

# Local Control and Accountability Plan (LCAP) Federal Addendum

## Every Student Succeeds Act (ESSA)

### School year

2022-2023

### Date of Board Approval:

June 28, 2023

### LEA name:

Washington Unified School District

### CDS code:

1076778

### Link to the LCAP:

(optional)

### 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 I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

#### TITLE II, PART A

Supporting Effective Instruction

#### TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

#### TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

Title I, Part A

Title III, Part A

Title II, Part A

Title IV, Part A

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

# Instructions

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

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

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

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

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

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

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

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

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.

The Washington Unified School District's (WUSDs) strategy is to use the federal funds described herein to supplement and enhance the actions and services outlined in our LCAP, with the goal of supporting our students in meeting state academic standards. A summary of the rationale/evidence for selected uses of federal funds is as follows:

### Title I, Part A

Title I funding is used to provide more intensive support schoolwide in an effort to close the achievement gap for the 89% of WUSD students who are considered unduplicated high need students. (85.2% Socioeconomically disadvantaged, 38.1% English Learners, and .7% Foster Youth). Based on the CA Dashboard, Homeless, African American, Students with Disabilities, and English learners are indicating a very low performance level towards achieving grade-level academic standards in English Language Arts. In Math, English Learners, African American, Asian, Hispanic, Homeless, Socio-economically Disadvantaged, and Students with Disabilities are indicating a very low performance toward achieving grade level standards. WUSD believes that providing these students with targeted supports will help these students meet academic goals. Targeted intensive supports include academic intervention and support, social-emotional intervention and support and parent and community engagement.

Academic support is provided in the form of intervention teachers (LCAP Goal 3, Action 1), intervention specialists (G3, A2), instructional assistants (G3, A5), technology (G1, A4), and Academic Coaches (G3, A19).

Social-Emotional Support is provided in the form of Guidance Learning Specialists (G3, A13), On-Site Counselors (G4, A6), a Social Worker (G4, A5), and Health Services staff (G1, A8).



Parent and Community Engagement are increased through multiple methods of communication in the parents home language, home-to-school liaisons and refreshments for parent meetings (LCAP Goal 2, Actions 1, 3).

WUSD believes that these efforts will lead to increased academic achievement on state and local assessments for the unduplicated students.

#### Title II, Part A

**Professional Development:** The unduplicated students are some of the lowest performing students on state and local assessments. First and best instruction is provided by well-trained teachers, the LEA will support this by providing induction for all beginning teachers and on-going professional development for teachers (LCAP Goal 1, Actions 2,5).

**Academic Coaches:** District Academic Coaches will continue to provide on-going professional development and support for teachers to ensure use of the following programs and activities designed to enhance instructional practices for English Learners (G3, A19).

#### Title III, Part A

**Parent Education Opportunities:** Increased parent education opportunities will lead to increased academic achievement on state and local assessments for unduplicated students (LCAP Goal 2, Action 2)

**English Learner Curriculum:** Unduplicated students are some of the lowest performing on state and local assessments. Curriculum for English Learners is needed to support and monitor the academic achievement, reading comprehension, and learning progress of the LEA's English Learner students (G3, A9).

#### Title IV, Part A

**Classroom Music Instruction:** Classroom music instruction will be provided to elementary school students in order to support and enrich the educational experience and to ensure that a well-rounded education is provided to students (LCAP Goal 3, Action 16).

## 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's LCAP serves as a guide for the use of funding. WUSD receives state funds under the Local Control Funding Formula (LCFF), other state funds including grants, local funds, federal Title I, Title II, Title III, and Title IV funds, as well as other grants available to the district. Through the LCAP drafting process, the district is careful to align the use of federal funds with activities funded by state and local funds across federal programs to enhance the educational experience for students. For example, one of WUSD's goals is that WUSD will provide equity and access for all students in all subgroups, utilizing academic rigor through best first instruction and systematic intervention to ensure that all students graduate college and career ready. (WUSD LCAP Goal 3). The district has used several federal funding sources provided (Title I, Title III, and Title IV) to enhance the existing program, ensuring that students have access to high-quality teaching, interventions, supplemental curriculum, and enrichment opportunities.

