



WILLOWS UNIFIED SCHOOL DISTRICT
Office of the Superintendent

DATE: June 12, 2023

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

PRESENTER: Scott Booth, Director of Curriculum, Instruction, and Assessment

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 and current initiative to increase student achievement and attendance, and updates to our engagement efforts with educational partners.

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

School Year

2022-23

Date of Board Approval

June 15, 2023

LEA Name

Willows Unified School District

CDS Code:

11-62661-0000000

Link to the LCAP:

(optional)

www.willowsunified.org/LCFFLCAP/LCFFLCAP/index.html

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

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

Instructions

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.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

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.

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

- Optimize the conditions of student learning by providing a 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 promotes 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 positive behavioral interventions(PBIS), while promoting excellent student engagement and attendance. In addition, WUSD will continue to provide instructional aide assistance for one-to-one support, intervention before and after school, and enhanced counseling services for all students.

Alignment

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

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

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;

- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

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.
Addressed in the LCAP.

The Willows Unified School District uses the CALPADS report (1.1) to determine how many students qualify for free and reduced meals. Those counts are used to describe our poverty criteria.

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

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.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

All our teachers in Willows Unified School District (WUSD) are appropriately credentialed for the subject areas they teach (0- ineffective teachers, 8-Inexperienced teachers, 0- out of field teachers). School Administrators support beginning and/or ineffective teachers by providing professional development opportunities, teacher mentors, and other support services from outside consultants to make sure teachers have the tools necessary to ensure learning in their classroom on a daily basis. This and strategies are included in our LCAP and addressed in our LCAP Advisory meeting, DELAC/ELAC meetings, and Foster/Homeless Youth meetings. In these meetings, parents and community members hear from our ELD teachers, our Foster/Homeless Youth Liaisons, and other experts about the strategies that the district is currently doing to meet the needs of all students and subgroups, and then are asked to give input. Input is routinely collected, reviewed, and discussed; prior to being placed into the LCAP where necessary. When reviewing WUSD's Equity gap analysis, 8 out of 80 teachers (10%) meet the criteria for classification as "inexperienced" as defined by ESSA regulations. These 8 teachers are in their first or second year of teaching.

Willows Unified School District (WUSD) identifies disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers largely from reporting elements within 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 and will provide additional direction to us if we're not meeting educator equity. If there are any identified disparities, the administrators let the Superintendent know for guidance, and then works with his secretaries and registrar to place students correctly. Parents are notified of immediate changes. There was no data that indicated that one subgroup was taught more by an ineffective teacher or identified disparities, where low-income students and minority students were being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers

	• Emergency English Learner or Bilingual Authorization Permits Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

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

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

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with

disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Willows Unified School District WUSD) was not identified for Comprehensive Support and Improvement (CSI). Three schools were identified for Additional Targeted Support and Improvement (ATSI); Murdock Elementary, Willows Intermediate, and Willows High School. With the initial notification of ATSI by the County Office of Education, the initial support action by the County Office, Superintendent, Director of Instructional Support Services, and Director of Curriculum, Instruction, and Assessment, and site administrators; included reviewed the Dashboard data, identifying immediate concerns for English Learner and Students with Disabilities for academic achievement and chronic absenteeism. With a subsequent root-cause analysis and input gathered from staff and educational partners, plans were drafted to address these concerns. Follow-up actions included sharing the data, information, and plans at staff meetings, School Site Councils, DELCA/ELAC meetings, and LCAP Advisory. Moreover, plans were reviewed and adjusted as needed, and then written in each sites School Plan for Student Achievement.

The Willows Unified School District (WUSD) serves four schools: one elementary, one middle school, one high school, and one alternative high school. Under Section 1116, the WUSD will employ multiple strategies to implement effective parent and family engagement. Extensive research underscores the vital importance of parental engagement in education. Students who benefit from active parental involvement demonstrate greater academic achievement and exhibit enhanced adaptability within the school environment. Thus, as one of WUSD's LCAP goals, WUSD will foster a climate of student engagement, involvement, and connectedness that will be demonstrated through strong attendance and graduation rates, as well as opportunities for meaningful student, parent, and community involvement and input.

