

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

LEA name:

Williams Unified School District

CDS code:

06 61622 0000000

Link to the LCAP:

(optional)

http://www.williamsusd.net/UserFiles/Server/s/Server_3121275/File/Williams%202017-20%20%20LCAP%208.11.17%20Final%20rev5.pdf

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

TITLE I, PART A: 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

TITLE IV, PART A: Student Support and Academic Enrichment Grants

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

Instructions

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

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

The LEA must address the Strategy and Alignment prompts provided on the following page.

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

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

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

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

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

We use federal funds to supplement and enhance actions and services funded with state funds that are designed to close the achievement gap and support all students in meeting challenging academic standards, as reflected in our LCAP.

Title I: For 2018-19, the district is allocating Title I funds to all elementary and secondary schools. The bulk of Title I funds are distributed to school sites through site allocations, which are used to support student achievement. Schools use these funds in various ways, including teacher hours for intervention time and by providing staffing for student support, i.e. SEAL/Literacy Support Coaches & Intervention Support Specialist. The district will also use Title I funding to support AVID and other supplemental support programs. Title I funds are also used to support homeless youth and to provide transportation for school choice. Title I parent involvement funds are used to supplement the Parent Empowerment & Engagement workshops and training programs for parents.

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.

LCAP actions are determined by needs assessments and data analysis aimed at identifying root causes for performance gaps. Stakeholder groups, including but not limited to, the LCAP Collaborative Committee and the District English Learner Advisory Committee, participate in the data review process at regularly scheduled meetings. As needs are identified, funding is reviewed to determine which funding source is most appropriate for that expense. Within the LCAP, metrics guide the monitoring process. District staff ensure transparency with progress on metrics by providing stakeholders with progress updates for each metric at least two times per year. Additionally, district staff will create a dashboard to be published at <http://www.williamsusd.net/> to allow stakeholders to view real-time progress on actions, services and expenditures.

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.

The first goal in Williams USD's LCAP IS:

Goal 1: Williams Unified will raise achievement of all students through rigorous, relevant curriculum and instruction that:

- is based on state standards
- is aligned TK-12
- fosters engagement/collaboration
- is designed to develop students' 21st Century skills; and
- is appropriately assessed through formative/summative measures and state accountability targets.

Meeting State Priorities 2 & 4

This goal was revised in 2017-18 to reinforce how student achievement will be attained...through high quality, effective teaching and learning. In order to ensure that the academic needs of all students are being met, the district identified an instructional focus, to be implemented district-wide. The operational theory of action is that student achievement will improve as adult collaboration and practice improves through continuous cycles for ongoing improvement of Achievement Data Teams (ADTs) by grade levels (TK-6) or departments (grades 7-12).

The district uses diagnostic pre- and post-assessments that are aligned to power standards being taught every 4-6 weeks in grades TK-12 and 8-10 weeks in grades 7-12. These assessments are developed and aligned to CCS Standards in ELA or Mathematics. We also use School Reading Inventory (SRI) for grades K-12 to measure Lexile Reading progress, Dibels to monitor Literacy progress in grades K-6 and Imagine Learning Reading & Math on-line inventories to monitor academic progress and to triangulate with CAASPP benchmark and annual assessments. Principals monitor and support ADTs, site Instructional Leadership Teams (ILTs) and Organizational Leadership Teams (OLTs) of teachers that conduct regular analysis of student data using this and other data to drive Effective School implementation and outcomes. In addition, to support the DSEI

Framework of Organizational Leadership, Instructional Leadership and ADT Teaching, Rubrics for each area are used to monitor progress towards meeting mastery as Effective Schools.

In addition, through a multi-tiered system of supports, the sites help struggling students, by providing additional instruction, small group instruction, and/or intervention time. The district provides staffing with a Learning Support Specialist (one for TK-3 and another for 4-12), who establishes social and emotional supports, oversees facilitates SSTs, IEPs & 504 ILPs and referrals for interventions of struggling students. In addition, through our LCAP we provide an Intervention Specialist Counselor who monitors student progress and immediately intervenes with students obtaining Ds & Fs to reduce our “F” rates and eradicate any credit deficiencies in grades 7-12.

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).

Our LCAP’s **Goal 3:** Williams Unified will provide an educational experience that addresses the academic and socio-emotional needs of every student meets State Priorities - 4, 5 & 6 and addresses this component.