Another example is in the alignment of funding sources to recruit, train, and support highly effective teachers (WUSD LCAP Goal 1). LCFF Base funds are used for teacher salaries while continuing professional development and training are provided to all teachers using Title II and Title III funds. By utilizing these different sources, WUSD is able to implement an enhanced comprehensive plan designed to retain and support a highly qualified staff.

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

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

These items are addressed within the LCAP.



# 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.

### Example of Data Sheet

II. Table 1. Combined Reports. – Complete one report for comparable elementary, middle, and high schools.

School Site	Total Enrollment	Low-Income Enrollment	% Low-Income Students	Minority Enrollment	% of Minority Students	Total Teachers	Number of Ineffective/Misassigned Teachers	% Ineffective/Misassigned Teachers	Number of Inexperienced Teacher	% of Inexperienced Teacher
[School Site 1]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]
[School Site 2]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]
[School Site 3]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]
[School Site 4]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]



## THIS ESSA PROVISION IS ADDRESSED BELOW:

Please see attachment for Educator Equity Data Table.

WUSD has an unduplicated high needs student count of 89%. Each of the schools in our district has 72% or above of its students who are Socioeconomically Disadvantaged with the district overall at 85.2% Socioeconomically Disadvantaged. The percentage of minority students our district serves is 92.3% with all schools serving 81.8% or higher minority students. Therefore, every educator working in any school in our district is serving low income and minority students on a daily basis.

According to the California ESSA state plan definitions provided, WUSD has 6 ineffective or misassigned teachers. WUSD works to recruit and hire fully credentialed teachers as early as possible to help ensure that we hire highly qualified teachers for all our students. Common practice in our district is to hire teachers to positions and not to school sites. This practice helps us place teachers who are not fully credentialed in a strategic manner in order to assure equity for all students. The School Board approves all hires and prior to board approval, they are made aware of the credential type. Currently, 95.9% of our teachers are fully credentialed and 4.1% are ineffective/misassigned teachers. Data collection of teachers who are not fully credentialed, are misassigned, or positions that are vacant, are collected annually through a Human Resources personnel audit (LCAP Goal 1, AMO 1) and reported to all stakeholders in the annual LCAP update. At this time, stakeholders provide input on our processes that help shape our practices. This ensures we are monitoring the amount of teachers we hire that are not fully credentialed which allows us to adequately support them.

For those teachers who are not fully credentialed or who are misassigned, an Academic Coach is assigned to them upon hiring, to ensure they have ongoing support and coaching in research-based instructional strategies that align with the district vision. Coverage is provided for them throughout the year so that they can observe master teachers during instruction in order to inform their practice. Once a teacher is fully credentialed, they are supported through district personnel and the county induction program. They meet with their mentor teacher at minimum one hour per week for support.

Academic Coaches are also assigned to teachers who prove to be ineffective based on student assessment results and principal recommendations. Each spring, the district and site leadership analyze SBAC scores and identify teachers whose students consistently show no academic growth in ELA and math. These teachers are assigned to work with an Academic Coach in order to identify key areas of growth using the PDSA Cycle of Improvement. Both qualitative and quantitative data from the coaches, teachers, and students are collected throughout the year and analyzed to assure progress is being made.

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"><li>• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or</li></ul>

- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)
- An individual who holds no credential, permit, or authorization to teach in California.

Under this definition, teachers with the following limited emergency permits would be considered ineffective:

- **Provisional Internship Permits,**
- **Short-Term Staff Permits**
- **Variable Term Waivers**
- **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**

Out-of-field teacher

A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- **Short-Term Waivers**
- **Emergency English Learner or Bilingual Authorization Permits**
- **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])

Inexperienced Teacher

A teacher who has two or fewer years of teaching experience.

