



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

DATE: **October 10, 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 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.

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:

There were minor changes in terms of language that CDE wanted us to use. Those changes were made. A Public Hearing is not required but approval of the plan is required.

California Department of Education

LCAP Federal Addendum System

Submission
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Willows Unified (11626610000000)

Status: Approved

All your sections have been approved by CDE reviewers! You are now finished with this submission system.

LEA Contact Name: **Ellen Hamilton**

LEA Contact Email: **ehamilton@willowsunified.org**

LEA Contact Phone: **530-934-6600 (ext. 6)**

[Edit LEA Contact](#)**Instructions, Strategy, and Alignment****Status: Approved**

This section's responses have been approved by CDE. Select the "View Instructions, Strategy, and Alignment Section" button below to review (and print) your responses.

[View Instructions, Strategy, and Alignment Section](#)**Title I, Part A****Status: Approved**

This section's responses have been approved by CDE. Select the "View Title I, Part A Section" button below to review (and print) your responses.

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Title I, Part A, Educator Equity

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Title II, Part A

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Title III, Part A

Status: Approved

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Title IV, Part A

Status: Approved

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

California Department of Education

LCAP Federal Addendum System

Instructions, Strategy, and Alignment

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the Every Student Succeeds Act (ESSA).

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The LEA must address the Strategy and Alignment prompts provided below. Please describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Response from Willows Unified:

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.

APPROVED BY CDE

Alignment

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

Response from Willows Unified:

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.

APPROVED BY CDE

Instructions, Strategy, and Alignment Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Ellen Hamilton

Contact Phone and Optional Extension

530-934-6600

6

Contact Email

ehamilton@willowsunified.org

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LCAP Federal Addendum System

Title I, Part A

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

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

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

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Response from Willows Unified:

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, as well as the LCAP where appropriate..

Families, communities, and students also participate in the development of the School Plan for Student Achievement as well as the LCAP through multiple measures. First, there is a survey that allows everyone to give their comments, concerns, suggestions to the development of the School Plan and/or LCAP Plan. Surveys were collected, reviewed, and where appropriate, included in the School Plan and/or LCAP Plan. There are many Parent Education Nights (such as DELAC/ELAC, Parent information Nights, Next Year Plans Meeting, Back to School, etc) held at each site for parents/communities to give their suggestions and be part of the plan. Willows Unified offers many stakeholder meetings throughout the year so that parents can pick and choose which days they can attend and give feedback to the school/district plans. Specific

meetings are also held for the following subgroup parents: English Learners and Foster and Homeless youth parents. Much discussion from the suggestions of parents/community members were included in the School Plan or LCAP when appropriate.

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

Response from Willows Unified:

Our parent and family engagement policies are distributed to parents and family members of participating children in their child's first day packet. Our parent engagement policies are also distributed at the first "Meet and Greet w/Principal" (e.g. Coffee with Principal), first School Site Council, first English Language Advisory Committee, first District English Language Advisory Committee, and included in the first PTSA meeting. Willows Unified School District provides Professional Development for all our teachers not just through content areas but also through leadership conferences in building teachers and reaching out to parents/community. At staff meetings, our Admin team reminds our teachers about the importance of families (parents) in our students' lives and services of agencies within our community. 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 Support and Intervention Supports, Restorative Practice, etc.) Each site provides different family outreach programs/activities that focus on student, teacher, parent relationships. These events allow for parents and community members to voice their opinion as well as take part in the school. Willows Unified School District provides feasible, appropriate, and coordinate and integrate parent involvement programs and activities (Fed, State, local programs) by providing parent education nights on the followings programs: CEP (Community Eligibility Program) free lunch for every student, Career Technical Education, training on SSC, training on DELAC/ELAC, Comprehensive Sex Health Unit, and provide other opportunities for parents to be involve in their child's education through Paint nights, Parent Literacy nights, Open House, Back to School, etc. There is also a parent resource center in each school site in the library. Counselors and teachers are also available to help give parents guidance for additional assistance on services provided in the community. Every school has a parent request box in the office that parents may provide feedback or request a particular activity to the school. Parents can also email the administrators and/or attend any of the following committee meetings to voice their opinions or provide suggestions: Board Meetings, School Site Councils, DELAC/ELAC Meetings, Technology Meetings, District Site leadership Team Meetings, etc. Willows Unified will do their best to respond to the request mentioned by the parents and look into where it aligns within the LCAP. If it is necessary and appropriate, Willows will consider the input and put it in the LCAP. In every students' first day packet, is a district language form (in English and Spanish) that allows Spanish speaking parents the option to receive all their forms in their primary language- which includes report cards of their child, test scores, etc. Willows Unified School District provides the following meetings so that all subgroups are addressed: DELAC/ELAC for English Learners/Immigrant, Foster/Homeless Youth Liaison Meetings for our foster/homeless youths, IEP meetings, etc. Within these subgroups, Willows provides documents translated in Spanish, as well translators, including sign language, when having meetings or making phone calls. Everything sent or called home is on the school or district website. When they click on specific areas on the webpage, it will give parents the option of having it being translated in another language or have it be read to them. Parents can just click anywhere on the webpage and it will give them a text description. That way all our parents have accessibility. Willows Unified aligns the ESSA Sect 1116 into the LCAP Stakeholder engagement process

