underperforming student groups: improving our Multi-Tiered Systems of Support; Positive Behavioral Interventions and Supports to decrease disciplinary incidents and increase the amount of time students spend in class learning; RSP teachers, intervention teachers and SDC 1 teachers have been trained in SPIRE a multi-sensory reading program to support students who are not successful in learning to read using our core program and current intervention programs; grade level/department collaboration meetings are held on Wednesday mornings to allow teachers time to analyze data and plan instructional improvements to increase student success; and new teacher induction is in place to help teachers new to the profession become effective as quickly as possible.

Title III: We allocate our Title III funding to increase the English language proficiency of English Learners. An Instructional Specialist works with our ELD coach/teacher to provide designated English Language Development support to our English Language Learners at the elementary level.

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 Walnut Creek Elementary:

Our LCAP is a single plan that guides the use of funds available to the district, including LCFF (Supplemental Grant Funds), state grants, federal Title I, Title II, Title III, and Title IV funds, and other funds available to the district. The focus is on the effective utilization of supplementary materials, personnel, and staff development.

Examples of alignment include using Supplemental Grant Funds (SGF) for professional development, enhanced by the addition of Title II and Title IV funding. Using these funds together will allow us to intensify our change efforts, to work on academic and socio-emotional areas simultaneously, and to support time for teachers to plan instructional improvements. All of these funding sources are used in concert to achieve our LCAP goals.

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

Contact Phone and Optional Extension

Contact Email

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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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 Walnut Creek Elementary:

ESSA Section 1112(b)(3): Parent and family involvement in jointly developing the Targeted Support and Improvement Plans (TSI) N/A. We have no schools identified for CSI or TSI.

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

Response from Walnut Creek Elementary:

The district Parent Involvement Policy is distributed annually to all parents and guardians as part of our Annual Notice to Parents at the beginning of each new school year. The Parent Involvement Policy is based upon Board Policy and Administrative Regulations to ensure compliance with both Federal and State regulations. It is updated annually based on recommended changes from CASBO (California Association of School Business Officials) and through feedback received from parent advisory groups such as the Strategic Planning Committee, and the District English Learner Advisory Group. For our Title I funded schools, Walnut Creek Intermediate and Murwood Elementary, the school Parent Involvement Policy is reviewed by the School Site Council at a regularly scheduled meeting and then by parents at a Title I School meeting. The

policy is then revised as needed and approved by the School Site Council, parents, and by WCSD's governing board. The Parent Involvement Policy is available on the schools' websites, with hard copies available in the school office.

At Title I parent meetings, a review of the curriculum and grade level standards is included in order to increase parent understanding of student expectations and requirements. Parent conferences are held giving parents/guardians an opportunity to meet individually with teachers to discuss student progress toward proficiency on grade level standards. Family Nights, frequently on a specific subject like math, are held with all parents invited to attend. These Family Nights not only cover the curriculum and standards, but also include strategies parents can use to help their children outside of school. For State assessments like CAASPP (California Assessment of Student Performance and Progress), parents receive an explanation of their child's performance on CAASPP as compared to State proficiency expectations each year that their child is tested. The CAASPP score reports, will be available electronically in our Aeries parent portal. Our teachers and staff value parent participation, and high attendance at parent conferences, parent curriculum nights, and events such as STEAM showcases and performances demonstrate effectiveness in this area.

The LCAP consultation process has increased requests for parent involvement activities. WCSD uses Membership Toolkit to communicate volunteer activities. This information is sent out annually prior to the school year. Sign up opportunities are also available at Welcome Back Days in August. Parents, in Title I meetings and in parent conferences, requested after school tutoring, and that is being provided. Parent consultation, both for the LCAP and during Title I meetings, has impacted the LCAP and our plans for the use of Title I funds.

Information related to school and parent programs, the Title I Compact, meetings, and other activities is sent to parents of children participating in Title I services (and all children) through multiple avenues. Our Blackboard communication system sends emails, texts and notifications that are translatable for English Learner families. In parent conferences, we use Language Line when needed to translate other languages. State assessment reports for CAASPP and ELPAC are available to families in their primary language. We have installed information kiosks at each of the WCSD schools to expand our communication platform.

WCSD provides supplemental instructional programs through two specific software programs. Dreambox and Imagine Learning are home to school supports offered in the areas in mathematics and English language development. In addition, parent nights are facilitated at the site and district level by our instructional coaches, site administrations and teacher on special assignment.

WCSD facilitates ongoing parent volunteer trainings. This process ensures a safe learning environment as well as an inclusive process for welcoming all parents and community members to our sites.

WCSD hosts parent education nights in curriculum content areas. At our Title I schools, parents were invited to sessions to learn supports and strategies to further strengthen the home to school connection.

Just as Title I funded activities are supplemental to actions and services provided through LCFF (including Supplemental Grant Funds), we have an extensive LCAP stakeholder engagement process that is supplemented at our Title I school with parent and family involvement activities required by ESSA. Our LCAP stakeholder engagement process is detailed in our LCAP. . In summary, we consult with a broad range of stakeholders about their priorities in a series of meetings, supplemented with additional information gathering, communication, and focus groups.