Minority Student

A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.

Low-Income Student

A student who is eligible to receive Free or Reduced-Price Meals

## Parent and Family Engagement

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

Describe 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.

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:**



WUSD has one school that will continue in CSI - West Fresno Middle School. Recently identified schools are Elm High and Easton Continuation. Elm High and Easton Continuation will be planning this year for implementation of plan next year in 2023-2024.

Washington Unified's Parent and Family Engagement Policy is jointly developed with and provided annually to all parents and guardians at the beginning of the school year. The policy is based on WUSD Board Policy and Administrative Regulation 6020, which is annually updated based on recommendations from the California School Boards Association to ensure compliance with state and federal law. School-specific Parent and Family Engagement Policies are jointly developed and reviewed annually along with the School-Parent-Student Compact by the School Site Council (SSC) and English Learner Advisory (ELAC) Committees. They are then distributed to all families at the beginning of the year with registration documents.

Each WUSD school provides assistance to parents in their home language so that they can understand such topics as the challenging academic state standards, state and local assessments, and how to monitor their child's progress and work with educators to improve the achievement of their children. Accommodations are made for communicating with families that have disabilities, accessibility needs, or other special needs. For example, sign-language interpreters may be provided for parents with a hearing impairment and transportation can be arranged for families who do not have a reliable method of transportation to school sites.

WUSD employs a Migrant Family Liaison who provides opportunities for the informed participation of parents and family members of migratory children both before children are away from school for an extended period of time, and upon their return.

Parent conferences are held each semester, giving parents an opportunity to meet with their child's teacher(s) to discuss their progress towards achieving grade level standards. Family Engagement nights, such as Family Literacy Night or STEM Night, are provided at each school in order to promote parent engagement and understanding of important strategies to help children succeed. Training and materials are provided to parents in a variety of ways. Sight word posters and grade level preparedness packets are just two examples of parent resources that are provided to parents. The district also provides a Community Resources webpage and printed document that outlines different community resources available to families, including, food, housing, clothing, and counseling services available in the local community.

The district offers adult education classes to all parents, including English Language Acquisition, technology use, and diploma completion courses through the Washington Unified Adult School. The Adult School also offers free academic counseling and planning services to all parents. The school district, in partnership with a local community center, opened a community resource center in 2017 located within the community where many parent classes are held.

WUSD uses Aeries Communication - Parent Square, for parent autodials, texts, and emails. This system helps to translate for teachers who do not speak the same language as the parent they are trying to contact. The school district also has added online newsletters to the existing print newsletters that are mailed home, allowing us to publish newsletters monthly through email and text.

Our current English Language Acquisition classes are an example of how the district supports parent requested involvement. At the request of the DELAC, the district began providing classes by



contracting with an outside organization. As these classes increased in popularity, the district began exploring ways to bring instruction in house, so that we could expand the course offerings for parents.

Through the LCAP stakeholder engagement process, during the 2021-2022 school year, 28 parent and community meetings were held across the district to assure all stakeholders had a voice in the plan. 436 attendees were recorded at these meetings. Translation services and accommodations were provided at each meeting as needed. At these meetings, the following information was shared by the district: Dashboard data, local data, LCAP goals, progress made toward meeting LCAP goals/metrics, and the budget for each LCAP goal. Educational partners were then given the opportunity to respond to each LCAP goal and provide input. Over 1,234 comments were collected, coded, and analyzed in order to determine which areas our LCAP should focus on. These comments/suggestions, along with the student achievement and school climate data informed the drafting of the LCAP goals, actions, and services. In this 2022-2023 school year, the same process for educational partner input is being followed. To date, there have been 10 meetings with a variety of educational partner groups. The meetings will continue throughout the upcoming months.

