



**WILLOWS UNIFIED SCHOOL DISTRICT  
Office of the Superintendent**

**DATE:** June 13, 2019

**AGENDA TOPIC:** Local Control Accountability Plan (LCAP) Federal Addendum

**PRESENTER:** Ellen Hamilton, Director of State & Federal Programs

**BACKGROUND INFORMATION:**

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.

**RECOMMENDATION:**

A Public Hearing is not required but approval of the plan is required.

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

**LEA Name**

Willows Unified School District

**CDS Code:**

11-62661-0000000

**Link to the LCAP:**

*(optional)*

[www.willowsunified.org/LCFFLCAP/LCFFLCAP/index.html](http://www.willowsunified.org/LCFFLCAP/LCFFLCAP/index.html)

**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

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**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.**

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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.

Willows Unified School District (WUSD) plans on using state and federal funds to help:

- Optimize the conditions of student learning by providing broad courses of study taught by highly competent, effective teachers who will maintain instructional programs that are standards-aligned, intellectually challenging, and developmentally appropriate for all learners while using appropriate instructional materials in well-maintained school facilities.
- Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to better ensure student success.

Based on local and state data, WUSD plans to use state and federal funds to support the Teacher Induction Program; provide Professional Development for staff/teachers; maintain facilities that are safe and in good repair; increase student and parental involvement; and expand the in-school suspension program while promoting excellent student attendance. Additionally, Willows Unified School District will continue to provide instructional aides for one-on-one support, intervention before and after school, and counseling services for students.

## 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.

Willows Unified School District will evaluate the alignment of activities funded by local, state, and federal funds through the hiring of external auditors to review pertinent records and related data in order to validate our financial status and maintain credibility and assurance of compliance.

## 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.

Addressed in the LCAP.

WUSD will develop and implement a well-rounded program of instruction to meet the academic needs of all students. This includes providing Professional Development to coach and support teacher/practitioner growth to increase student learning and ensure students' access to rigorous academic curriculum in all core content areas. Teachers, counselors, and administrators will be responsible for identifying students who may be at risk for academic failure. With this in mind, WUSD will provide counseling, intervention, Para-professional aides, and tutoring services to include the SPARK Summer Session program and the ASAP after school activities as needed for all students. WUSD will continue to provide additional support for students with opportunities for them to meet with teachers before school and after school for remedial and enriched learning. WUSD Foster/Homeless Youth Liaisons will also coordinate with the Glenn County Office of Education's Foster Youth Services Coordinating Program to help ensure that programs and services for foster/homeless youths are complementary, as well as share data and information among courts, child welfare, probation, and education agencies as necessary to support the educational success of the students.

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

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (as applicable)

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).

Addressed in the LCAP.

WUSD will support efforts to reduce the overuse of discipline practices that remove students from the classroom by reviewing and improving school policies and educating staff in implementing restorative justice practices in the classroom. WUSD will also provide a positive alternative to school suspension for students and attempt to resolve conflicts through talking and group dialogue. WUSD will focus on building and strengthening student-staff relationships through activities (e.g. rallies, clubs, etc.) that empower students to take control of their own learning.

**Career Technical and Work-based Opportunities**

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

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.

Addressed in the LCAP.

The Willows Unified School District CTE programs will provide and assist students with opportunities to acquire the necessary skills and career training which will prepare them for success in a changing workplace and foster lifelong learning. Students will be provided with strong experiences in the industry in which they are interested in pursuing through hands-on classroom activities, industry tours, and on-the-job work site training through CTE Community Classrooms and CTE Cooperative Vocational Education.

Students will be provided information and training in their chosen fields of study through work related activities using industry specific technology and experiential learning opportunities. Students will receive classroom safety orientations prior to training in the field as well as comprehensive safety training in the work site environment. All students in high school must pass Career Education, a semester course, prior to graduation. In that course, the students explore careers, complete job search activities, and investigate job retention skills. As a component of the course, students must explore at least one career field and complete detailed research to include a study of market trends, compensation, working conditions, and required educational skills related to that chosen career field of study.

In CTE courses, students gain the necessary entry level job skills in a career pathway. A significant number of students gain employment in their career field through Community Classroom and Cooperative Vocational Education experiences. All seniors must complete a Senior Project with a career focus to include experience with a mentor, completion of a research paper, presentation of their project, and submission of a career portfolio.