In the 2018-19 school year, the district will engage site administrators and other support staff in data analysis to identify the root causes of high rates of discipline using their site Organizational Leadership Teams (OLTs). The district currently has a GREEN (Medium & Declined) districtwide status and change on suspension rates; however, we are RED regarding Students with Disabilities and ORANGE for English Learners and Socioeconomically Disadvantaged students. Within the LCAP, the district has identified restorative practices as a strategy to address the overuse of classroom removals. The Learning Support Specialists oversee and monitor implementation of Lifeskills & Lifelong Guidelines, Peace Builders, Anti-Bullying Campaigns, Positive Behavior Interventions (PBIS) and many other restorative practices. The district Learning Support Specialists and the site OLTs are charged with building internal staff capacity, implementation and ongoing monitoring and data analysis to drive ongoing implementation actions services that reduce removal of students from the classroom.

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.

LCAP Goal 2: All Students will graduate from WUSD with the necessary knowledge and skills to enter a college/career, meeting State Priorities 2,5,7,8.

This goal provides the focus on preparing students for both college and career through three Pathways: 1) Agriscience & Farm Mechanics in Aquaponics Pathway; 2) Digital Media & Information Pathway; & 3) Interpreter/Translator in Education Pathway. These pathways support career technical education programs and are a priority within the LCAP. The district supports career technical education by providing staffing for capstone courses using supplemental and concentration funding. CTEIG, LCFF Base and other funds that are used to support instructional materials and other needs that these individual pathways have. In the coming school years, our focus is to establish all pathways as high quality, with opportunities for internships, externships, and industry certification. This year, we will increase internships and interactions with industry professionals by hiring an Internship Coordinator who will place students in field internships tied to our pathways, receiving intensive training and application to the field. We have interns in our Maintenance & Operations, maintaining our current aquaponics and facility repair. We will also have interns in our Instructional Media & Technology department gaining knowledge in technology around equipment set-up. Finally, we will have bilingual interns who have gone through intensive training in teaching reading through the Linda Mood Bell model then tutoring our lowest students for two hours, six weeks over the summer. All opportunities mentioned will be experiential and promoting skills attainment.

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.

The district considers professional learning opportunities as essential to developing teacher and administrator teams that work together to ensure that students can meet the challenging State academic standards with high Rigor, Relevance & Engagement. While the district is committed to providing a variety of professional learning opportunities for teachers, staff, and administrators, an important aspect of these opportunities is their unique structure:

- A. Whole district Professional Development (PD) (workshops, conferences)
- B. Site-specific PD (workshops, conferences)
- C. Grade-level or Department specific PD (workshops, conferences)
- D. Administrator-specific PD (workshops, conferences)
- E. Individualized PD (on-line learning, sessions, courses & series)

The structure of the adult learning is designed to promote deep understanding, through follow up support that includes job-embedded coaching, mini-PD sessions, on-line sessions etcetera. Teachers work in classrooms with training providers, learning about teaching strategies and effective practices, and then using those strategies and practices with students. Putting to practice their new learning provides teachers with opportunities to practice and implement what they are learning, with feedback and support. For the 2018-19 school year, Williams USD will be in the third year of professional learning activities provided and described in the LCAP and the Effective Educators Plan. They include:

- Systemic Implementation of the Daggett System for Effective Instruction Framework
- Rigor & Relevance Framework for Student Learning
- Achievement Data Teams protocols and processes for continuous improvement in data-driven instruction and learning cycles
- Balanced Literacy for grades K-6 through SEAL (Sobrato Early Academic Learning) & implementation of the Nine Body-Brain Learning components through Integrated Thematic Instruction.
- Literacy-based Content Learning for 7-12
- GLAD Strategies for grades 7-12
- AVID Training grades K-12
- Leader-In-Me Training for grades 4-6
- GO-Math (grades TK-5) & CPM Math routines and practices (grades 6-12)

- Data-Driven, standards-based Physical Education “CATCH” Curriculum (grades TK-6).
- Training on the new California History-Social Science Framework and for Ethnic Studies.

New for the coming school year will be professional learning opportunities for the new California History-Social Science Framework and for Ethnic Studies.

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.

The district remains committed to delivering a high quality parental involvement through strong empowerment strategies to engage English learners. A Board Resolution was approved to establish our commitment to continue with site English Learner Advisory Committees (ELAC) and District English Learner Advisory Committee (DELAC) in order to continue to foster parent involvement.

