

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

School Year

2023-2024

Date of Board Approval

June 22, 2023

LEA Name

Washington Unified School District

CDS Code:

57726940000000

Link to the LCAP:

(optional)

<https://www.wusd.k12.ca.us/Departments/Educational-Services/Compliance--Accountability/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.

Washington Unified School district has developed an Local Control and Accountability Plan (LCAP) that focuses on meeting the needs of students. There is a focus on increasing or improving the services to our foster youth, low income, and English Learner students.

Washington Unified's strategy for using federal funds to supplement state-funded programs is to allocate them under the condition that they will be spent based on alignment to LCAP goals as described in District and Site Plans. District Plans include LCAP, English Learner Master Plan, and the Strategic Plan. Sites use the School Plan for Student Achievement (SPSA) to outline the budget for state and federal dollars received. The use of federal funds for centralized services are aligned to LCAP Goals. Centralized services through allowable reservations include funding for Summer Programs to promote graduation (credit recovery) and English language acquisition to promote reclassification of English learners, before and after school tutoring and instructional coaching. These actions support each of the LCAP goals.

Washington USD uses federal funds to supplement and enhance actions to support the district's Local Control Accountability Plan (LCAP) Goals which include:

Goal 1: College and Career Ready

Multi-Tiered Systems of Support: Academic

Washington Unified School District will provide equitable access to educational opportunities for all students by supporting high quality teaching and learning, multiple pathways for success, and professional learning that is aligned to ensure college and career readiness.

Goal 2: Culture and Climate

Multi-Tiered Systems of Support: Social-Emotional

Washington Unified School District will provide an equitable and positive environment at all schools to ensure students and staff will have a safe and supportive culture and climate.

Goal 3: Parent and Community

Washington Unified School District will provide opportunities for engagement of all educational partners, including parents and community partners, by strengthening reciprocal communication, developing additional avenues for involvement and feedback to support student learning

Goal 4: Students with Disabilities

Washington Unified School District will increase Graduation Rate and College and Career Readiness indicator for students who receive special education services.

Goal 5: Foster Youth

Washington Unified School District will provide an equitable and positive education to Foster Youth, by decreasing chronic absenteeism and suspension rates; and increasing academic performance in English Language Arts and Mathematics.

Title I Parent Involvement funds are used centrally for parent outreach from the district office to the community while the majority of Parent Involvement funding is allocated to the sites. Sites use the School Plan for Student Achievement (SPSA) process to outline actions and strategies to promote community engagement at the site level.

Eighty-five percent (85%) of federal funding is in direct services to students. The rationale and justification for all spending of federal funds is the assurance that the expense is related to LCAP Goals. School sites allocate their federal allocations through the SPSA process which includes involving various key stakeholder groups. School Site Council (SSC), English Learner Advisory Committee (ELAC), and Leadership teams conduct Needs Assessments and Evaluations, using objective data and specified metrics, to develop the School Site Plan in alignment with LCAP Goals. Each SPSA includes alignment to the LCAP Goals. SPSAs are reviewed to ensure funds are compliant.

The LCAP Actions are based on rationale/evidence that they are effective in progress toward the appropriate LCAP Goal. For instance, there is substantial evidence, through research, to prove that professional learning enhances teacher instruction and student outcomes. An action in LCAP, "Instructional Coaching" is partially funded with federal dollars.

Using federal funds in support of LCAP Goals and Actions provides a structure and rationale to ensure that these dollars are used in an evidence-based way to improve teaching and learning.

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.