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

Communication: The second engagement strategy involves school and district communications with parents and families through multiple methods to address concerns, needs, interests, and/or to update parents on school events and activities. Families receive myriad of information related to how well their students are doing through report cards, state testing, attendance, etc. They also receive phone calls and emails through the District's messaging system that keep parents up to date with current events at each school site. Materials sent home and/or phone calls are also translated in Spanish. Text messages are utilized for parents who use the app, Remind101. In addition, 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. Moreover, parents can utilize the Aeries Parent Portal to check on their child's grades and to email teachers. Teachers and staff are also encouraged to reach out to parents. This may be done through phone calls, emails, conferences, and letters. With the district transition to AERIES Parent Square in 2023/24, staff and parents will receive the benefits of all that was previously listed above, through one platform that features the ability for open, two-way communication. Furthermore, parents are welcomed and encouraged to drop by any time to speak with administrators or to come see what is happening in their child's education. Throughout the year, many events happen at each school that allow the parents to be involved and participate in activities that will help improve their child's achievement. These activities include parent education nights (e.g. PIQE, training using Parent Portals in Aeries, FAFSA completion support, Parent Literacy Nights, Information nights for undocumented subgroups, etc.), at which, parents meet teachers, learn more about the curriculum, learn how to stay connected to their child's school, and learn literacy skills to support their students at home. Translators are routinely provided for families that do not speak English.

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Willows Unified School District (WUSD) has a population of 80% that are Socioeconomically Disadvantaged. All schools in 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. In addition, this program is bolstered by the Expanded Learning Opportunities Program (ELO-P), providing 30 days of additional instruction and enrichment, to the school year. 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 and available to all students.

DISTRICT: Identifying eligible children most in need of services:

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

SCHOOL: Identifying eligible children most in need of services:

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

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Every year, during the data confirmation process and in the students' First Day Packet, WUSD sends home a student Residency Questionnaire to help identify eligible homeless students. During the 2022/23 school year, data obtained via the data confirmation and Residency Questionnaires returned back to the District identified 42 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 a Foster and Homeless Liaisons at each school site, who check up on students on a regular basis (enrollment and relationship bonding with these students) and report back to the County's Social Worker if they noticed a decline in attendance and grades. Our Foster and Homeless Liaisons also coordinate with the Glenn County Office of Education's Foster Youth Services Coordinating Program to ensure that programs and services for foster/homeless youths are complementary, as well as share data and information among courts, child welfare, probation, and education agencies as necessary to support the educational success of students. Students are given vouchers and other necessary items (transportation, tutoring, backpacks, school supplies, etc.) from WUSD and the Glenn County Office of Education 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 month to discuss concerns and/or celebrations of this population. The Liaisons work across schools and county resources 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. Through the County services, once a month, a Foster/Homeless Family night is hosted in the county to keep parents involved and up to date on information and changes in state regulations.

Student Transitions

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

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

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

- (A) 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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA for Early Childhood Education Programs

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

Willows High School provides an orientation day program for students and an evening program for parents each spring to support middle school students' transition to high school. Students, as well as parents, become familiar with the campus, learn the rules of the school, examine what classes are offered, and meet teachers and other staff members. Impacted by pandemic mitigation and when available, 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.