LCAP development and needs assessment is a standing agenda item at DELAC meetings. In addition, DELAC president and Vice president attend the District LCAP collaborative meetings to ensure EL parent input and participation. Interpretation and translation for all meetings and workshops, child care and food are provided at all meetings.

The district will continue to promote parental involvement by sending EL parents to attend regional and statewide CAFE Conference (registration/related costs), provide daycare for EL parent meetings to discuss explicit academic needs/gains of ELs, CCSS standards, US school system, and parent rights.

Programs and projects include Project 2 Inspire Level I in the fall and Level II in the spring through CAFE, parent lead group “Baby Hui” by providing workshops in Spanish/English that target EL parents, for the fall and spring. Parent Presentations are based off our needs assessment. We have cultural events like our Annual Winter Festival and an Outreach Resource Fair that takes place at our Migrant Housing Camp where we partner with various community agencies to provide information and much needed resources to EL parents. In addition, the district has a full time District Liaison (paid through our LCAP) who oversees the coordination and implementation of all parent professional learning opportunities and provides support for all school site ELACs and runs our district DELAC and MPAC (Migrant Parent Advisory Committee).

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	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The city of Williams is located off the Interstate-5 and Highway 20 corridors, one hour north of Sacramento. It is a rural agricultural community. Demographically, it has two major student groups, 92% Hispanic and 5% White with 3% Other. The LEA serves students through a TK-3 Elementary (465 ADA), a 4-6 Upper Elementary (309 ADA), a 7-12 Jr./Sr. High School (547 ADA) and a 7-12 Continuation High School (22 ADA). The schools are in a 48-acre plot of land, next to each other, located north west from the center of town. Close to 53% of our students are English Language Learners with 1/3 of these students being Migrant students and about 180 of them living in a Migrant Camp, which is considered sub-standard housing, qualifying students for McKinney Vento. The district has determined that all elementary and secondary schools are eligible to receive funds due to the percentage of students who qualify for the free and reduced meal program (84%). All schools are "eligible school attendance areas", for Title I, Part A.

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district has recently completed an analysis of school conditions, which include student achievement and demographics, as well as teacher and administrator years of experience, in an effort to better understand practices that may contribute to lower student achievement. The data show that all schools have high rates of inexperienced teachers, or teachers in their first or second year of teaching (43%). The district data shows that 37% of district teachers are in their first or second year. Two schools have a rate of inexperienced teachers higher than the district rate. Those schools are: WES (43%), WUES (46%), and Williams Jr./Sr. High (41%). Our schools also have high numbers of English Learners (>53%), high numbers of low-income students (>91%) and a high number of Migrant students (16%). The three schools have high numbers of students not meeting

academic standards, with the average distance from Met Standard on the 2018 Smarter Balanced English Language Arts greater than -68 points and in Mathematics greater than -78 points. During the 2019-20 school year, district staff will be engaging in further data analysis to understand the staffing challenges administrators face and how those challenges have an impact on student achievement. This analysis will include disaggregated data, root cause analysis, and an equity gap analysis to determine some possible actions and services.

Parent and Family Engagement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district values a strong home, school, and community partnerships. Parent Involvement Policy is distributed annually to all parents and guardians. The Parent Involvement Policy is based upon Board Policy and Administrative Regulations and is updated annually. Research suggests that student academic achievement succeeds when schools promote strong family engagement practices. Families includes those resources that they practice and engage in to support their children's learning, such as checking homework, discussing school activities, and attending meetings. Schools include those practices to engage in to promote the achievement of students, such as teachers providing interventions to meet the individual needs of students, extracurricular activities, and communicating with parents. The district promotes family engagement in multiple ways to ensure a strong partnership. Such as parent conferences are held twice annually where student progress towards proficiency on grade level standards is discussed.

The district's Parent Empowerment strategy is above and beyond the required committee parent involvement. The strategy provides trainings and workshops for parents with the intent to develop parent leaders and complete involvement. Topics include committee involvement and trainings, leadership workshops, informative presentations based off the needs assessment, like self-care, parenting strategies, anti-bullying, conflict resolution, A-G high school requirements, College/Career planning, school attendance and discipline, parent coaching and counseling support, as well as Parent Lead group "Baby Hui", Project 2 Inspire, CAFE (California Association Bilingual Education), the Annual Winter Festival and Outreach Resource Fair at our Migrant Housing Camp.