Washington Unified has made the following efforts to align federal funding, across federal grant programs, with activities funded by state and local funds:

1. Describe and allocate federal grant funding through the Local Control Accountability Plan (LCAP)
2. Approve spending of federal Title I, Title II, Title III, and Title IV dollars based on alignment to LCAP Goals and Actions
3. Updated School Plan for Student Achievement (SPSA) to include LCAP Goals for each area described in the SPSA
4. Involved educational partners in the process of Needs Assessment, Evaluation and Planning for state and federal funds
5. Adhering to assurances, regulations and Educational Code in the allocation of funds

As mentioned previously, the rationale and justification for all spending of federal funds is the assurance that the expense is related to LCAP Goals. Each school's Single Plan for Student Achievement (SPSA) is reviewed by district administrators in conjunction with the Director Fiscal Services and the Director of Compliance & Accountability to ensure that federal funds are appropriately used to support students who are at-risk and are aligned to district goals. An example of an action in a SPSA includes "intervention support."

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.

WUSD will use the low income measure as reported in FRPM ranking the schools highest to lowest within each grade span group. The LEA-wide low income & is 68.2% as reported on the 2022-23 Title I, Part A Application. WUSD will use the low income student % to rank school sites. for the 2022-23 school year it results in the following ranking:

Elementary Schools

- Westfield (94.88%)
- Riverbank (93.18%)
- Westmore Oaks (91.65%)
- Elkhorn (88.87%)
- Washington Unified Virtual Academy (73.46%)
- Southport (50.00%)
- Stonegate (41.48%)
- Bridgeway Island (40.83%)

Middle School

- Evergreen (Opportunity) (100.00%)

High Schools

- Yolo High School (90.63%)
- Washington Middle College High School (80.79 %)
- River City High School (67.60%)

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 CDE's 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:

Washington Unified School District monitors the placement of teachers to ensure those 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 are minimal or none. WUSD does have ineffective/ineffective/out-of field as well as inexperienced teachers as reported by the Human Resources Department.

Ineffective teachers

- Provisional Internship Permits
- Short-Term Staff Permits
- Variable Term Waivers
- Substitute permits or (TPSL) holders serving as the teacher of record

Out-of-Field teachers

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency EL or Bilingual Authorization Permits
- Local Assignment Options

The following notification plan has been put in place to ensure families are notified:

- By week 5 of instruction: Certificated, Human Resources Analyst will audit the credentials of all certificated staff
- Week 5 of instruction-Audit: Identify Ineffective and Out-Of-Field teachers. Ed Services will be provided Administrators with a list of staff and a timeline for 4-week letters to be sent out
- Before the end of week 5 of instruction: Administrators will meet with identified certificated staff to inform them of the notice going out to parents
- By end of week 6 of instruction: Administrators will send out letters to parents of those with students being instructed by “ineffective and out-of-field” teachers. Site Administrators will provide verification to HR of the letter sent out to parents

Certificated Human Resources Analyst will monitor staff and assignments throughout the year to ensure parents receive proper 4-week letter notification as required Human Resources will work with Principals to send out a notice to parents as needed.

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	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> • 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. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>

Out-of-field teacher	<p>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:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
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.

Washington Unified School district provides opportunities for educational partners to annually review and agree upon the Parent Involvement Policy through School Site Council (SSC), the LCAP Parent Advisory Committee, and the District English Learner Advisory Committee (DELAC) meetings. In order to support our families, parents participate in our School Support Team meetings to garner additional input to support our minority students and our low income students. Additionally, we have implemented parent forums to support educating parents and families on instructional strategies, additional interventions available and how we dis-aggregate data. We also provide an alternate support system to under performing students by implementing a consistent intensive intervention system utilizing supplemental curriculum materials and extra hours for teachers to provide targeted tutoring to students under performing academically. We continue to embed our Multi-Tiered System of Support framework to support our minority and low income students. We have implemented MTSS Tier 3 meetings to increase student— parent— staff collaboration. As mentioned above, our inexperienced teachers receive additional support through our site administration coaching, assigned instructional coaches at every school site, our Coordinator of Teacher Induction and all first and second year teachers are assigned a service provider to support our minority and low income students.