As part of WUSD's Professional Learning Communities (PLC's), teachers, support staff, principals, counselors, and other school personnel receive training to equip them to value and utilize the contributions of parents. Training also includes an analysis of the most effective methods of communication, the implementation of parent programs, and how to build and maintain ties between parents and the school.

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

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

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

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

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

WUSD operates a schoolwide Title I program as over 40% of the student population are from low-income families. As stated above, WUSD has an unduplicated high needs student count of 89%. Each school completes an annual comprehensive needs assessment which drives the goals, actions, and services offered in the Single Plan for Student Achievement (SPSA) and LCAP. The SPSAs and LCAP are reviewed by each SSC and ELAC, as well as the DELAC and PAC committees to ensure maximum parent participation in the creation of plans. Each site also completes an annual program evaluation which is shared with the SSC and ELAC in order to make data-driven decisions about the effectiveness of Title 1 funded programs and activities.

In general, Title I funding is used to provide more intensive support schoolwide in an effort to close the achievement gap for the 89% of WUSD students who are considered unduplicated high need

students. (85.2% Socioeconomically disadvantaged, 38.1% English Learners, and .7% Foster Youth). Based on the CA Dashboard, English Learners, African American, Homeless, and Students with Disabilities indicate a very low performance level towards achieving grade-level academic standards. WUSD believes that providing these students with targeted supports will help these students meet academic goals. Targeted intensive supports include academic intervention and support, social-emotional intervention and support and parent and community engagement.

Academic support is provided in the form of intervention teachers (LCAP Goal 3, Action 1), intervention specialists (G3, A2), instructional assistants (G3, A5), Supplemental Online Academic Support and Instructional Materials (G3, A7), technology (G1, A4), and Academic Coaches (G3, A19). Social-Emotional Support is provided in the form of Guidance Learning Specialists (G3, A13), On-Site Counselors (G4, A6), a Social Worker (G4, A5), and Health Services staff (G1, A8). Parent and Community Engagement are increased through multiple methods of communication in the parents home language, home-to-school liaisons and refreshments for parent meetings (LCAP Goal 2, Actions 1, 3). WUSD believes that these efforts will lead to increased academic achievement on state and local assessments for the subgroups showing a very low performance level and also for unduplicated students.

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

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

Homeless students have significant needs that our district works diligently to address. Our goal is to review and revise our policies on a regular basis in order to remove barriers to enrollment and retention. We align our practices of identifying homeless youth as well as the services we provide for them to the McKinney-Vento Homeless Assistance Act.

#### **Enrollment**

Each site secretary receives annual training in appropriate enrollment practices and techniques for homeless students and families. Training includes informing families about immediate enrollment, regardless of documentation, guiding families through filling out registration documents and providing families with a list of pamphlet designed to inform them of the services provided for them. The pamphlet also includes the contact information of each site homeless liaison so that parents and students know who they can contact for help. Secretaries can also set up immunization, vision, and hearing appointments for students with mobile clinics.

#### **Attendance**



Each site has a Guidance Learning Specialist that is designated as a homeless liaison. The homeless liaison works with Learning Directors and the district attendance liaison to monitor student attendance on a weekly basis. Students and their parents are provided with bus passes if needed to ensure safe travel to and from school. All WUSD students receive free breakfast and lunch. The site homeless liaison also provides students with hygiene products and school supplies in order to eliminate these issues as a barrier to student attendance. Liaisons also have access to a clothes closet that can be made available to those students who need it.

### **Student Success**

There is a homeless liaison on each site that coordinates these efforts. Homeless students are provided with supplies and counseling in order to support them academically as well as social-emotionally. Guidance Learning Specialists meet with them to identify and address their needs as well. These needs could include academic, attendance, or social-emotional support. The District also employs one full-time social worker that helps support the needs of our homeless students as well as offers on-site counseling services to students in need. Graduation requirements are adjusted for homeless students as necessary and our enrollment practices are in alignment with the McKinney-Vento Homeless Assistance Act. Other services provided to homeless students include:

Educational Planning

Tutoring or other instructional support

Expedited Evaluations

Staff development/awareness

Referrals for Medical, Dental, and other services

Transportation

Assistance with Participation in School Programs

Before, After-school Programs

Counseling

Coordination between Schools and Agencies

Obtaining or Transferring Records for easy Enrollment

Referrals to other programs or services including housing

Finally, our middle and high school students who are homeless are invited to attend the annual Project Access event field trip at Fresno City College. The event provides information about college entry programs and services available to homeless students.