Counselors meet with students and their parents on an individual basis to discuss the student's four-year plan and related issues. The school counselors are strong advocates for Career Technical Education. Each year, during the students' spring registration process for the following year, students are given written information regarding all CTE courses and programs. All CTE pathways have developed a brochure that is given out to all students who might be interested in pursuing a career field related to an individual pathway.

## 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.

Addressed in the LCAP.

The following activities will be carried out by WUSD and will be aligned to help staff/teachers/administrators meet the Common Core State Standards:

- Provide a culturally responsive Teacher Induction Program for all new and first and second year teachers to better ensure that they meet the necessary requirements to become appropriately credentialed.
- Provide Professional Development to coach and support teacher/practitioner growth in order to increase student learning and technology use in the classroom.
- Provide teachers, staff, and administrators, opportunities for Professional Development that supports quality pedagogy and instructional planning, CAASPP/CAST training, and effective utilization of data.
- Provide Professional Development for AP teachers to provide an overview of the AP Program and a focus on course development, the AP Exam, available related resources, and models of successful teaching strategies.

Given these opportunities, our staff/teachers/administrators will experience induction, training, and mentoring that are evidence-based and geared toward preparing students for college, careers, and productive citizenship after graduation..



## 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.

Addressed in the LCAP.

The Willows Unified School District has a District English Language Advisory Committee (DELAC) that meets twice a year to focus on parents and families of English Learners. The meetings are designed to allow parents opportunities to better understand what is occurring in the schools as well as provide information related to state and federal level programs and funding. The meeting gives parents an opportunity to voice their opinions and gives the district and schools appropriate feedback to improve services and programs for the District's EL students. One of the goals for WUSD is for School site administrators and staff to actively recruit and seek parents/guardians from at least two targeted subgroups (such as EL) to provide input to others or to become members of one or more existing leadership committees. Another goal is to also provide Parent education nights.

## 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.

Addressed in the LCAP.

The Willows Unified School District uses the CALPADS report to determine how many students qualify for free and reduced meals. Those counts are used to describe our poverty criteria.

## 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:**

All our teachers in Willows Unified School District are appropriately credentialed for the subject areas they teach (0-ineffective teachers, 8-Inexperienced teachers, 0- out of field teachers). School Administrators support beginning and/or ineffective teachers by providing professional development opportunities, teacher mentors, and other support services from outside consultants to make sure teachers have the tools necessary to ensure learning in their classroom on a daily basis. This is included in our LCAP and addressed in our LCAP Stakeholders' Meetings, DELAC/ELAC Meetings, and Foster/Homeless Youth Meetings. At these meetings, parents and community members hear from our ELD teachers, our Foster/Homeless Youth Liaisons, and other experts about the strategies that the district is currently doing to meet the needs of all students and subgroups, and then are asked to give input. Those inputs are discussed and placed into the LCAP where necessary. When reviewing WUSD's Equity Gap Analysis, 8 out of 71 teachers (11%) meet the criteria for classification as "inexperienced" as defined by ESSA regulations. These 8 teachers are in their first or second year of teaching.

Willows Unified School District identifies disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperience, or out-of-field teachers by printing report data from our student information system. These reports are printed in the second week of school which shows us how many subgroups are with the teachers. At the secondary level, the data is broken down by teacher and period. With this data, the administrators look to see that all subgroups are divided among all our teachers (since they're all credential appropriately), and are in compliance with state regulations. It is also shared with our County Office who helps us monitor teacher equity. They also report to us if we're not meeting educator equity. If there are any disparities, the Administrators lets the Superintendent know for guidance, and then works with his secretaries and registrar to place students correctly. Parents are notified of immediate changes. There were no data that showed that one subgroup was taught more by an ineffective teacher, etc.

#### **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:**

Willows Unified School District was not identified for Comprehensive Support and Improvement (CSI). Two schools were identified for Targeted Support and Improvement (TSI). The first thing that the district does once they are being identified as CSI or TSI is that the Director of State and Federal Programs meets with her Principals who were identified for TSI. Then at a Management Team with all other Administrators, everyone chimes in to develop plans and ways to share TSI and solutions to their staff. Once it has been shared at a staff meeting, the staff generates ideas to improve that student population. Then it is shared to the individual School Site Council and written in the School Plan for Student Achievement.