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:

Washington Unified School District school sites receive no less than 1% of the district Title I allocation to support their efforts in promoting and increasing parent and family engagement strategies. The goal is to jointly develop best practices and systems that support parent involvement. Furthermore, through our Parent Engagement Compact, administrators and staff at all our Title I funded sites actively engage our parents and family members in developing effective strategies that support successful school and family interactions. The district also supports efforts in promoting and increasing parent and family engagement strategies by offering district wide parenting classes and workshops.

WUSD complies with ESSA Title I, Part A, Parent Engagement Section 1116, related to School Parent Involvement Policy and School-Parent Compact using the following strategies:

- Requires each school to jointly develop a written parent involvement policy that describes efforts to increase parent participation and partnerships, in a format that is uniform and easily understandable.
- Requires each school to jointly develop "a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards
- Provides technical assistance and template to guide school sites in meeting this requirement

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.

N/A

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:

N/A

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:

Washington Unified School District sets aside Title I funds, under allowable reservations, to support neglected or delinquent youth. the district employs social workers and youth outreach specialists to monitor students identified as neglected or delinquent. Upon determination of need, identified students are provided with clothing, school supplies, backpacks, transportation and other supplies as needed to ensure school attendance.

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.

Washington Unified School District employees social workers and youth outreach specialists to assist students and families in transition from early childhood educational programs to elementary school programs. Additionally, the Director of Early Childhood education programs coordinates articulation between preschool and kindergarten teachers, districtwide.

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:

Washington Unified School District employees social workers and youth outreach specialists to assist students and families in transition from elementary school programs to high school. Additionally, the district offers a "Summer Bridge" program offering students transitions from 8th grade to high school the opportunity to participate in a summer program at the high school. During this program students are provided information about navigating the high school system, high schools activities, and strategies for academic success.

WUSD also offers a dependent charter, Washington Middle College High School. Students take college courses while enrolled in WMCHS. This provides WUSD with the opportunity to collaborate with local junior colleges and universities. High School counselors support all student in college and career counseling.

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:

Washington Unified School District uses state funds to identify gifted and talented students through multiple measures including a non-verbal assessment and other indicators. Students are tested at the third grade level. Federal title funds are used to provide teachers with professional development toward accelerated learners and differentiated instruction.

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:

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:

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:

Successful Transitions ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Educational Needs ESSA SECTION 1423(5)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Social, Health, and Other Services

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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:

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:

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:

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:

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:

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.

Washington Unified School District has a system of professional growth and improvement that includes:

1. New Teacher Induction Program
2. Instructional Coaching
3. Principal coaching
4. Partnerships with Yolo and Sacramento County Offices of Education related to professional growth, professional development and content specific training
6. Paid membership to the professional organization for administrators (ACSA)
7. Every Wednesday is an "early out" for students. All teachers participate in their professional learning communities where they collaborate and learn new strategies, evaluate student work, and analyze student data.
8. Monthly Educational Leadership meeting is dedicated to professional learning for all district administrators that is aligned to our LCAP goals
9. Position specifically to support professional learning: Director of Curriculum, Instruction and Professional Learning

Our professional learning is developed by collaboratively meeting with teachers and administrators. We measure and evaluate our professional learning in three primary ways. First, a post-survey is administered to all teachers; second, principals and central office administrators routinely facilitate classroom visits to collect evidence of practice to ensure our professional learning opportunities is being effective for teachers; third, every Wednesday teachers collaborate in their professional learning communities and are required to submit agendas and minutes in order to monitor continuous improvement.

On a continuous basis at our monthly Educational Services Leadership team meeting, we facilitate a robust discussion with all site leaders and evaluate the data collected. We modify our professional development accordingly depending on the results that we evaluated if we need to adjust. Our system of professional learning is very fluid depending on teacher and student need, classroom observations and student Formative and Summative assessments. Our professional learning plan is revisited formally by our collaborative committee twice per year as well as practice the cycle of continuous improvement during all collaboration time and district meetings.