Parent involvement in the LCAP process is through scheduled LCAP Collaborative Committee meetings at both the district and school site levels. At the district level, we have the District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), and the Migrant Parent Advisory Council (MPAC) meetings all provide a venue for parents to give input. There are additional committees, including the English Learner Advisory Committee (ELAC), School Site Council (SSC), Parent Teacher Organizations (PTO), Brown and Gold Booster Club, and the Citizen's Oversight Bond Committee which have provided parent participation and LCAP input as well. To promote communication with parents, the district has organized and established a communication structure with coordinated monthly calendars for parent involvement opportunities.

In addition, the district ensures that parents receive communication in their preferred language, the district has implemented Aeries Communication Portal. Parents use an app or the Parent Portal website to access information about attendance, student progress, and grades. In addition to basic student information, parents can also use the portal to communicate with teachers. Messages can be sent in the sender's preferred language and are automatically translated into the receiver's preferred language.

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:

The district identifies students in need of targeted assistance through the use of academic, behavioral, and social and emotional data. Academic data is gathered from common formative assessments, end of semester grades, summative assessments (Smarter Balanced and English Learner Proficiency Assessment for California), interim assessments (Smarter Balanced Interim Assessment Block), and diagnostic and monitoring assessments (SRI Reading & Math (TK-12), Imagine Learning Literacy & Math (TK-6 & ELs 7-12), Dibels (TK-6). Teachers meet regularly in Professional Learning Community groups (i.e. grade level or department ADT [Achievement Data Team] meetings to analyze and review the data to: 1) Analyze Pre- or Post-short-cycle assessments. 2) Determine Learning Intentions and Success Criteria. 3) Set SMART Goals for instruction. 4) Determine 2-3 common High-Leverage (based on John Hattie effect size 4.0 or greater) instructional strategies. 5) Plan and prepare for each cycle of instruction. In cases where the post-assessment is being analyzed, the type of interventions or enrichment (based on need), who will do them each, and for how long is also planned out. Site administrators monitor ADT cycles and ILT (Instructional Leadership) cycles. In addition, all sites have a Learning Support Specialist who manages the interventions that the school provides as well as social & emotional needs of students and facilitates the Organizational Leadership Team (OLT) for data analysis on school climate, parent engagement, attendance and discipline. Additionally, at the elementary level, teachers and administrators meet twice a year for Academic Conferences, which are a structured time for data analysis and review at the individual class level. In Academic Conferences, the principal and support staff, including but not limited to, the English Learner Specialist, Special Education staff, and Response to Intervention Specialists, guide teachers through a data review cycle. Students with academic, behavioral, and/or social-emotional needs are identified. The goal is to see how each student is progressing socially, emotionally and academically towards becoming a "21st Century college/career ready-responsible citizen."

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:

In accordance with the McKinney-Vento Homeless Assistance Act, WJUSD will provide the following services to homeless children and youth through our District Liaison and Colusa County Office of Education (CCOE) Homeless/Foster Youth Programs:

- * Students can continue attending their school of origin the entire time they are homeless and until the end of any academic year in which they move into permanent housing.
- * Students may also choose to enroll in any public school that students living in the same attendance area are eligible to attend.
- * We enroll students in homeless situations immediately, even if they do not have documents normally required for enrollment.
- * If a student does not have immunizations or medical records, Williams USD will support in obtaining them.
- * At a parent or guardian's request, homeless students will be provided with transportation to and from their school of origin.
- * Children and youth enroll in, and have full and equal opportunity to succeed in, the schools of the LEA.
- * Students and families will be aided in navigating local government agency requirements for service.
- * Students and families will be provided available school supplies, clothing, and additional support services when appropriate.

Student Transitions

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

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

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:

The district has a state preschool programs and a Head Start PK in partnership with Colusa COE. In addition, the district offers Transitional Kindergarten at the Williams Elementary school site. Each of these programs benefit our youngest students so that they are better prepared when they enter kindergarten. Preschool and transitional kindergarten teachers collaborate on assessments and instructional planning through SEAL implementation. In the summer, there is a Summer Bridge program offered to TK-1 for continuous learning and collaborative staff professional development through team-teaching.