Willows Unified School District (WUSD) and Butte Community College continue to collaborate in order 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. In addition, all students in high school must pass a one semester course of Career Education, 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 academic plans and related issues. The school counselor remains a strong advocate for Career and Technical Education. Each year, students are given written information related to all CTE courses in order to aid them in registering for courses for the following year. All CTE pathways have developed a brochure that is given out to all interested students

.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA for Gifted and Talented Students

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

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Formal Agreements ESSA SECTION 1423(2)

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

(A) LEA; and

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Comparable Education Program ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Successful Transitions ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Social, Health, and Other Services

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Individualized Education Program Awareness

ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

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

Prioritizing Funding

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

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

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

WUSD prioritizes funds to implement comprehensive support and improvement activities through data analysis of District and site specific needs. For example, WUSD was not identified for CSI, but three schools were identified for ATSI. With the initial notification of ATSI by the County Office of Education, the initial support action by the County Office, Superintendent, Director of Instructional Support Services, and Director of Curriculum, Instruction, and Assessment, and site administrators; included reviewed the Dashboard data, identifying immediate concerns for English Learner and Students with Disabilities for academic achievement and chronic absenteeism. With a subsequent root-cause analysis and input gathered from staff and educational partners, plans were drafted to address these concerns. In accordance with ATSI, the district ensures that each school is working to serve these subgroups, who will receive priority in funding to make certain that they are being adequately served.

Data and Ongoing Consultation to Support Continuous Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

Willows Unified School District (WUSD) utilizes 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, areas of concern, and opportunities for school improvement. During teacher collaboration days, as well as staff meetings, this data is 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 of their students through analysis of multiple measures such as benchmark assessments, standardized tests, student work, ongoing formative assessments, observations and portfolios. Data is also used and shared at every schools' Site Council meetings as well as at District Site Leadership Team/CIA Advisory, Management, and Board meetings. Data is dispersed and shared throughout the school year with our educational partners, to better facilitate the professional climate and organizational learning. After reviewing the data, a discussion and action plan follows to address the findings and the specific needs of students and programs.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To support and ensure that educators continue to strengthen their craft throughout their careers, WUSD will provide for an ongoing and effective professional development program that engages teams of teachers, support staff, and administrators in a focused strategy for improvement in the success of students and themselves. While learning to solve problems together, they will continue to expand their knowledge and skills to implement first-best instructional strategies and alignment to UDL methodologies. Moreover, to further support English Language Development, WUSD will provide ongoing professional development to coach and support teacher/practitioner growth, in order to increase student learning and teacher effectiveness. Strategies will include opportunities for teachers to visit other schools using the same ELA/ELD curriculum programs and incorporate new strategy models they learned or observed. Additional professional development will also be provided for other key staff who play a role in supporting high-quality education for English Learners. At least twice a year, the WUSD ELD Team will also review the ELD Master Plan to revise, update entry and exit procedures, and collaborate to discuss important issues, share strategies and ideas, and support one another.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

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

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

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

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

English Proficiency and Academic Achievement

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

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

- (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.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

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.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Willows Unified School District (WUSD) will be utilizing funds to support a well-rounded education for all students through the offering of academic enrichment courses and Advanced Placement courses as well as access to robust college and career guidance. WUSD will also provide ongoing Professional Development for supporting the effective use of technology in the classroom and training on trauma-informed practices to support our students. WUSD has invested in and set aside additional funds for ongoing purchasing and replenishment of devices, equipment, software and digital content; to ensure a comprehensive and effective 1:1 implementation. Additionally, WUSD will emphasize technology as a means of integrating curriculum across subject areas. Students and educators will be guaranteed opportunities to utilize technology as an integral part of education, and staff will be offered a variety of training options such as in-person training, online/remote training, collaboration time with others, and one-on-one coaching. When available, WUSD 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/CIA Advisory (Curriculum, Instruction and Assessment Advisory), Technology Committee, School Principals, Director of CIA and State and 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.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]

What activities will be included within the support for a well-rounded education?

[Enter a description of which activities will be included within the support for a well-rounded education]

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the program activities will be evaluated to determine future program planning]

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]

What activities will be included within the support for safety and health of students?

[Enter a description of the activities to be included within the support for safety and health of students]

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the activities will be evaluated to determine future program planning]

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

[Enter a description of which activities will be included within the support of effective use of technology]

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the activities will be evaluated to determine future program planning]

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

[Enter date of last conducted needs assessment]

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
February 2022