by providing different LCAP stakeholders meetings throughout the year and targeting all subgroups to allow every parent the opportunity to voice their opinions/comments. Translators are provided at each stakeholders, along with flyers in English and Spanish, and IEP teachers call home to inform families of such meetings: LCAP meetings, etc. 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. 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.

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Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Response from Willows Unified:

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.

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Address the ESSA provision:

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

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

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

Save All and Continue

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

Response from Willows Unified:

NA

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Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

Response from Willows Unified:

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, attendance, 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. If a teacher, counselor, foster/homeless youth liaisons notices that the student needs more services, then we contact our social worker, our county Foster/Homeless Youth coordinator, and agencies nearby (such as mental health) to make sure the students are getting what they need to succeed in school.

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Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Response from Willows Unified:

NA for Early Childhood Education Programs.

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Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

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

Response from Willows Unified:

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.

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Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

Response from Willows Unified:

NA

APPROVED BY CDE

Title I, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Ellen Hamilton

**Contact Phone
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Title I, Part A, Educator Equity

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

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

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g) (1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Response from Willows Unified:

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). Four of these 8 teachers are at the high school, 1 of the 8 teachers is at the middle school, and the other 3 are at the elementary school (none at the alternative high school). We are a small school district. 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. There are no low-income students taught at higher rates than other students by ineffective/misassigned teachers. The disparity with low-income students are dispersed evenly throughout the district. There are no low-income students taught at higher rates than other students by out-of-field teachers. There are no low-income students taught at higher rates than other students by inexperienced teachers. There were no minority students taught at higher rates than other students by ineffective/misassigned teachers. There were no minority students taught at higher rates than other students by out-of-field teachers. There were no minority students taught at higher rates than other students by inexperienced teachers.

Willows Unified engages stakeholders in its process for identifying strategies for addressing discovered equity gaps, if necessary, through surveys, stakeholder meetings, school site staff meetings, and Parental Education Nights. 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. Four of these 8 teachers are at the high school, 1 of the 8 is at the middle school, and the other 3 are at the elementary school. Willows Unified School District identifies disparities, if any, 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. The district would provide PD or assistance for those teachers who are misassigned or ineffective. There were no data that showed that one subgroup was taught more by an ineffective teacher, etc.

APPROVED BY CDE

Title I, Part A, Educator Equity Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name**Contact Phone
and Optional Extension****Contact Email**

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LCAP Federal Addendum System

Title II, Part A

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

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Professional Growth and Improvement

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

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

Response from Willows Unified:

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.

We have implemented professional learning as a bi-weekly collaboration meetings, PLCs, to focus on analyzing student group achievement data for teachers, principals, and other school leaders. We are also working to plan engaging standards based lessons that incorporate structured student-student talk. We are also providing professional learning in the area of technology. For teachers- cycles of professional learning will include content knowledge building, modeling, observational coaching, feedback, and planning support. Additional professional development will be provided to support teachers attending ongoing county

improvement networks and instructional rounds opportunities. For principals and school leaders- Professional Development will be provided for them that involves building a team climate, motivating teachers and improving morale, and leading focus on school goals. Recently and currently, our Principals have been attending PDs focused on the Mind Up Curriculum and Restorative Practices. We are always promoting professional growth and ensuring there is improvement by collecting data of students' grades, test scores, etc., and recognizing students and teachers of the month. We have an LCAP survey that is given out to students, teachers, staff, parents, etc., which allows our staff members (along with anyone else) to evaluate our system of professional growth and improvement and allow us to hear from our staff what is needed to improve student success. Through the surveys, it was determined that we needed more professional development for our teachers on working with newcomers and long term English learners. It was also determined that we needed to incorporate more professional development for technology.

