

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.

Provide response:

Twain Harte School District utilized federal Title II A funds to decrease class sizes in grades K-3. This allowed our teachers to provide more individualized and effective instruction in these grade levels.

Federal Title I funds were used to provide literacy remediation and intervention services to low income and under performing students in the primary grades giving them the support they need to increase academic achievement.

Federal funds from the Rural and Low Income School Program were used to provide counseling services

for students. These services were identified as an area of need based on recent school climate survey results.

Federal Title IV part A funds were used to purchase student electronic devices to improve access to curriculum in all content areas. Curricular materials are more frequently being supplied through digital

Save All and Continue

Alignment

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

Provide response:

Federal Title I funds alone do not cover the cost of the remediation and intervention services provided. Local funds are used to ensure the program is fully funded.

Funds from the Rural and Low Income School Program, in addition to funds designated in the LEA's current LCAP, provide our students with access to counseling services.

Federal Title IV part A funds, used in conjunction with funds from the LEA's current LCAP, are used to ensure student device access is adequate.

Save All and Continue

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

Rick Hennes

Contact Phone

and Optional Extension

206-586-3772

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Contact Email

rhennes@twainharteschool.com

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

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 Twain Harte:

A parent survey is given annually to acquire feedback on the effectiveness of school programs. The school site council analyzes the results and makes recommendations for program changes.

Actionable feedback from CDE:

This LEA does not have any schools identified for either CSI or ATSI/TSI eligibility. Directed to remove response and resubmit with response of N/A.

Revise your response based on CDE's feedback:

N/A

Save All and Continue

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

Response from Twain Harte:

Individual state assessment results are distributed at the beginning of each school year for parent review. Teachers discuss with parents state and district assessment results during the fall and spring conferences. The school site council also analyzes assessment results and makes recommendations on program improvements.

Actionable feedback from CDE:

Response lacks description of the following strategy/strategies to the ESSA Section 1116:

- how the LEA parent and family engagement policy was developed jointly with, agreed on with, and distributed to, parents and family members of participating children
- how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children
- how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement
- how the LEA will educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school
- how the LEA will provide opportunities for the informed participation of parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents understand

Examples:

- Provide translation services to parents with limited English proficiency when providing information and school reports.
- Provide opportunities for the informed participation of parents and family members with disabilities by providing reasonable accommodations (sign-language interpreters, etc.) to parents and family members.
- Special accommodations will be made for communicating with families that have accessibility needs or other special needs which make corresponding with the school difficult.
- Provide opportunities for the informed participation of parents and family members of migratory children by meeting with parents and family members before students are away from school for an extended period of time and once the students return to school after an extended absence to help parents help their child(ren) overcome educational disruption.

IMPORTANT: Please copy your original response, add all additional responses, and paste into the appropriate box for Parent and Family Engagement related to ESSA Section 1116.

Revise your response based on CDE's feedback:

During the 2018-19 school year the district had no limited English proficient students. In the past years when there were LEP students the district provided the necessary translation services to the parents.

The district uses "Schoolwise" which is the student information system software program. Parents of all students are given training and support on how to access current academic progress as well as what assignments have been given. The program also provides parents with state test scores. In addition, parents receive the state testing results in the mail with instructions on how to understand the scores.

The district para-educators attend training on autism and other learning disabilities to help the teacher with identified students. In addition, the site principal has attended the ACSA Curriculum and Instruction Academy during the 2018-19 school year to implement and coordinate parent programs that will integrate parents into the school process. The site principal also attended the Tuolumne County Office of Education Special Education Boot Camp which was led by the local SELPA director on understanding special education laws and how best to integrate special needs and their parents into the school culture.

The district has provided reasonable accommodations such as arranging transportation for parents to attend important school meetings. The district also provides interpreters if necessary. These meetings are always arranged to fit the parents schedule. The site principal has in the past made home visits if necessary to conduct said meetings.

Save All and Continue

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 Twain Harte:

SWP: The district uses multiple benchmark assessments to identify low performing students that require additional support and services. These services are provided by certificated and classified staff members using evidence based programs to raise academic achievement of these students.

TAS: N/A

Neglected or delinquent: N/A

APPROVED BY CDE

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 Twain Harte:

N/A

APPROVED BY CDE

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 Twain Harte:

Students who qualified for services under the McKinney-Vento Act were supplied with vouchers to supplement the costs for transportation of the students from the temporary housing location to the school site.

Actionable feedback from CDE:

Thank you for your response; however, please provide additional information regarding the services to homeless children and youths as it relates to their enrollment, attendance, and academic success. Also, include what the school district does with their reservation funds for homeless education. When adding more information to this item, please make sure that you utilize the same text box as your initial response. This will eliminate the deletion of any of your other responses.

