

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

**LEA Name**

Woodville Union School District

**CDS Code:**

54-72298-6054779

**Link to the LCAP:**

*(optional)*

<https://home.woodvilleschools.org/lcff-and-lcap.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.)*

Title I Part A, Title II, Part A Title III, Title IV Part A

*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.

Woodville Union School District is a single TK-8 elementary school district, the focuses on the educational, environmental, and emotional needs of our community with a culture of unity and a dedication to student success. We provide equitable educational services to enhance all students' live preparing for High School and beyond through a system of continuous improvement. We are accountable for financial stability, infrastructure maintenance, and developing staff capacity for the achievement of student goals with a common direction produced through Trust, Transparency and Teamwork." In order to increase middle school graduation and academic achievement rates with our Hispanic/Latino students, English Learners (EL) and students with special needs (SWDs), the district has focused Title I funds to the school with a focus on literacy as a preventative measure.

1. Expand collaborative partnerships with students, parents, staff, and the community and provide wrap-around services and personnel to further open lines of communication fostering a safe and welcoming educational environment through which all educational partners are actively engaged in the learning process.
2. Support teachers in the regular day to enhance/improve academic achievement: By May 2023, refine Designated and Integrated ELD as defined in the ELA/ELD Framework to support English Language Learners development and use of academic vocabulary in speaking and writing to engage with complex language and text as measured by classroom observations utilizing a district developed classroom observation tool for Designated English Language Development and the Thoughtful Classroom Framework for Integrated English Language Development.
  - Provide Classroom Instructional Aides
  - Provide an additional ELD Aide to support the ELPAC Assessment.
3. Intervention Programs: Accelerate student learning by increasing the percentage of fully credentialed staff, strengthening grade level standards-based instruction, targeted intervention, and purposeful enrichment supported by data analysis and a commitment to ongoing cycles of inquiry ensuring all students attain increasingly higher levels of achievement.
  - Extended Day Program
  - Summer School
  - STEAM Enrichment Programs
- 4.. Professional Learning Opportunities: Purposefully integrate the cycle of inquiry and implement tiered professional development including ample opportunities for staff to ask questions and practice what they learn while receiving constructive coaching feedback in a timely manner to support student learning.
  - Supporting the coaching model for teachers to improve instruction in the area of Great Initial First Teaching
  - Training in building a culture of collaboration with the implementation of Professional Learning Communities (PLC)
  - Additional training for designated and strategic ELD.

#### DEVELOPMENT OF DISTRICT PLANS:

Data throughout the 2019-2020 and 2020-2021 school years was collected and includes input gathered from multiple Educational Partners, and actions to address needs reviewed at the district and site level as related to priorities identified. Action steps were then revised, added, or deleted with a focus on multiple plans including the Local Control Accountability Plan (LCAP), the LCAP addendum, school site plan, and documents required for additional funding sources. With the LCAP strategic plan in place and funding allocated to action steps for each goal, areas of need remained which will be further supported with federal funds. This cycle of inquiry was brought to full cycle to ensure actions and funding addressed student needs implemented.

2018-2019 English Language Arts/Literacy Reported Result: 19.26% Met or Exceeded State Standards.

2018-2019 Mathematics Reported Result: 21.21%Met or Exceeded State Standards

2018-2019 ELPAC Reported Result: 41% of all English Learner Subgroup are making progress towards English Proficiency.

2019-20 CAASPP Data Source: % of English Learners scoring 3 or higher on the ELPAC (44%)

The following are a summary of key items determined to enhance LCAP funds through review of past implementation:

- Title 1 funds have been used to provide supplemental professional development and planning for strategy implementation and standards-based work, which was beneficial to support student academic growth for students that were not achieving at grade level standard. Schoolwide interventions, supplemental materials and experiences, and incentives for academic achievement and growth targeted student needs and was beneficial to identify skill areas that could be targeted by Intervention Teachers in small group instruction and added Instructional Aides support teachers. Homeless funds were provided as a set aside and were a benefit to support students with personal, health, and hygiene needs throughout this time period. Site-based parent involvement beyond the programs listed in LCAP were supported through these funds.

- Title II funds are allocated towards training teachers on intervention programs, curricula, and/or data collection or towards implementing a multi-tiered system of support for all students and induction programs. The District will provide professional development and instructional coaching as well as staff collaboration time to increase student learning outcomes and support instruction, assessment, and curriculum aligned to California State Standards and Next Generation Science Standards (NGSS). The staff will continue to develop the curriculum, alignment, and mapping process to include development of pacing guides, lesson design, formative and summative assessments. The District will train staff on systems for the use of data systems of formative, interim, & summative assessments as well as to inform MTSS.
- Title III funds were used to support professional development and intervention focused on English Learners promoting deepening of strategy implementation. To support teachers, one paraprofessional, school support staff, administrator capacity to support the English learners in meeting or exceeding English language development benchmarks (increase one proficiency level per year) and the same challenging state academic content standards that all children are expected to meet, the following professional development will be provided:
- Title IV funds were used to expand safety, student mental health services, to support professional development, and to augment technology resources and to support student learning, which was beneficial especially during the pandemic and drastic move to distance learning and implementation of a new learning platform.