### **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:**

WUSD is aware that effective early education sets the stage for success throughout the TK-12 system and beyond. Strategies for transitions between each educational placement begin as early as preschool (PK). We offer PK at both elementary sites. In order to facilitate the transition from PK to elementary school, staff from both preschools meet with the elementary leadership annually to discuss transition plans between the sites. West Fresno Elementary School (WFES) PK students are given a tour of the elementary campus. The American Union Elementary School (AUES) PK classroom is on the elementary campus so those students and families are already familiar with the site. Kindergarten registration is hosted at the elementary campuses in order to allow parents an opportunity to meet new administration and staff and begin to feel comfortable with the new school setting. Summer school is also offered to all incoming kindergarten students to help with the transition.

As students move up in the grade levels and transition from elementary to middle school, Where Everybody Belongs (WEB) is offered. This program trains eighth-grade student leaders and staff to help support sixth-grade students in the transition from elementary school to middle school. Activities through WEB are provided throughout the year to help students acclimate to their new environment.

To support the huge transition from Middle School to High School, Washington Union High School (WUHS) assigns each student to an Academy office that includes an administrator, 2 Guidance Learning Specialists, an Intervention Specialist, and a Secretary. This team works together to support students through the transition from Middle School to High School. Many activities are offered to help parents and students feel excited and prepared. These activities include 8th Grade Orientation, 8th grade Parent Night, Freshmen Orientation, Back to School Activities, Freshman Class meetings, Freshman Parent Nights throughout the year and more. The school also offers the LINK Crew program which is led by school employees and it trains upperclassmen to mentor freshmen throughout the year in order to help them feel welcomed and acclimated to the high school environment.

WUHS also functions on an Institute/Pathway model. All students choose an institute or pathway, that includes classes designed to prepare them for the career field they are hoping to enter. WUHS has 10 different Institutes/Pathways planned for students. This will mean that all students will choose a pathway to enter and will work towards gaining valuable knowledge and experience in their chosen field during the course of their four-year high school education. Also, Dual Enrollment, Honors, and AP courses are offered in a variety of subjects to all students. In 2022, 22 students graduated from



Washington Union with both a high school diploma and an Associate of Science degree from Reedley College.

WUSD employs a Guidance Learning Specialist and Intervention Specialist at each grade level throughout high school to help students succeed in high school and prepare for their future. Each student goes through an annual PREP meeting where they meet with their counselor, analyze their current situation (grades, attendance, discipline, etc.) and sets goals for the remainder of their time in high school. Counselors also teach career units, administer the PSAT, help students sign up for the SAT and ACT, are available for social/emotional counseling as well as academic, and help monitor the progress of each student. By the time students enter their senior year, they have been in contact with multiple adults that support their path.

During the senior year, all students complete a Senior Project. During this project, students research a career, perform mentoring hours with an individual in the field they are studying, and present their project to a committee of staff and community members for evaluation. Students cannot be eligible for graduation until they complete this project. Also during the senior year, many opportunities are presented for parents and students to get support in applying for college and financial aid. Cash for College events, FAFSA Parent Nights, Community College Registration, and other parent events are held throughout the year to help parents and students feel prepared for college if that is the route they choose.

In accordance with WUSD BP and AR 6178, Washington Union High School collaborates with postsecondary institutions, such as Reedley College, Fresno City College, Fresno State University, and other institutions of higher education to ensure that the district's program is articulated with postsecondary programs in order to provide a sequential course of study. Articulation opportunities include dual or concurrent enrollment in community college courses.

