

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## LEA Name

Napa Valley Unified School District

## CDS Code:

28662660000000

## Link to the LCAP:

*(optional)*

## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by  
State and Local Educational Agencies

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners  
and Immigrant Students

### TITLE IV, PART A

Student Support and Academic  
Enrichment Grants

*(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

*In the following pages, ONLY complete the sections for the corresponding programs.*

## 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 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.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

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

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to 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.

NVUSD leverages federal funds to provide students with added support including, additional certificated and classified staff with specialized skills and training, opportunities for learning outside of the school day, specialized professional development for staff, and additional learning materials.

## 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.

Federal and state funds are aligned to ensure that the goals of the Board of Education as described in the Local Control Accountability Plan (LCAP) are fulfilled. NVUSD Board goals are described in the NVUSD Strategic Plan and LCAP and include:

1. Student Learning, Achievement and Access
2. Effective Employee Relations and Resource Management
3. Robust Communication, Community Engagement and Advocacy
4. Tactical, Proactive and Efficient Asset Management
5. Equity Centered Leadership and Inclusive Organizational Culture
6. Strategic, Impactful Governance and Policy Implementation

Federal, state, and local funds are aligned and leveraged to achieve these goals.

## ESSA Provisions Addressed Within the LCAP

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

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 ( <i>as applicable</i> )

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

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

#### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

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

#### **Career Technical and Work-based Opportunities**

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

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

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

**TITLE II, PART A**

**Title II, Part A Activities**

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

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

**TITLE III, PART A**

**Parent, Family, and Community Engagement**

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

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

**ESSA Provisions Addressed in the Consolidated Application and Reporting System**

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

**TITLE I, PART A**

**Poverty Criteria**

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

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

NVUSD applies a 35% poverty level determined by the percentage of students eligible to participate in the Federal School Meal Program to select school attendance areas under Section 1113.

## ESSA Provisions Not Addressed in the LCAP

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

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

### TITLE I, PART A

#### 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.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

NVUSD maintains a high level of highly qualified teachers and staff. In the 2017-2018 school year 98% of teachers were qualified and appropriately assigned. In addition, 100% of teachers needing Induction to clear their credential, participated in the district sponsored program. In the 2018-2019 school year 100% of teachers were appropriately assigned. All teachers needing Induction participate in District provided support. All teachers are provided training, coaching and support to provide standards based instructional TK-12.

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

NVUSD employs 13.375 FTE Parent Liaisons to enhance parent and family engagement. The Parent Liaisons provide a variety of services including interpretation and translation, support, training and facilitation of engagement activities. Parents and families are welcomed and included in decision-making at both the site and district level. Schools have parent clubs, PTAs, ELAC and other booster groups to give input on site initiatives. The District engages parents through a Parent Advisory Committee, DELAC, LCAP Stakeholder Engagement, DAC, Equity Committee and more.

#### 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.

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.



## **THIS ESSA PROVISION IS ADDRESSED BELOW:**

NVUSD provides a variety of supports for students and families both within the school day and outside of the school day. Examples include additional certificated and classified staffing, specialized materials and supplies, curricular materials, and support for social-emotional and physical wellness. District level staff work closely with the County Office of Education and local community organizations as well as internal staffing to ensure smooth transition for students and families and to ensure that support services are provided in a timely manner.

NVUSD staff utilize multiple measures to identify the students most in need of services described in this part. County officials, local community organizations and specialized staffing such as school site office personnel, parent liaisons, counselors, social workers, site administrators and local law enforcement all collaborate to ensure services are provided to the eligible students.

## **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.).

## **THIS ESSA PROVISION IS ADDRESSED BELOW:**

NVUSD employs .4 FTE district level administrative staff to provide oversight of the programs and services provided to foster and homeless students, provide training and guidance around the needs of foster/homeless youth and families, monitors progress of foster/homeless students, and serves as liaison to internal and external stakeholders and service providers.