The Willows Unified School District (WUSD) serves four schools: one elementary, one middle school, one high school, and one alternative high school. Under Section 1116, the WUSD will employ multiple strategies to implement effective parent and family engagement. Research shows how crucial parent involvement is in education. Students who have involved parents are more successful and adapt better in school. Therefore, as one of WUSD LCAP Goals, WUSD will foster a climate of student engagement, involvement, and connectedness that will be demonstrated through strong attendance and graduation rates, as well as opportunities for meaningful student, parent, and community involvement and input.

**Collaboration:** The first strategy involves collaborating with parents such as actively recruiting and seeking parents from at least one targeted subgroup to be members of one or more existing leadership committees as evidenced by phone calls, logs, memos, etc. Our schools put priority on encouraging our staff to build ties with our schools, parents, and the community-at-large. At schools, parents are given opportunities to participate on the School Site Council, the District English Language Advisory Committee, the site-level English Language Advisory Committee, and/or the District Site Leadership Team. The first three groups are responsible for viewing and providing input for their school's Single Plan for Student Achievement, which contains programs and expenses related to federal funding, and collaboration on schools identified for CSI or TSI. Overall, all of the listed committees play a role in reviewing, participating, and providing meaningful consultation as stakeholders to the District's LCAP. In partnerships with school and district staff, parent leaders approve each school's Title I Parent and Family Engagement Policy and School-Parent Compact at School Site Council. In addition, each school has its own Parent Teacher Student Association that volunteers its time to help the schools raise funds for a particular program or site specific need. They're also involved in making sure that parents voices are heard and sharing ideas to the site administrators. Parents are encouraged to be part of the District Site Leadership Team, which meets once every other month, to discuss changes and updates in state and federal programs/policies, as well as share ideas and voice their opinions in school decision making. WUSD also provides professional Development to all staff members to vertically align curriculum and coach and support teacher/practitioner growth to increase student learning and technology use in the classroom. Contingent upon funding, WUSD provides teachers, staff, and administrators, opportunities for Professional Development that support quality pedagogy/instructional planning, CAASPP/CAST training, and effective utilization of data; as well as opportunities for staff to become trauma-informed and investigate evidence based strategies (e.g. Positive Behavior Support and Intervention Supports, Restorative Practices and Justice, etc.).

**Communication:** The second strategy involves school and district communication with parents and families through multiple methods to address concerns, needs, interests, and/or to update parents on school events and activities. Families receive information related to how well their students are doing through report cards, state testing, etc. They also receive phone call/emails through the District's messaging system that keep parents up to date with current events at each school site. Materials sent home and/or phone calls are also done in Spanish. Text messages are utilized for parents who use Remind101. Parents can also check the District and schools' websites in order to determine what is currently happening at each school and to stay informed at all times. Additionally, parents can utilize the Aeries Parent Portal to check on their child's grades and to email teachers. Teachers and staff are also encouraged to reach out to parents. This may be done through phone calls, emails, conferences, and letters. Parents are welcome and encouraged to drop by any time to speak with administrators or to come see what is happening in their child's education. Throughout the year, many events happen at each school that allow the parents to be involved and participate in activities that will help improve their child's achievement. These activities include Parent Education Nights (e.g. PIQE, training using Parent Portals in Aeries, Parent Literacy Nights, Information nights for undocumented subgroups, etc.), at which, parents meet teachers; learn more about the curriculum; learn how to stay connected to their child's school (which might involve using technology); and as an EL parent, have a good time learning literacy skills. Translators are also provided for families that do not speak English.

### **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:**

Willows Unified School District has a population of 63% that are Socioeconomically Disadvantaged. All schools in the the district operate School-wide programs and follow the regulations as outlined in the Every Student Succeeds Act (ESSA). Willows Unified School District works with Glenn County Office of Education to provide after-school tutorial known as SPARK (Supporting Participation in Academics and Recreation for Kids) for all our elementary and middle school students, especially for neglected and/or delinquent children. The following are a list of services SPARK provides:

- Academics: Homework help, tutoring in reading and math, academic games and activities.
- Enrichment: Hands-on learning in science, prevention activities, field trips, guest speakers, theme areas, clubs, arts & crafts, music, drama, cooking, karate, Girl Scouts, Boy Scouts, and more.
- Recreation: Physical and recreational activities, basketball, soccer, freeze tag and freeze football, and free play on play ground.
- Afternoon snack: A nutritious snack is provided for each SPARK session.
- Service learning/community service: Special events for senior citizens, special school projects, and youth development.
- Special events: There will be a variety of special events at the sites. [Click here to find out about special events at your school site.](#)

At the high schools, tutorial is provided everyday before school, during lunch, and after-school by a certificated teacher for all students.