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 Walnut Creek Elementary:

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

N/A

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

WCSD offers Targeted Support Programs which include academic small group instruction in both ELA and mathematics. In addition, students and families have access to counseling services if needed and supplemental programs provide home to school support. Devices are available in the school library for check out on an as needed basis.

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

N/A

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

Response from Walnut Creek Elementary:

WCSD uses multiple assessment measures including CAASPP, local benchmarks as well as teacher observation to identify and support students who are most in need of services.

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 Walnut Creek Elementary:

WCSD provides services and support to homeless children and youths. This includes transportation in the form of bus passes, backpacks with school supplies and free/reduced lunch. Our school counselors are available for 1:1 or in a small group setting for additional support.

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 Walnut Creek Elementary:

Our middle school provides a WEB day transition program for all 5th graders moving from elementary to middle school. The WCI principal visited all elementary schools the previous spring to talk with 5th graders and support the transition.

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 Walnut Creek Elementary:

WCSD works in partnership with Acalanes High School District. Eighth grade students meet with a Las Lomas counselor to develop their class schedule. Leadership students from Las Lomas meet with students to answer questions and support them in the transition process.

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 Walnut Creek Elementary:

We uses LCFF funds to support our school library program. We have a certificated library media specialist who leads our library specialist team. They provide instruction to students on digital citizenship.

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.

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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 Walnut Creek Elementary:

In order to find out whether we had disparities, the district used the process for data collection outlined on the CDE website at <https://www.cde.ca.gov/pd/ee/edequity/lcapaddendum.asp>. Our first step was to pull district and school data from the DataQuest web page, using the most recent data available (2017-18). The Human Resources Department used the definitions of ineffective, inexperienced, and out-of-field teachers provided on the website along with DataQuest and local data to identify teachers in each category and the school where they worked. We used this data to complete our Equity Gap Analysis. The Superintendent, Director of Instruction, and Human Resources Specialist met to analyze the data.

The results of that analysis are shown for each question below.

Are minority students taught at higher rates than other students by ineffective teachers?

No. We had 1 ineffective teacher, so there was no difference in rates.

Are low-income students taught at higher rates than other students by ineffective teachers?

No. We had 1 ineffective teacher, so there was no difference in rates.

Are low-income students taught at higher rates than other students by inexperienced teachers?

No. We had 5 inexperienced teachers who are evenly assigned across the school district, so there was difference in rates.

Are minority students taught at higher rates than other students by out-of-field teachers?

No. We did not have any out-of-field teachers, so there was no difference in rates.

Are low-income students taught at higher rates than other students by out-of-field teachers?

No. We did not have any out-of-field teachers, so there was no difference in rates.

Actions to address disparities

There were no disparities.

Describe stakeholder engagement and process for identifying strategies for addressing discovered equity gaps.

WCSD is committed to assuring equity for all students. Several guidelines are followed during the hiring process to provide equal access to highly qualified instruction and instructors.

1. Advertising for employment opportunities on Edjoin
2. Structured induction program during year 1 and 2.
3. Mentor teachers assigned to support all new staff
4. Department/grade level collaboration to support teachers
5. Professional development and training to strengthen content knowledge and instructional strategies.
6. Support through student-centered coaching model
7. Comprehensive system for recruitment, hiring, induction and supervision.

All teachers follow district adopted instructional materials. Grade level and department collaboration time is embedded in the bell schedule to support all staff.

Title I, Part A, Educator Equity Contact

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Title II, Part A

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Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Response from Walnut Creek Elementary:

WCSD provides a robust professional learning environment for all staff. New teachers participate in the Teacher Induction Program. Each new teacher meets with their assigned mentor weekly. All teachers participated in three district-wide professional development days.

Principals and district leaders participate in 12 management meetings annually, a management retreat and district professional development days. The WCSD administrative team learns alongside teachers through job-embedded professional growth opportunities. The district provides membership to the Association of California Administrators for the management team.

WCSD builds leadership capacity in our district through the coaching program. The district employs a district STEM TOSA as well as a site admin. TOSA. Principals lead district initiatives, committees and provide professional development to staff.

WCSD evaluates our systems of professional growth through teacher reflection and surveys. Site

instructional walk throughs are also used to celebrate "bright spots" and identify "priorities for change." To ensure our student-centered coaching program is effective, we collect data on participation as well as student achievement outcomes.

Our instructional coach program enhances all district professional development goals such as the implementation of new programs and instructional practices.

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 Walnut Creek Elementary:

Title II funds are centralized to maximize our student centered coaching model. This ensures that all WCSD elementary schools have a .5FTE coach and our larger intermediate school has 1.0FTE coach. In addition, our 1.0 instructional math coach serves all schools.