Our 7-12 Jr./Sr. High School credit-deficient students as well as Long Term English Learners (LTELs) are enrolled in AVID Excel, there is a summer bridge program designed to provide them with an extra boost of instruction over the summertime, so that they are ready for the AVID Excel class, with the goal of reclassification before high school and to meet A-G requirements. In addition, in the summer, students are offered acceleration through Dual-Enrollment college courses. In addition, our Intervention Specialist (LCAP paid) & school counselor lead parent nights for families to inform parents of the course options for 7-12 students. Our 7-12 support staff and school counselors collaborate with elementary counselors and 6th grade teachers to ensure that students are appropriately placed for 7th grade and properly oriented all the way

through 12th grade graduation via a College & Career Readiness Individualized Plan. Our Counselor, Intervention Specialists, Learning Support Specialists & Home-room teachers hold ongoing meetings with students and parents to inform them of progress towards 21st Century Soft-Skills, College and Career planning options. In addition to face to face meetings, the district uses Virtual Academy & californiacolleges.edu as a college and career planning tool. The 2018-19 will be the first year of implementation of these online programs. One of the long-term goals for this program is for teachers to use the career exploration lessons in the classroom. The district has an established a Memorandum of Understanding with Woodland Community College to offer dual enrollment courses at the high school level. We have gone from offering 17 Dual-Enrollment course seats three years ago, to offering 145 Dual-Enrollment course seats this past year. We have increased so much so, that our school board passed a Resolution to turn our Williams Jr./Sr. High School into one of the first Comprehensive Early College High Schools in California! The District and WCC staff have a CCAP Memorandum Of Understanding that is board approved for the 2019-2020 school year.

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:

All third-grade students are screened for Gifted and Talented Education program identification. Services for GATE students are provided through classroom enrichment, after school programs, and summer programs.

To improve this program further, the district will be seeking additional funding to hire a Lead GATE Teacher on Special Assignment, who can facilitate GATE testing, communicates with parents, and manages an online platform which is what parents will then use to register their child(ren) for GATE enrichment opportunities.

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:

Support for New Teachers: The district contracts with the Tri-Counties Teacher Induction Program, to provide training and support for new teachers. The Sutter County Office of Education runs the Tri-Counties Teacher Induction Program and provides formative assessments, teacher mentoring, professional development for both teachers and their mentors, and credentialing support services. To support the Teacher Candidates within the Teacher Induction Program, the district provides:

- a) mentor release time for observation of Teacher Candidates, with 4 observations required per year;
- b) mentor release time for mentor training;
- c) Teacher Candidate release time for observation of colleagues, reflection, and professional development activities tied to their Individual Induction Plan, with 2 observations required per year.

Additionally, new teachers attend a New Teacher Orientation prior to the beginning of the school year, an event organized by district staff. New teachers are provided with essential information about our school district and their site through a new teacher orientation. The new teacher orientation topics include: taking attendance, setting up gradebooks, introductions to district and site initiatives, and completing payroll and HR paperwork.

Support for New Administrators: The district contracts with Chris Chatfield to provide coaching and mentoring support for new administrators.

Capacity Building for Teachers, Staff, and Administrators: The district has the Performance Matters Portal, which is a software based professional learning and evaluation system. Using the Performance Matters Portal, teachers, staff, and administrators have access to browsing and registration for individualized professional learning opportunities. The system keeps track of course and workshop registration, attendance, and feedback. The system provides a reporting component so that administrators can view course completion by teacher, department, or grade level.

Prioritizing Funding

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Funding is prioritized using a focus on equity to ensure that student needs are met and that schools receive the necessary supports they need to provide for student achievement on grade level standards. The number of students who are high need varies by school site. The baseline of support is defined in the district LCAP with additional supports provided at the site level, as needed by the site. Site level supports are determined through the site needs assessment process within a yearly data review cycle and are identified in the Single Plan for Student Achievement, which align to our LCAP Goals and has similar embedded actions and services. On a regular basis, site supports are reviewed by site staff and the School Site Council.

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:

Over the past two years, the district has been developing and putting in place a number of on-line tools for teachers, staff, and administrators to use in the data analysis and review process.

For grade level and department ADTs (Achievement Data Teams), teachers use common assessments to identify students in need of support and interventions. The assessments and data are housed in the Illuminate platform that support the development of assessments and provides teacher friendly reports.