DISTRICT: Identifying eligible children most in need of services:

- Assist schools in identifying eligible Title I students using multiple measures and hosting meetings with staff, teachers, stakeholders for identifying students in need of services (DELAC, ELAC, DSLT, Management Meetings, SIP Coaches' Meeting, LCAP Surveys, etc.).
- Provide an online School Plan for Student Achievement (SPSA) template that addresses all required elements needed to upgrade the entire school's academic program.
- Assist schools in revising or reformatting their submitted SPSA to meet the components for SWP prior to obtaining Board approval.
- Instruct schools to review, evaluate, and revise their school plan annually based on current student academic achievement data.
- School visits are held throughout the entire school year to analyze data, evaluate past action steps and activities, develop new action plans based on current data, and align all resources to support action plans.
- Work with GCOE as the outside entity to provide technical assistance in addressing the required components for SWP.
- Provide workshops to parents on topics related to partnering with schools to support students' high academic achievement.

SCHOOL: Identifying eligible children most in need of services:

- Teachers and school leaders work together through a team (Grade-Level Intervention Team) to review grades and assess students who are not performing where they need to be. Then the team decides on a plan for those students. There is a meeting held for these students and their parents, along with their teachers/paraprofessionals, about what the students can do to meet grade level standard. If parents cannot make it for a meeting, a letter is sent home with ideas of strategies the student's teachers will do to help them succeed.

**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:**

Every year in the students' First Day Packet, WUSD sends home a student Residency Questionnaire to help identify eligible homeless students. During the 2018-2019 school year, data obtained via the Residency Questionnaires returned back to the District identified 92 students who could be considered homeless. Once students are identified as homeless, the counselors work with teachers to make sure that these students are given priority in counseling services, tutoring, etc. WUSD has two Foster and Homeless Liaisons at each school site, who check up on students on a regular basis (enrollment and relationship bonding with these students) and report back to the County's Social Worker if they noticed a decline in attendance and grades. Our Foster and Homeless Liaisons also coordinate with the Glenn County Office of Education's Foster Youth Services Coordinating Program to ensure that programs and services for foster/homeless youths are complementary, as well as share data and information among courts, child welfare, probation, and education agencies as necessary to support the educational success of students. Students are given vouchers and other necessary items (transportation, tutoring, backpacks, school supplies, etc.) from the Glenn County Office to help support these students outside of school. WUSD also provides comprehensive training and resources for foster/homeless youth, specific staff at the school site and district level for student support, as well as more generalized professional development opportunities for all educators and administrators on child welfare and foster care.

Our Foster/Homeless Youth Liaisons meet once every other month to discuss concerns and/or celebrations of this population. The Liaisons work across schools and county to make sure that these students are passing their classes and are given the services that they need. They work with the counselors and teachers to help keep the students on track, as well as stay current and in compliance. The County's Social Worker also checks in with this population and works with the liaisons and counselors to make sure that these students are successful in school. Once a month, a Foster/Homeless Family night is hosted in the county to keep parents involved and up to date on information and changes in state regulations.

**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:**

## NA for Early Childhood Education Programs

Willows Intermediate School provides an orientation day each spring to support elementary school students transition to middle school. Students become familiar with the WIS campus, learn how to use lockers, learn the rules of the school, and meet teachers and other students.

Willows High School provides an orientation day program for students and an evening program for parents each spring to support middle school students' transition to high school. Students, as well as parents, become familiar with the campus, learn the rules of the school, examine what classes are offered, and meet teachers and other staff members. Eighth grade students also attend the Glenn County CTE Fair, at which, high school students from the CTE Programs present CTE pathways to incoming freshmen.

WUSD and Butte Community College have been working together for the past few years to offer college courses that are aligned to the CA State standards of high school courses. These courses meet graduation requirements, add an enriched curriculum, and offer additional options for high school students who are pursuing a high school diploma, career preparation, and a smooth transition to college.

WUSD also provides CTE Pathways at the high school in which students are provided with strong experiences in the industry in which they are interested in studying or pursuing, through hands-on classroom activities, industry tours, and on-the-job worksite training via CTE Community Classrooms and CTE Cooperative Vocational Education. Students are provided training in their career fields of study through work training using industry specific technology and experiential learning opportunities. Students receive classroom safety orientation prior to training in the field and comprehensive safety training in the work site environment. All students in high school must pass Career Education, a semester course, prior to graduation. In this course, the students explore careers, complete job search activities, and investigate job retention skills. Counselors meet with students and their parents on an individual basis to discuss the students' four year plans and related issues. The school counselor is a strong advocate for Career and Technical Education. Each year, students are given written information related to all CTE courses in order to aid them in registering for courses for the following year. All CTE pathways have developed a brochure that is given out to all interested students.