## 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.

WUSD's LCAP actions are determined by needs assessments and data analysis, aimed at isolating causal factors for poor performance. Stakeholders review data and develop action plans to address those needs. Stakeholder groups include parent, community members, staff members, and employee groups. Formal stakeholder input and structure from high risk groups is ensured through the English Learner Advisory Committee and School Site Council.

The district uses multiple monitoring metrics that are found throughout the LCAP attached to each of the three major goals: Raise the academic achievement For ALL students, provide a rigorous educational system focusing on a Multi-Tiered System of support to narrow the achievement and opportunity gap for all students, provide a safe and conducive learning environment. Once needs are identified, qualifying funding is assigned to carry out the action. Federal funding is placed alongside state funding to enhance various actions and services. Although not required in the state's LCAP template, the district includes a funding summary at the end of the LCAP to provide an "at a glance" overview of how all funds are allocated, including federal dollars.

## 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.

Woodville USD is a Title 1 school district, according to the school districts free and reduce lunch program, 97% of Woodville students are classified as "students of poverty". According to LCFF Unduplicated Pupil Count, 97% of the district's ADA is identified SEDs, EL's and Homeless.

## 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:

Social Economically Disadvantaged (SED's) and minority students are NOT being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. This is not an issue for WUSD, but if it became a concern there would be a plan to assist teachers in completing credential work. Considerations for transfers of teachers would also be a likely part of the plan. Professional development is already an ongoing commitment for all teachers through the induction program with county office, but there is specific support in our district for struggling teachers. Struggling teachers are paired with a mentor and share their progress with the panel throughout their school year.

#### 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:

In order to ensure parent participation, the District supports a parent volunteer clearing service, parents must be finger printed. WUSD maintains District parent advisory and support groups such as ELAC, DELAC, SSC and LCAP Guidance Committee. Funds are provided for meeting supplies, hospitality and childcare. We believe that providing forums for parents regarding LCAP consulting and advising opportunities can further enhance our relationships. Translation services at all district held events, paper mailings and home visits are coordinated by district administration and parent liaisons. When requested Parent Liaisons (Site Administration) accompany parents to teacher conferences, site meetings, and assist with applications, forms and understanding parent notifications regarding report cards, assessments, and other school related materials.

Here is a link to the WUSD Family Engagement Plan (<https://home.woodvilleschools.org/parents.html>). Ultimately, this plan will help to mitigate the impact of socioeconomic disadvantages, low parent engagement levels, and deficits to early literacy is essential to improving student outcomes. Parents provided feedback on the development of the Family Engagement Plan, ELAC meetings and SSC meetings. Staff and administrators were also asked to review the plan and share ideas. Each year we survey our parents districtwide to evaluate the effectiveness of school activities including identifying barriers to greater participation.

### **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:**

WUSD generally do not have a high number of expelled students. If students violated major education code 48900 that warrants expulsion, they will go through the expulsion process.

### **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:**

The school board has adopted a Policy for Homeless Students to address their needs. Briefly, that policy designates the Superintendent/Principal as the district liaison for homeless students to ensure that homeless students have full and equal opportunity to enroll and succeed. Also, the District's homeless liaison works to coordinate activities with Tulare County Office of Education and other agencies and works directly with school registrars to ensure that homeless children are enrolled immediately. Eligible students are identified through the enrollment process in the registration office. Should any such students enter our school, we would convene an SST meeting early in the school year to provide the best possible environment for the child. Homeless services will be provided to all homeless students, so they can participate fully in all school activities and programs for which they are eligible. We currently do not have any students that are from homeless shelters.

### **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:**

The district administration and 8th grade teaching staff collaborates with the high school to pick courses, answer questions, and address any transition related concerns. Informational evenings are also held to address parental concerns regarding the transition to high school. Articulation meetings are held for all out going 8th grade students with an IEP during their 8th grade year to ensure their needs are addressed and supported and they are placed in appropriate courses in high school.

### **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

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

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

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

- A. The District does not receive funding for gifted/talented students.
- B. The District library technician and technology directors works directly with each other to provide all students with access to school libraries. Access to such libraries is a necessary tool for student achievement and essential to successful implementation of the Common Core State Standards (CCSS). The library technician provides services such as: Assisting school site personnel on library media center issues, Coordinating school issues such as library media center schematics, collection development, weeding, and staffing, Evaluating library books, selecting and developing collections, and cataloging, and Assisting in the development of California Model Library Standards-based lessons.



## 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:

N/A

### 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:

N/A

### 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:

N/A

### 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:

### 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:**

N/A

**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:**

**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:**

N/A

**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:**

N/A

**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:**

N/A

**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:**

N/A

**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:**

N/A

**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:**

N/A



## **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:**

Title II funds are allocated towards training teachers on intervention programs, curricula, and/or data collection or towards implementing a multi-tiered system of support for all students and induction programs. The District will provide professional development and instructional coaching as well as staff collaboration time to increase student learning outcomes and support instruction, assessment, and curriculum aligned to California State Standards and Next Generation Science Standards (NGSS). The staff will continue to develop the curriculum, alignment, and mapping process to include development of pacing guides, lesson design, formative and summative assessments. The District will train staff on systems for the use of data systems of formative, interim, & summative assessments as well as to inform MTSS.