For Instructional Leadership Teams (ILTs), teachers and administrators use CAASPP Interim assessments as benchmark assessments to analyze what students know at the beginning of year and compare with their year's aligned curriculum and targeted essential standards for the year to make sure that the alignment does not require any modifications. At mid-year, they take a look at the progress and determine what essential claims may need to be emphasized prior to end of the year assessment of the summative CAASPP. ILTs also look at annual CAASPP results for district and individual sites to identify school-wide or district-wide areas that may need to be a district or site focus for PD.

The Organizational Leadership Teams (OLTs) use AERIES.NET to look at attendance, truancy, suspensions, discipline referrals, character building referrals, parent surveys and students survey data to assess progress towards implementation of restorative practices and maintaining a positive school climate.

The District EL Administrator and Site Principals use ELPAC, TELL and Imagine Learning to assess and academically conference with teachers on English Language Development data and progress of students towards proficiency.

In general, district and site administrators use software-based tools such as Illuminate to run reports and analyze assessment data, both for more frequently administered common assessments and for end of year summative assessments such as Smarter Balanced. As district staff complete the transition away from the California English Language Development Test (CELDT) and continue to learn about the English Learner Proficiency Assessment for California (ELPAC), this new assessment for English Learners will provide valuable information regarding English Learner student progress.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Williams Unified School District (WUSD) is committed to supporting the expansion of best EL instructional practices by providing professional learning opportunities and collaboration around the needs of all English Learners. For the 2018-2019 school year, a Dual Immersion Program will begin at Williams Primary Elementary School, expanding our current program options.

In addition, the district will continue to offer Professional Development in the area of ELA/ELD Framework in an effort to train our teachers and administrators to better target specific language needs of students by using multiple points of data.

High quality language instruction is provided through a blended learning approach that insures teachers provide Integrated and Designated English Language Development and on-line technology-based programs that provide immediate corrective feedback in Reading, Writing, Listening and Speaking. All of our programs ensure the development of high academic language.

WUSD LCFF will continue to fund a 0.3 FTE District EL Administrator position to serve all TK-12 district schools to engage in the following professional learning opportunities:

- * Continue to support/train site administrators in implementation of ELD CCSS standards across all content areas through professional learning opportunities utilizing modeling/demonstration lessons, and coaching.
- * Continue to work towards implementing SEAL (Sobrato Early Academic Learning) over the next five years TK-6 in order to fully train our TK-6 teachers to effectively provide integrated and designated ELD lessons through standards-based study units that integrate science, math, ELA/ELD and social studies state standards.
- * Continue to support implementation through external teacher coaching for I-Lit ELD curriculum that is Literacy-based for grades 4-12.
- * Continue to increase Rigor, Relevance & Engagement through professional development in “Best Effective First Teaching” practices like Kate Kinsella & GLAD strategies.
- * Continue to support/train site administrators in implementation of an Academic Progress Monitoring System for English Language Learners and R-FEP students to ensure progress towards English language proficiency and academic content knowledge growth.
- * Continue to support Blended-Learning through (Imagine Learning Math and Literacy in both Spanish and English).
- * Attend the Dual Immersion Conference/Symposium (registration/related costs).
- * Attend the CAFE Statewide or Regional Conference (registration/related costs).
- * Attend the Title III Accountability Conference (registration/related costs)

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Williams USD Will provide instructional opportunities for Immigrant children by:

Grades TK-6: Providing and Meeting Core Principles of the EL Roadmap Policy:

The quality of instruction through SEAL provides for meaningful access to core content through integrated thematic units and high quality professional development for teachers on best practices and instructional strategies to support Integrated & Designated ELD. The SEAL model is research-based and meets the core principles of the EL Road Map as described below:

1)Assets-Oriented and Needs-Responsive Schools: We look at language and culture as assets and embed traditions in our school events, like “posadas” and “dia de los Muertos;” as well as have started to provide language options like “Dual Immersion.” We consider all English Learner profiles, that includes Immigrant ELs. Our school campuses are affirming, inclusive and safe. Finally, we are continuously working on family and school partnerships where schools value and build strong family and school partnerships.