## **Student Transitions**

ESSA SECTIONS 1112(b)(8), 1112(b)(10), 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.

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

## **THIS ESSA PROVISION IS ADDRESSED BELOW:**

- A) NVUSD works closely with local college/university staff to provide students and families with information and guidance on the college admissions and financial aid process.
- B) NVUSD partners with the Napa Valley College to offer credit bearing courses on high school campuses. In addition, high school students concurrently enroll in courses at the Napa Valley College. High School students use Naviance to track post high school planning, High School counselors also provide students with support around the college and career choices and options.

## **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.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

- A) NVUSD assesses all 3rd graders using the Cogat to identify Gifted and Talented students for the Advanced Learner Programs (ALP).
- B) Each school has a Library Assistant trained in supporting student digital literacy skill development. In addition, NVUSDs long standing commitment to Project Based Learning and innovation, along with increased access to technology, provides students with the opportunity to use a variety of resources for learning.

## **TITLE II, PART A**

### **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.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

NVUSD provides Induction for all teachers and administrators requiring the program. In addition, NVUSD provides professional learning opportunities for teachers and leaders focused on topics such as: Literacy in the content areas (Integrated ELD); Project Based Learning; Culturally Responsive practices; Positive Behavior Interventions; Standards and Frameworks, and curriculum materials.

### **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).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

NVUSD targets federal funds to elementary school sites with 35% or more students qualifying for the Federal School Meal Program. As a result these schools provide specialized programs and services to ensure students are making growth toward achieving State academic standards. Schools qualifying for Additional Targeted Assistance receive additional support staff to address progress toward graduation and support with removing barriers to graduation. Counselors, social workers and specialized training and materials are provided to the sites.

### **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.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

NVUSD uses many forms of data to inform decision-making and program development including the California Accountability Dashboard and Local Indicators. In addition, NVUSD engages internal and external stakeholders in review of programs and services annually. The Local Control Accountability Plan (LCAP) thoroughly describes the goals of the district, the metrics that will be reviewed to determine progress and the impact of the review process on ongoing programs and services.

## **TITLE III, PART A**

### **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.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

NVUSD provides Induction for all teachers and administrators requiring the program. In addition, NVUSD provides professional learning opportunities for teachers and leaders focused on topics such as: Literacy in the content areas (integrated ELD); Project Based Learning; Culturally Responsive practices; Positive Behavior Interventions; State standards and frameworks, and curriculum materials.

### **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.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Immigrant students (English Learners) are provided with daily English Language Development to ensure progress toward proficiency in English and other subjects. In addition, specialized materials and supplies are provided, such as leveled readers, support materials and small group instruction are all utilized to ensure access to core learning. Out of school opportunities including after-school tutoring, support classes and summer learning opportunities (Adelante) are provided to supplement learning opportunities.

### **Title III Programs and Activities**

ESSA SECTIONS 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.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The instructional program is founded upon daily Designated and Integrated English Language Development for English Learners. Specialized materials, professional development and training, outreach and inclusive school culture and climate are all part of a comprehensive program to ensure access to and proficiency in English and the State academic standards.

### **English Proficiency and Academic Achievement**

ESSA SECTIONS 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.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

C) Achieving proficiency in English is accomplished through access to daily Designated and Integrated English Language Development (ELD) for English Learners. In addition to daily Designated and Integrated ELD, specialized materials, professional development and training, outreach and inclusive school culture are provided.

D) To meet the State academic standards, students are provided with supports to access the language demands of the standards and curriculum, with specialized materials, with teachers and staff who are trained to address the language needs of students, and with opportunities inside and outside of the school day to get additional support.

## **TITLE IV, PART A**

### **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.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

To ensure the health and safety of NVUSD students, Title IV, Part A funds are used to support the implementation of Restorative Practices. Staff training and coaching by an expert in the field of restorative practices, is provided at the site and district level. Participant feedback, California Health Kids Survey results and Assertive Discipline outcomes will be used to evaluate program effectiveness.