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:

Washington Unified allocates Title II funded resources based on need as determined by data including summative test scores, local bench mark data, percent poverty, percent English learner and numbers of students not meeting state standards. These schools receive targeted coaching support and access to professional learning. School implementing comprehensive support and improvement activities and targeted support and improvement activities are given priority status.

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.

Washington Unified utilizes the California Accountability System as a foundation to continually improve and update activities based on data. The CA School Dashboard provides multiple indicators to aid districts in identifying areas of need. The WUSD Board of Trustees is provided with Accountability Updates on a regular basis including a formal Annual Update as required. Parents and community members are notified of academic progress through the Annual Title I Meeting. Data is used as the basis for discussion and refinement of instruction during professional learning community (PLC) meetings and ongoing consultation.

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:

Washington Unified provides effective professional development to classroom teachers, administrators and support staff through the use of instructional coaches with knowledge of effective instructional strategies for English learners. Additionally, the district has employed a full-time English learner Coordinator who provides technical assistance to administrators, teachers and support staff related to integrated and designated ELD, English Language Proficiency Assessment of California (ELPAC) and supports for Newcomers. Title III funds are also used to pay for teachers to attend professional development through our local county offices of education, Sacramento and Yolo. A EL Program Specialist provides support to WUSD teachers and staff to meet the needs of EL students. Finally, the EL Summer Program includes 1.5 hours of daily professional learning for participating teachers.

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:

Washington Unified provides enhanced instructional opportunities for immigrant youth by employing Home School Liaisons with language specific to the most prolific languages spoken by immigrant families enrolling in the district. This allows for effective communication between families, teachers, the school site and district. Additionally, the Home School Liaisons make home visits, provide parenting classes and arrange for academic intervention when necessary. Immigrant youth are given priority placement in summer programming and intervention opportunities.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

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:

Washington Unified has implemented the following effective programs and activities to help English learners increase their language proficiency and meet challenging state standards:

1. Professional learning related to effective instructional strategies for English Learners
2. Mandated Integrated and Designated English Language Development
3. English Learner Progress Monitoring Tools
4. Instructional Coaching
5. Imagine Learning English (ILE) an online, evidence-based, program to promote English language acquisition
6. English Learner Summer Academy for Newcomers, students with ELPAC levels 1-4, and long-term English learners
7. Evidence-based curriculum adoptions for ELD

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:

To ensure that Washington Unified School District English Learner's are achieving English proficiency based on the state's English language proficiency assessment (ELPAC) and meeting the challenging California State Standards, the following actions are in place.

1. English learners are assessed twice yearly through locally developed English Learner Progress Monitoring
2. Teachers are given EL Progress Monitoring data to analyze during contracted professional learning time. Data is used to refine instruction based on student need
3. English Language Proficiency Assessment for California (ELPAC) results are shared, analyzed and discussed with all educational stakeholders
4. Professional learning on effective strategies to promote English language acquisition across content areas is provided
5. Intervention curriculum and software is available as needed
6. Students are encouraged to participate in the State Seal of Biliteracy Program
7. Students are reclassified promptly once they have achieved reclassification criteria.
8. English learners are encouraged to attend summer programs and intervention

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:

According to allowable usage of funds under §7117 Activities to support well-rounded educational opportunities (B) programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution. As part of our needs assessment with our parents, students, and staff, it was evident that in order to engage our 68% of students in poverty, we need to focus on the Visual and Performing Arts. Our Visual and Performing Arts program has not allowed for equal access across the district. This funding will be used to supplement and support the existing K-12 Visual and Performing Arts (VAPA) program by increasing access and equity district-wide. There is a disparity of VAPA materials, including band instruments, from one school site to another. While some school sites, usually those with a more affluent community, are able to acquire items through parent donations, Parent Teacher Organizations, or parent pay rentals others are not. Title IV funds are being used to provide equity of Visual and Performing Arts materials district-wide. In order to ensure that all families, especially our families of poverty, have access to music education we have allocated approximately \$62,000.00, which is well above the 20% requirement, for non-capitalized equipment (musical equipment and supplies) so that our families can participate in music education. We are developing partnerships with the West Sacramento Arts Guild, Yolo Arts and Cal State Sacramento to support the Visual and Performing Arts by mentoring students and connecting real-life application for our students.