2)Intellectual Quality of Instruction and Meaningful Access: We provide Integrated and Designated ELD through subject-matter that integrated across the curriculum, following the ELA/ELD curriculum. SEAL provides for an intellectually rich, standards-based curriculum. We have high expectations of our students and ensure full access to curriculum. We use the student’s home language to access subject matter content and to develop English whenever possible. In addition, we will begin providing a choice strand of Dual Immersion for families.

3)System Conditions that Support Effectiveness: Each level of the system has leaders and educators who are knowledgeable and responsive to the strengths and needs of our immigrant students, English Learners, and other demographics of students. The superintendent believes in building capacity in students, parents and staff where there is a recruitment and development pipeline of educators skilled in addressing the needs of English learners, including bilingual teachers.

4)Alignment and Articulation within and Across Systems: Our immigrant students are experiencing through SEAL a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments that is beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, continuing through to reclassification and graduation that is leading to higher education and career opportunities. We have had a 100% graduation rate in our Alternative High School and Williams Jr./Sr. High the past four years! This year it was 98%. We have also made the top 29% Bronze Medal recipient by US News & World Report out of 20,000 ranked high schools in the nation!

Grades 7-12: Also Providing Core Principles of the EL Road Map Policy as listed above. In addition: At the Williams Jr./Sr. High grades 7-12, the school utilizes an LCFF bilingual Intervention Specialist to support immigrant students in ELD and core content classes, in addition to having block schedule courses that provide additional time and support by core classroom teachers. The Intervention Specialist oversees that immigrant students receive tutoring, mentoring. In addition, through MEAP (Migrant Education Advisory Program) immigrant Migrant students receive targeted academic/career guidance and counseling for students and parents. The site EL Lead assists classroom teachers in supporting students to increase English Language proficiency and provides primary language support to assist in accessing content knowledge in core classes.

Finally, for immigrant students, to help them receive full access, we provide access to technology that give them the opportunity to access blende learning and on-line resources that support their development off English and access to core content, as well as builds fluency in technology use.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Williams USD offers high quality language instructional programs that include Dual Immersion (DI) and Structured English Immersion (SEI). These programs provide Integrated and Designated ELD that is CA state standards aligned and follows the ELD/ELA Framework. In addition, the other focus area is to build capacity in Parent Engagement. Through Title III funds we plan to fund and support the following programs and activities:

Academic Program:

*Imagine Learning (Literacy, Language & Math) is a supplemental digital on-line standards-based blended learning program that is being implemented to support Language Acquisition in both English & Spanish, as well as builds literacy in Mathematics from “basic facts” up-to Algebraic concepts.

Parent Engagement:

*We plan to continue Project2Inspire trainings for district parents. The second round of Level I 9-module implementation is scheduled for the Fall of 2018. Level II, a 12-module training will take place in the Spring of 201. Through Project2Inspire we hope to meet our goal of increasing parent and community engagement as we build literacy and capacity in parents.

Activities:

*We hope to continue to support and train site administrators in Academic Progress Monitoring for English Language Learners and Redesignated Fluent English Proficient (RFEP) students as they work

towards language proficiency and up-to four years beyond. In addition, monitor progress towards academic content knowledge that helps them meet college/career readiness.

*We plan on sending staff and parents to the Statewide and Regional Conferences

*We also plan to send our district EL leaders to the Title III Accountability Institute so that they can keep up with the latest EL updates on programs and services

*We also plan to send staff to the Dual Immersion Conference/Symposium to continue to build capacity in our administration and staff regarding Dual Immersion implementation.

English Proficiency and Academic Achievement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Williams USD has one District EL Administrator (.3 FTE) that oversees TK-12 EL programs establishing systems for compliance, overseeing processes and program implementation for English Language Development and Access to Core content. The District EL Administrator and Superintendent will ensure elementary schools and secondary school receive funds through the participation and implementation of the following programs and activities mentioned earlier:

Supplemental Academic Program:

*Imagine Learning (Literacy, Language & Math) is a supplemental digital on-line standards-based blended learning program that is being implemented to support Language Acquisition in both English & Spanish, as well as builds literacy in Mathematics from “basic facts” up-to Algebraic concepts.

Parent Engagement:

*We plan to continue Project2Inspire trainings for district parents. The second round of Level I 9-module implementation is scheduled for the Fall of 2018. Level II, a 12-module training will take place in the Spring of 201. Through Project2Inspire we hope to meet our goal of increasing parent and community engagement as we build literacy and capacity in parents.