Schools identified as Title I receive support as an Affiliate School through Teachers College. Staff developers from Teachers College provide 5 days of job embedded professional development each year.

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 Walnut Creek Elementary:

All staff participate in the annual review of the Local Control Accountability Plan. The stakeholders review CASSPP, Youth Truth, CHKS, California School Dashboard, and local assessments at Strategic Planning. The findings and recommendations from these community engagement meetings are used to develop the district's LCAP and Professional Development Plan.

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

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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 Walnut Creek Elementary:

WCSD's professional development plan for teachers of English Learners includes ensuring that all WCSD teachers are CLAD certified and meet the CCTC requirements for working with EL students. Teachers will continue to participate in ongoing staff development in current research and the most effective instructional strategies for accelerating the achievement of English Learners.

This includes:

- Designing and implementing differentiated, standards-based instruction
- ELA/ELD Framework
- Strategic guided reading strategies
- Readers and Writers Workshop
- Utilizing, designing, and implementing formal and informal assessment to drive instruction
- ELD standards

Professional development will be provided by the Educational Services Department. The ELD coach/teacher will serve as a resource for classroom teachers. EL parents will receive training in the

Imagine Learning software to enhance the achievement of ELs.

At the elementary level, ELD is provided by an Instructional Specialist and the ELD coach/teacher. The ELD programs are designed to support and complement the EL student's regular English-language arts/English language development and core content instructional program. The ELD program provides consistent, systematic instruction to support EL students in English language acquisition. Research-based best practices form the basis for these intervention programs which include, but are not limited to:

- Small group instruction
- Use of evidence-based instructional materials
- High academic expectations and a clear academic focus
- Preventing long-term ELs
- Careful design and planning, which establishes clearly defined needs and goals
- A clear focus on using ELD time effectively

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 Walnut Creek Elementary:

Title III funds will provide additional support for the Newcomers. WCSD provides services for immigrant students, providing additional programs during and after school. Students are provided a Chromebook installed with Imagine Learning English software and other educational online blended learning resources. Students are provided extended classroom learning opportunities including homework support, use of technology devices, education software, and word processing and computing skills. Additionally, students who need access to internet-accessible devices will qualify to receive a loaner from the district for use at home.

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 Walnut Creek Elementary:

The effectiveness of the EL programs will be determined by the increase in English language proficiency and academic achievement in the core academic subjects for English learner students. WCSD provides the following to deliver high quality, standards-aligned language instruction based on scientific research:

-All teachers implement state-approved English Language Arts and English Language Development curriculum.

-Frames for Fluency is implemented as an ELD supplemental curriculum to meet the needs of English Learners in Grades TK-5 who are achieving at ELPAC levels 1 & 2.

-Imagine Learning English software licenses, a supplemental instructional material, will be provided to classroom teachers and to students who are

ELPAC 1 & 2 in grade levels K-3, ELPAC 1 & 2 in grade levels 4-5, and ELPAC 1 in grade levels 6-8.

-All teachers in grades TK-8 will incorporate academic content area concepts into designated ELD time to increase student experience with the essential academic language.

-Leveled Literacy Intervention has been purchased as a supplemental literacy intervention program and will be implemented to meet the needs of English Learners in Grades K-5 who are achieving below basic and far below basic in reading.

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 Walnut Creek Elementary:

At the district level, the Director of Instruction monitors EL progress regularly. Communication between the EL staff and site staff is frequent and specific to English Learners who are not making progress. At the school sites, all EL student records (testing, copies of letters to parents, grades, etc) are kept in an English Learner folder. The folder is updated annually and accompanies the cumulative folder when the school of enrollment changes. All students, including EL students, will participate in all required elements of the Smarter Balanced Assessment Consortium. Achievement on these assessments will be used to monitor progress on the state standards. The English Language Proficiency Assessment of California (ELPAC) will be used for initial assessment. The ELPAC will be administered annually to measure EL students' progress toward English proficiency. Reclassification criteria include results from the Smarter Balanced Assessment, district benchmark assessment(s) in English Language Arts, classroom achievement, and parent input. Data from the ELPAC and the Smarter Balanced Assessment Consortium will be reported to School Site Councils, Strategic Planning Meetings, Title I meeting attendees, ELAC; all stakeholders will have access to data through school and district accountability report cards. The principal monitors the EL student placement in classes and groupings to ensure appropriate teacher authorizations.

All EL student information is recorded in a district database that is accessible to individual sites and teachers to download information. The Director of Instruction holds regular meetings with site principals and the ELD coach/teacher to discuss categorical program compliance, integrated/designated ELD, and site level plans pertaining to English Learners. All site and district action item results are documented.

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.

Contact Name

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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 Walnut Creek Elementary:

WCSD uses these funds to provide additional counseling services at the intermediate level. Data indicates the need for increased services for social emotional wellness support as there has been an increase in referrals to support student wellness.

To monitor the effectiveness of these services data is reviewed throughout the year. We are also disaggregated data from our California Healthy Kids Survey.

Title IV, Part A Contact

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