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Prioritizing Funding

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

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

Response from Willows Unified:

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.

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Data and Ongoing Consultation to Support Continuous Improvement

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

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

Response from Willows Unified:

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.

APPROVED BY CDE**Title II, Part A Contact**

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Title III, Part A

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

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

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Response from Willows Unified:

WUSD 18-19 dashboard results indicate that our English Learners have been red in ELA and Math for two consecutive years. Based on teacher/staff surveys, the greatest professional development need for 2019-2020 is centered on ELD instruction aligning to meet the needs of individual students. The goal for ELs/Migrant Ed. students is getting them to meet grade-level standards. All teachers will receive professional development to support English Language Development at our District Staff Development Day in September. The training will focus on addressing early gaps in the English phonological system and equity to ensure all students, with a focus on particularly equity groups including English Learners, achieve proficiency on grade level academic and language standards. Title III funds will be used to provide PD to key staff members on utilizing OPTEL to evaluate EL student progress. WUSD will also provide Professional Development to coach and support teacher/practitioner growth to increase student learning and teacher effectiveness in the classrooms. Teachers will visit other schools using the same ELA/ELD curriculum programs to monitor student progress. Other supplemental PDs may include ELAPC assessments results, engagement of English-Learner parent and families, and Master Plan Development. Data from current

ELPAC will be used to focus professional development on specific components of ELPAC that presented challenges to our students.

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Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Response from Willows Unified:

We do not receive Title III Immigrant funds. However, WUSD will provide enhanced instructional opportunities for our immigrant children and youth through providing Family/Parent Education Nights that focuses on navigating the culture and academic side of the education system at least twice a year. Parents and students will be provided training focused on utilizing the school's Aeries Parent and Student Portal so that they know how to stay connected and engaged with the schools. Regardless if funding is received or not, our bilingual paraprofessionals serve as a resource to our immigrant families and newcomer students. The paraprofessionals help to orient families with the US school system, expectations, and resources within the school and community. Students are assigned to classrooms where the teacher is bilingual, whenever possible, and where the most support will be provided. Bilingual paraprofessionals often provides instruction to front load content and/or vocabulary or lesson preview. Whenever possible, depending on the student's home language, the site will assess newcomers to determine proficiency and literacy skills in the home language. Supplemental services provided to our immigrant students includes: intervention during the school day and after-school tutoring either in small group or one-on-one. These are services available to English learners and any learner considered at-risk. Our ELD curriculum provides lessons at varied levels for both integrated and designated instruction. In addition, students have access at school and at home to computer based learning programs.

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Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Response from Willows Unified:

Willows Unified School District implements integrated and designated ELD instructions. The overall goal of ELD instruction is for students to develop the language skills needed to learn content, aligned to grade level standards, taught in English and to be able to comprehend and express the content knowledge in English. The elementary and middle school have adopted a new ELA/ELD curriculum and are ensuring teachers are trained appropriately in the curriculum, ELD Standards, and ELD Delivery methods. A variety of approaches and strategies are implemented to help English learners increase their English language proficiency and master state academic standards. Effective practices implemented include: standards aligned curriculum, clear content and language objectives, monitoring long terms English learners (LTEs), evidence based

strategies including those for vocabulary and to scaffold instruction, and small group instruction that is explicit and systematic. ELD lessons and resources are designed to support English learners in developing a command of the English language, as well as increasing vocabulary and content area/background knowledge. The California EL Roadmap is being rolled out in our district and this supports the strengths and capacities of our English Learners by sharing the responsibility of all educators in our system. There are other supplementary programs used to support all students, including English learners. Supplementary programs support English learners with specific skills related to both content and English language. These have been beneficial in identifying skills to be developed and providing instruction and/or practice. ELD instruction is not solely reliant on a designated ELD teacher. Rather, programs and activities have been sustained by building professional capacity of staff, who deliver instruction and integrate strategies and scaffolds. Building staff capacity helps to ensure students will receive instruction aligned to standards and appropriate supports to access content and language to make instruction comprehensible. Staff who attend professional development outside the district provide training to staff and support for implementation of evidence based strategies. Along with the programs available, each site has a teacher designated as the English learner coordinator who assist to coordinate testing for English learners and monitors progress of English learners and reclassified fluent English learners. The coordinator attends ELAC and DELAC meetings and serves as a lead for English learners at the site level. The coordinator works with the bilingual paraprofessionals to accomplish the above mentioned duties and to organize and facilitate ELAC meetings and site sponsored parent training sessions. The district's assessment plan is comprised of a variety of assessments for a variety of intents including for the purposes of collecting data for summative, formative, diagnostic and progress monitoring. These assessments serve as checkpoints and milestones for checking student progress. The data is analyzed quarterly at Grade-Level Review Teams. The data analysis looks at individual students, with a focus on students in various equity groups including English learners and long term English learners.