Supplemental Activities:

*We hope to continue to support and train site administrators in Academic Progress Monitoring for English Language Learners and Redesignated Fluent English Proficient (RFEP) students as they work towards language proficiency and up-to four years beyond. In addition, monitor progress towards academic content knowledge that helps them meet college/career readiness.

*We plan on sending staff and parents to the Statewide and Regional Conferences

*We also plan to send our district EL leaders to the Title III Accountability Institute so that they can keep up with the latest EL updates on programs and services

*We also plan to send staff to the Dual Immersion Conference/Symposium to continue to build capacity in our administration and staff regarding Dual Immersion implementation.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The following describes the programing and services to be carried out:

A) The past four years Williams USD has built on its foundational relationship with Woodland Community College offering Dual Enrollment courses. The district will expand on its relationship by finalizing a Memorandum of Understanding with Woodland Community College to make Williams Jr./Sr. High one of the first Comprehensive Early College High Schools in California. This will provide opportunities for ALL students to earn college credits during their high school years via Dual Enrollment. In addition, agreements are being put together with UC/CSU institutions of higher education to provide direct transfer of credits so that our students can have a year or two of credit under their belt and priority entrance to these institutions upon meeting A-G graduation.

The district continues to work with teachers and staff within WUSD and at WCC to develop course options that meet the needs of WUSD students. At the June 21, 2018 WUSD Board meeting, a resolution was passed to move forward with establishing Williams Jr Sr High School as a Comprehensive Early College High School. Memorandums of Understanding are underway with CSU-Chico, CSU-Sacramento and UC Davis to establish partnerships. In addition, with LCAP funds, we are looking at paying for Williams Jr./Sr. High to obtain their Masters so that they may offer Dual Enrollment courses.

This past year, the district hired a Learning Support Specialist. These positions require MSW credentialing so as to provide students with counseling services, referrals for support services and case management services. Title IV funds will be used to fund this position and support these services that are focused on addressing social and emotional needs, an increased rash of situations and needs have us to provide these services in order to improve learning outcomes and improve school climate.

B) the support of a well-rounded education requires the need to ensure high academic achievement and development of soft-skills for 21st century college and career readiness...but most importantly the need to through these two vehicles "grow responsible citizens." All of these components come to fruition at Williams Jr./Sr. High through an Internship Coordinator that seeks opportunities for students to gain

internship experience with business partners in our county as well as project-based learning opportunities that teachers can engage students in through business and community partnerships. This is the way students learn soft-skills and apply their academic and social-emotional learning demonstrating mastery as “responsible citizens.” The Internship Coordinator connects learning to the real-world for students and teachers via our three pathways; 1) Ag-Farm Mechanics & Agri-science Pathway; 2) Digital Media & Information Pathway; & 3) Interpreter/Translator in Education Pathway. A brief example of this is where our Internship Coordinator was able to have our teacher and students from the Digital Media & Information Pathway connect with Realtors who gave them the opportunity to develop “Virtual Tours” of the homes they were selling and place them on their website so that clients could view the homes for sale prior to making a personal visit to the home, saving everyone time and money! Another example is our students and teacher from the Translator/Interpreter Pathway developing a translation and interpreter center where members from Colusa county can attend and be assisted in interpretation or translation of documents for individuals who do not speak English and are unable to read their unemployment forms, letters from the court, letters from doctors and other official documents that may have critical information in their lives!

C) To support safe and healthy students, the district will also use Title IV funds to expand training on Multi-Tiered Student Supports (MTSS). The district has made some progress in implementing MTSS, but schools are still in the initial implementation phase. More time with trainers and resources needs to be provided to schools to ensure that sites have all staff trained. This includes implementation of PBIS.

D) To support effective use of technology, the district will use Title IV funds to support technology-focused professional learning for teachers. The district will also use Title IV funds to support new staff to the teaching profession in their Teacher Induction Program.

E) Program objectives for Title IV are:

1. Increase opportunities for high school students to participate in Dual Enrollment instruction.
2. Provide a district Learning Support Specialist that can address social-emotional needs of students in grades 4-12.
3. Implement Multi-tiered Student Support Practices at all TK-12 schools.
4. Increase opportunities for teachers to participate in technology-focused professional learning.

The district will evaluate the effectiveness of these programs periodically through disaggregated attendance reports, discipline data, school climate data, and achievement data organized by school and program participation.