LCAP Goal #1: Action and Services #3, 100% of teachers, including special education program teachers participated in two full Professional Development days during the 2018-2019 school year focused on strategic plan initiatives and common core Professional Development as evidenced by teacher attendance. These Professional Development days were held at the beginning of the school year.

### **Prioritizing Funding**

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

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

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

WUSD is a small, rural K-8 school district and funds will be prioritize to benefit all students. The District has identified that systemic weaknesses in the area of mathematics and ELA and has focused comprehensive support and improvement activities and targeted support and improvement activities at the K-8. All students will have access to well-rounded, first good teaching (Tier 1) in the form of high quality core instruction, appropriate amount of instructional time per grade level, and access to dual enrollment programs. Tier 1 curricula exists and procedures are in place to measure fidelity of implementation. All students will complete universal screenings. Progress monitoring occurs at least three times a year. Identification includes district math pre- and post- tests, CAASPP, ELPAC and multiple other sources. Students who are identified as not meeting grade level standards in Mathematics and ELA will be provided Tier 2 and Tier 3 interventions to remediate the learning gaps.

### **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 utilized Title II Professional Growth and Improvement programs' for continuous improvement by sharing and consulting around outcome data from employee development and support evaluation system. Data represent all indicators of the multiple measures evaluation system; evidence and ratings from classroom observations, instructional and professional growth objectives data, stakeholder feedback, data-based objectives of student and educator achievement and performance data as well as final overall evaluation ratings and comments. Professional learning provide annual measures of program outcomes to teachers and stakeholders. These data are used to guide programmatic changes and professional development for program staff. Professional learning will train staff on systems for the use of data systems of formative, interim, & summative assessments as well as to inform MTSS to improve student achievement.

## **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:**

To support teachers, one paraprofessional, school support staff, administrator capacity to support the English learners in meeting or exceeding English language development benchmarks (increase one proficiency level per year) and the same challenging state academic content standards that all children are expected to meet, the following professional development will be provided:

- Analysis of ELD Standards
- Instructional implications of English Proficiency Assessments of California (ELPAC), modeling the integration of ELPAC task types with adopted ELD/ELA curricula
- Foundational Literacy Skills
- EL Instructional Approaches (Active Listening, Extended Communication, and Oral Summarizing)
- EL program data analysis to inform instruction and targeted intervention. Currently, the District has over 60% English Learners.
- The purpose of the District-wide professional development is to enhance staff capacity to understand and implement curricula, formative and summative assessment practices and measures, and instructional strategies for English Learners. Moreover, the District will invest in EL parent outreach and engagement to ensure parents are equal partners in the education of their children.

### **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:**

WUSD will provide annual ongoing ELPAC trainings, to certificated staff and instructional aides. All certificated staff new to the district are part of a two year professional development program with the county office. English Learner Coaches are provided from county office to support general education teachers on how to adjust delivery instruction to include EL strategies within all core subjects.

### **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:**

To improve English language proficiency and academic success of English Learners, WUSD will implement programs such as designated and strategic ELD, services and supports for English Learners. The District's ELD program for English Learners, consists of Integrated ELD, incorporates Multi-Tiered System of Supports for English Learners to achieve English fluency and academic success. The District is committed to expanding and enhancing instructional programs and/or opportunities for English learners to develop English fluency, mastery of academic content, and multi-literacy. The district will continue to fund supplemental services and supports for English Learners which include purchasing supplemental instructional materials. The District is also committed to providing targeted ELD or academic content intervention for English learners who are not making adequate linguistic or academic progress and working closely with the county office in additional contracted support. Furthermore, the District will provide staff, supplemental instructional resources to support the delivery of high quality Integrated ELD instruction. The goal is to support teachers in developing lessons that help English Learners engaged in structured use of academic language through disciplinary, academic discussions, which will support English Learners English language development and mastery of grade level 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:

- (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:**

WUSD uses the Aeries Student Information System, English learner progress will be monitored to ensure they are making adequate linguistic and academic progress. Teachers, ELD Designees, and administrators will utilize Aeries data reports to:

- instructional needs of EL students
- Inform Integrated ELD instruction
- Inform professional development needs, and provide high quality instructional programs for ELs and Integrated ELD instruction, professional development, supplemental materials or resources, and intervention programs to ensure English learners make progress in learning English as measured by the English Language Proficiency Assessments of California (ELPAC Summative), achieve English fluency, and meet or exceed grade level content standards as every student is expected to meet

## 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:

- A. N/A
- B. N/A
- C. N/A
- D. N/A
- E. N/A

The district received the funding late in the year, the funds will be utilized in the area of technology support.