## **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:**

### NA for Gifted and Talented Students

Each school in WUSD has a full time Media Specialist who works directly with students and teachers to provide access to information, research materials, and recreational resources. They coordinate with teachers to provide educational lesson plans that center on digital literacy and improve students' confidence in digital citizenship. Our Media Specialists also play a role in their school's Technology Visionary Group which consists of staff members at each school site to provide assistance to others in meeting their individual curriculum technology and instructional needs to aid and bolster student achievement.

## **TITLE I, PART D**

### **Description of Program**

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

### **Formal Agreements**

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

### **Comparable Education Program**

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

### **Successful Transitions**

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

### **Educational Needs**

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.



**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

**Social, Health, and Other Services**

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

**Parent and Family Involvement**

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

**Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

## **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:**

WUSD contracts with Riverside County Superintendent of School's accredited Teacher Credential program for the General Education Induction Program. The intent of the California Teacher Induction Program (CTI) is to build on the teacher preparation program and early experiences of each first or second year teacher in order to transform his/her academic preparation into practical success in the classroom. With a trained Reflective Coach (mentor teacher), the beginning teacher reflects on his/her teaching practices and his/her students' learning. The teachers participate in reflective conversations and classroom observations with their Reflective Coach in order to promote his/her success during the first years of their professional careers.

### **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:**

WUSD prioritizes funds to implement comprehensive support and improvement activities through data analysis of District and site specific needs. For example, WUSD was not identified for CSI, but two schools were identified for TSI. Under the TSI for whatever subgroups, the District ensures that the school is working to serve those subgroups who will get priority on funding to make sure that those subgroups are being served.

### **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:**

WUSD uses data to define needs, set goals, plan interventions, and evaluate progress. WUSD uses technology to support the use of data in decision making and engages the school community (teachers, parents, students, administrators) in using data to analyze strengths, weaknesses, threats, and opportunities for school improvement. During teacher collaboration days, as well as staff meetings, data are analyzed or discussed to help in determining what a student should be able to understand, do, or know at every grade level and in every content area. Teachers work together to determine the outcome or success levels for their students through analysis of several types of data such as standardized tests, student work, ongoing formative assessments, observations and portfolios. Data are also used and shared at every schools' Site Council meeting as well as at District Site Leadership Team, Management, and Board meetings. Data are dispersed and shared throughout the school year to better facilitate the professional climate and organizational learning. After reviewing the data, a discussion and action follows to address the findings and the specific needs of students and programs.

## **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:**

Professional Development is the program schools and the school districts use to help ensure that educators continue to strengthen their practices throughout their careers. Effective Professional Development can engage teams of teachers, other staff members, and administrators in focusing on the improvement needs of their students and selves. While they learn and problem solve together, they continually expand their knowledge and skills to implement the best educational practices. To support English Language Development, WUSD will provide Professional Development to coach and support teacher/practitioner growth to increase student learning and teacher effectiveness in the classroom. Teachers will visit other schools using the same ELA/ELD curriculum program and incorporate new strategy models they learned or observed. Professional Development will also be provided for key players who play a role in supporting high quality education for English Learners. At least twice a year, the WUSD ELD Team will also review the ELD Master Plan to revise, update entry and exit procedures, and collaborate to discuss important issues, share strategies and ideas, and support one another.

### **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:**

The Willows Unified School District embraces all students and families, regardless of citizenship and national origin, and that includes our immigrant children and youth. Willows Unified School District will provide enhanced instructional opportunities for our immigrant children and youth through providing Family/Parent Education Nights that focus on their child's education; hiring trained bilingual aides to support these students; providing tutorials and interventions before and after school; implementing multicultural curriculum in ELA/ELD; providing Professional development for staff; and supporting our teachers who have been trained or are being trained to provide services for our immigrant population.