Revise your response based on CDE's feedback:

Students are screened for participation in the McKinney-Vento Act upon registering at the school via a parent questionnaire. Vouchers for transportation reimbursement or bus vouchers are issued to meet the needs of the individual families. Attendance of these students are closely monitored and phone calls or home visits are made by the site principal when there are concerns. The district allocates one hundred dollars (\$100). The site principal is the district representative to the Tuolumne County Homeless Advisory

Save All and Continue

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 Twain Harte:

Speech and occupational therapy services are provided on site for identified early childhood students that reside in our district. Transitional IEP meetings for students with special needs are held each spring with special education staff from early childhood education programs and the LEA.

Actionable feedback from CDE:

If Title I, part A funds are not allocated to pre-school programs, please respond with N/A.

Revise your response based on CDE's feedback:

N/A

Save All and Continue

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 Twain Harte:

Transitional IEP meetings for students with special needs are held each spring with special education staff from the middle and high school program to facilitate an effective transition to the high school site.

Actionable feedback from CDE:

Response lacks description how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school.

If Title I, part A funds are not allocated to school transitions from middle grades to high school and from high school to post secondary, please respond with N/A.

Revise your response based on CDE's feedback:

N/A

Save All and Continue

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 Twain Harte:

The LEA provides LCAP funds for an on-site GATE coordinator which provides additional opportunities for identified students in grades 3-8.

The current LCAP of the LEA also provides funding for a library services coordinator to provide assistance with the Accelerated Reader program, literacy assessments, and book purchases for teachers.

Actionable feedback from CDE:

This LEA does not reserve Title I, Part A funds for LEA purposes, therefore a response is not required. Please resubmit the response with N/A.

Revise your response based on CDE's feedback:

N/A

Save All and Continue

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

Rick Hennes

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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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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.

Address the ESSA provision:

All of our teachers are fully credentialed and highly qualified. We currently have one teacher per grade level and therefore all our students by effective and experiences teachers.

Save All and Continue

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.

Address the ESSA provision:

The LEA provided on site professional development for staff in both ELA and math to improve instructional practice and curriculum implementation. Beginning teachers are provided with a mentor teacher and release time for collaboration and completion of induction requirements. New administrators complete a state approved induction program and the LEA funded the site administrator's fee to attend a year long curriculum and instruction academy.

Save All and Continue

Prioritizing Funding

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

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

Address the ESSA provision:

We are a single school district.

Save All and Continue

Data and Ongoing Consultation to Support Continuous Improvement

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

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

Address the ESSA provision:

The LEA's current LCAP provides funding for ongoing on-site professional development provided by staff from the local university, independent education consultants, and county offices of education.

Save All and Continue

Title II, Part A Contact

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LCAP Federal Addendum System

Title IV, Part A

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

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

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

Address the ESSA provision:

The LEA purchases student devices to create rigorous learning opportunities for all students through standards based and instruction and technology infused learning. These devices allow our students to access remediation programs such as Freckle Education and complete district benchmark assessment.

Save All and Continue

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

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2019-20 Nonprofit Private School Consultation

The local educational agency shall provide, on an equitable basis, special education services or other benefits to address the needs of eligible children and staff enrolled in nonprofit private elementary and secondary schools under the programs listed below.

DE Program Contact:

Yviana Hanna, Title I Policy and Program Guidance Office, shanna@cde.ca.gov, 916-319-0948
Jina DeRose, Title I Policy and Program Guidance Office, RDeroser@cde.ca.gov, 916-323-0472

1 a. In accordance with the Every Student Succeeds Act (ESSA) sections 1117 and 8501, local educational agency shall consult annually with appropriate private school officials and both shall have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, teachers, and families. This applies to programs under Title I, Part A; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B; and section 4631, with regard to the Project School Emergency Response to Violence Program (Project SERV).

The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information in the Private School Affidavit not verified, and the California Department of Education takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify the accuracy of student enrollment data and the tax exempt status if it is being used for the purpose of providing equitable services.

Private School's Believed Results of Consultation Allowable Codes

- 1: Timely and meaningful consultation occurred
- 2: Timely and meaningful consultation did not occur
- 3: The program design is not equitable with respect to eligible private school children

- 4: Timely and meaningful consultation did not occur and the program design is not equitable with respect to eligible private school children
- 5: Non-attendance area school(s)

6: The local educational agency is electing to add nonprofit private schools outside of the district's attendance area.

Yes

Warning

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Status: Certified
 Saved by: TONYA ROYCE
 Date: 6/17/2019 11:50 AM

2019-20 Nonprofit Private School Consultation

The local educational agency shall provide, on an equitable basis, special education services or other benefits to address the needs of eligible children and staff enrolled in nonprofit private elementary and secondary schools under the programs listed below.

School Name	School Code	Enrollment	Consultation Occurred	Was Consultation Agreement Met	Signed Written Affirmation on File	Consultation Code	School Added
other Lode Christian School	6941546	115	Y	Y	Y	Y1	Y
errr \Valdorf School	7058019	151	Y	Y	Y	Y1	Y

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