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English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- A. achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- B. meeting the challenging State academic standards.

Response from Willows Unified:

Willows Unified School has provided opportunities for all teachers to get training addressing the use of ELPAC results, ELD Standards, and classroom instructional strategies for both integrated and designated ELD. The district expects English learners to advance at least one performance level on the state English language acquisition test, unless otherwise specified with the release of ELPAC studies on progress. The goal is to reclassify students within 4-5 years of attending a US public school. English proficiency levels are monitored for student progress and potential reclassification. The way our district will assist English Learners in achieving English proficiency will be providing quality, integrated English Language Development embedded into our curriculum, as well as set aside Designated ELD time with a focus on the ELD standards. The ELD standards are aligned with the Common Core ELA standards. We work to monitor

students' progress measured by the data on the ELPAC as well as through teacher observation and another reading/writing assessment that measures their progress next to their grade level peers.

APPROVED BY CDE**Title III, Part A Contact**

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name**Contact Phone
and Optional Extension****Contact Email**

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

California Department of Education

LCAP Federal Addendum System

Title IV, Part A

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

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Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

Response from Willows Unified:

Willows Unified School District developed its application with individuals and entities as described in Section 4106(c)(1) by involving many stakeholders in the development of the 2019-2020 LCAP to meet the needs of our students and subgroups. These stakeholders were a part of one or more of the following groups:

District School Leadership Team - meetings were held the last Monday of each month to discuss issues related to improving student learning and performance. These meetings provided a perfect opportunity to allow all Stakeholders (Parents, Administrators, Certificated, Board Member, Classified, and Glenn County Office of Education personnel) to become knowledgeable about the LCFF/LCAP and to provide the District with direction for 2019-20.

School Site Council/Parent Advisory Committee - quarterly meetings were held at all three school sites to discuss issues related to improving student learning and performance. These meetings also provided an excellent opportunity to allow School Site Council members (Parents - to include EL Parents, Certificated, Classified, Students, and Administrators) to understand the impact of the LCFF/LCAP and to provide the District with possible direction for the 2019-20 school year.

District English Language Advisory Committee (DELAC) - Met twice a year to discuss issues related to improving student learning and performance. Also, they spent time discussing the LCAP process. WUSD Foster/Homeless Liaisons met monthly to discuss services offered in the district/county for our Foster/Homeless Youth, as well as the LCAP process. Monthly School Site PLC and Staff Meetings - Bi-monthly collaboration meetings were held to provide Administrators and Staff an opportunity to become educated on LCFF/LCAP and to discuss possible pathways for students. Stakeholder Surveys - LEA personnel, Parents, Community Members, teachers, local bargaining units, and Students responded to the survey located on the District and individual school websites. They were able to share information from their perspectives on the State Priorities highlighted throughout the Plan and comment on issues specifically affecting them. Information was gathered to put in the LCAP where necessary. The Community Stakeholder's Meeting met every year in March to provide Parents, Students, Community Members, and Staff an opportunity to understand and provide prioritized suggestions to be included in the development of the LCFF/LCAP.

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. Schools will also be looking at their School Plan for Student Achievement to evaluate their programs and improve in the areas as needed as identified for CSI/TSI (when appropriate). During School Site meetings and staff meetings, the School Plan will be looked at to ensure that all areas of concerns or needs are addressed for improvement. The intended outcome is for every staff and parent to know where the areas of strengths and weaknesses are at each site and develop a plan to meet the needs of our students, such as providing PD for all staff.

The District will also evaluate all programs through each Title evaluation and ensure that funds are used properly & in compliance to ESSA.

APPROVED BY CDE**Title IV, Part A Contact**

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name**Contact Phone
and Optional Extension****Contact Email**

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