Secondly, according to §7118 particular activities to support safe and healthy students that are coordinated with other schools and community-based services and programs that foster safe, healthy, supportive, and drug-free environments that support student academic achievement are allowable. Therefore, as part of our plan we have created a Visual and Performing Arts Task Force that will address and implement after school activities as well as a summer visual and performing arts summer camp. We intend on partnering with the community and post-secondary entities listed above. Our community and families are in dire need of activities that support a safe, healthy and drug free environment that enhances and supports their connection to their neighborhood schools. We have allocated approximately \$40,000.00 for materials, supplies, supplemental hourly wage for professional learning and facilitation for staff and teachers for after school activities and our comprehensive safe and healthy summer camp for all students. It is our vision to create a sustainable program that will support our communities that will outlast the Title IV funding cycle.

Lastly, subject to section 7116(f) of this title, each local educational agency, or consortium of such agencies, that receives an allocation under section 7115(a) 1 of this title shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students. Washington Unified needs to supplement our digital literacy and citizenship efforts for our students, especially our students of color and students in poverty. Our district will use approximately \$15,000.00, which is less than the 15% as required, in partnering with We Video to support one of the nine elements of Digital Citizenship: Digital Literacy. Moreover, we have become active members with Common Sense Education, a national leading nonprofit organization dedicated to improving the lives of kids and families by providing the trustworthy information, education, and independent voice they need to thrive in the 21st century.

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.

Washington Unified School District will use local and state indicators to examine needs for improvement. Other measures/data points may include:

- Surveys
- Feedback forms
- Educational partner meeting notes

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

The following activities may be used to support for a well-rounded education:

- Programs and activities that use music and the arts as tools to support student success;
- Science, technology, engineering, and mathematics, including computer science (STEM) programs;
- Accelerated learning programs, such as reimbursing low-income students to cover the costs of accelerated learning examination fees;
- Integrate multiple discipline programs, such as programs that combine arts and mathematics

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?

Washington Unified Staff will share program activities with Educational Partners meetings annually. Presentations may include:

- WUSD task force meetings
- Board of Education meetings
- District English Language Advisory Meeting

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.

Washington Unified School District will use local and state indicators to examine needs for improvement. Other measures/data points may include:

- Surveys
- Feedback forms
- Educational partner meeting notes

Healthy Kids Survey & Local Social Emotional Screener Data

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

The following activities may be used to support :for safety and health of students:

- Professional development for suicide prevention, trauma-informed practices, crisis management, conflict resolution techniques, human trafficking, drug abuse, bullying prevention, and violence prevention;
- Programs to reduce exclusionary discipline practices;
- Schoolwide positive behavioral interventions and supports programs

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?

Washington Unified Staff will share program activities with Educational Partners meetings annually. Presentations may include:

- WUSD task force meetings
- Board of Education meetings
- District English Language Advisory Meeting
- Wellness Committee Meetings
- Social Emotional Learning meetings

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.

Washington Unified School District will use local and state indicators to examine needs for improvement. Other measures/data points may include:

- Surveys
- Feedback forms
- Educational partner meeting notes

Technology Ticket Information

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])

The following activities may be used to support effective use of technology:

- Professional development for use of technology, computer-based assessments, and use of technology for instruction;
- Purchasing devices, equipment and software

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?

Washington Unified Staff will share program activities with Educational Partners meetings annually. Presentations may include:

- WUSD task force meetings
- Board of Education meetings
- District English Language Advisory Meeting
- Instructional Technology Meetings

- 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:

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