### **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:**

Willows Unified School District (WUSD) is committed to developing students' academic English language proficiency and a positive self-image; students' reclassification to Fluent English proficiency; as well as all stakeholders' appreciation of the cultural and linguistic diversity English learners bring to the community. In order to achieve these goals, WUSD will use the California English Learner Roadmap as a guide for the ELD program:

- A clear and set vision and mission with research-based principles to guide planning and continuous improvement
- English Learners' success and learning, woven into the LCAP as central to practices, as everyone's responsibility
- Focus on English proficiency, proficiency in multiple languages, and recognition of the role of home language in supporting English and overall literacy
- Responsiveness to diverse EL needs
- College and career readiness and preparation for civic participation in a global, diverse, multilingual 21st century world
- Valuing and building on linguistic and cultural assets students bring using culturally responsive curriculum and instruction
- Focus on a safe, affirming, and welcoming school climate and culture
- Language development in and through content, integrated across curriculum (Integrated ELD), along with protected time (Designated ELD) for use
- Explicit commitment to leadership knowledgeable of and responsive to English Learners
- On-going ELD professional development using high leverage instructional strategies
- Track English Learner progress and make changes to ensure growth
- Use academic language and ELD strategies in all core subjects
- All teachers will use common assessments to inform instruction

The goal of the English Language Development (ELD) program for English Language Learners (ELL) is to develop the students' oral and academic language skills in English, enabling them to attain grade level proficiency. The curriculum focuses on the developmental acquisition of language through the use of a sequential, communicative and meaning-centered approach. ELL students are placed into an English Language Development program which takes into account the English proficiency level of each student. ELL students will be instructed in ELD by a teacher credentialed and/or certificated for ELD instruction. Both Bilingual and non-Bilingual Instructional Aides may support and assist the ELD teacher.

#### English Language Mainstream Classroom

This is a classroom in which the students are native English speakers or English learners who have already acquired reasonable fluency in English. Qualified teachers work to provide assistance through instruction designed for students learning English. Teachers and primary language aides, as appropriate, assist the students in learning English and the core curriculum. Teachers are well trained and use multiple instructional approaches to achieve the objective of all students meeting state standards.

Materials for the English Mainstream classroom are the state adopted core curricular materials in English. These are enhanced by use of visuals, manipulatives, and other resources which increase student understanding. English Language Development materials are as noted above.

The District will continue to fund the purchase of supplemental materials; Designated and Integrated ELD professional development opportunities to enhance teacher growth and learning; appropriate training to increase staff awareness and sensitivity to cultural diversities of our student population; and strategies to allow increased student access to the total curriculum.

### **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:

- (C) 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
- (D) meeting the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Teachers and Administrators will monitor EL students throughout the school year to ensure that they are developing academic, linguistic, and social skills and knowledge to their fullest potential in order to participate effectively in our multicultural society. District EL teachers and support staff will monitor students throughout the year using data (e.g. ELPAC, CAASPP, SOLOM, formal and summative Assessments) to identify instructional and curricular areas needing more attention.

The District has adopted state approved materials that are aligned to ELA /ELD Standards. All ELL pupils will receive English Language Development in Reading, Writing, Listening and Speaking. When appropriate, ELL students will receive primary language support in the core curriculum until their transition to English speaking is determined to be adequate for success. All pupils will receive instruction in multicultural education to enhance their development and self-esteem. EL students are expected to meet all state grade level content and performance standards for promotion and graduation.

## **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:**

Willows Unified School District will be utilizing funds to support a well-rounded education for all students through the offering of Advanced Placement courses and access to college and career guidance. WUSD will also provide Professional Development for supporting the effective use of technology in the classroom and training on trauma-informed practices to help its students. WUSD has invested in and set aside additional funds to purchase devices, equipment, software and digital content. District will incorporate technology as a means of integrating curriculum across subject areas. Students and educators will be guaranteed opportunities to use technology as an integral part of education, and staff will be offered a variety of training options such as face-to-face training, online training, collaboration time with others, and one-on-one coaching. Additionally, District will maximize the use of existing and free technology and site resources to support the goals and objectives for curriculum, instruction, intervention, and assessment.

The District School Leadership Team, Technology Committee, School Principals, Director of State & Federal Programs, and District Superintendent will annually assess and recommend improvements to be incorporated into the annual plan. Guiding questions will be used for evaluation of the plan. One component of the staff members' evaluation will be related to their effectiveness in designing and implementing appropriate learning experiences (e.g., units of instruction) that empower students to solve authentic problems centered on an overall theme/concept using the available technology (e.g., multimedia applications, internet, databases, spreadsheets, word processing). Staff may be encouraged to add technology related professional development components to their personal growth plan.