WUSD desires to provide a comprehensive career technical education (CTE) program in the secondary grades which integrates core academic instruction with technical and occupational instruction in order to increase student achievement, graduation rates, and readiness for postsecondary education and employment. The district's CTE program shall be designed to help students develop the academic, career, and technical skills needed to succeed in a knowledge and skills-based economy. The program shall include a rigorous academic component and provide students with a strong experience and understanding of all aspects of an industry.

### **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:**

WUSD does not use federal funding for serving gifted and talented students.

WUSD does not use federal funds to develop effective school library programs.

## **TITLE I, PART D**

### **Description of Program**

ESSA SECTION 1423(1)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Formal Agreements**

ESSA SECTION 1423(2)

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

(A) LEA; and

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Comparable Education Program**

ESSA SECTION 1423(3)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Successful Transitions**

ESSA SECTION 1423(4)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Educational Needs**

**ESSA SECTION 1423(5)**

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Social, Health, and Other Services**

**ESSA SECTION 1423(6)**

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Postsecondary and Workforce Partnerships**

**ESSA SECTION 1423(7)**

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

school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Parent and Family Involvement**

ESSA SECTION 1423(8)

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:**

N/A

**Program Coordination**

ESSA SECTION 1423(9–10)

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Probation Officer Coordination**

ESSA SECTION 1423(11)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A



## **Individualized Education Program Awareness**

### **ESSA SECTION 1423(12)**

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

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

N/A

## **Alternative Placements**

### **ESSA SECTIONS 1423(13)**

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

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

N/A

## **TITLE II, PART A**

## **Professional Growth and Improvement**

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

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

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

#### **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.

WUSD believes in the Professional Learning Community (PLC) model of professional development. Collective teacher efficacy is the number one contributing factor to the success of students and our professional development system is built around this data point.

### Professional Development for Teachers

Teachers at all levels of their careers are supported in our district. New teachers are provided specific support through Induction. Facilitated by the Fresno County Superintendent of Schools (FCSS) Induction team, teachers and their more experienced mentor teachers work through the California Standards for the Teaching Profession (CSTP). They are assigned an Induction coach and meet weekly with them focusing on specific data-driven goals. Academic Coaches also provide support for teachers (both through induction and for veteran teachers), including PLC support. Their support is often targeted on one specific growth goal at a time set by the teacher and that goal is monitored using data. Beyond the one on one support provided by our Coaches, the PLC process offers support to all teachers as they work to analyze their instructional practices and improve student learning.

Teachers meet weekly with their sites and their PLC teams to discuss student data with a focus on continuous improvement. Based on the on-going analysis of student achievement data and the yearly review of Dashboard data, professional development needs are identified. Professional Development is provided by consultants, site and district administration, and teacher leaders as needs arise. The district does not favor the use of one-time training opportunities but prefers to integrate on-going effective professional development into the school programs and plans. For example, we recently continued training that is included in a 5-year plan for the professional development of Mathematics teachers. Through this process, teachers have participated in Math Mindset training provided by Stanford University and have met across grade-levels in order to study the effective implementation of the Eureka curriculum. Another example of on-going professional development is the English Learner instructional techniques training provided by the English Learner Group, which just finished its second year. Finally, as mentioned above, we recently completed year 1 of training for teachers in evidence-based practices for teaching students who have experienced ACEs. Based on an analysis of the effectiveness of the implementation of these practices, the district plans to continue this professional development next year.

### Professional Development for Administrators and Other School Leaders

WUSD believes strongly in raising up leaders from within. Lead teachers across the district meet monthly with district administration to develop their skill set of leading effective PLC meetings. Beginning administrators across the district also meet regularly to participate in leadership development activities. During these meetings, student data is always discussed, leadership practices are studied, and the cycle of continuous improvement is the focus. Principals meet weekly with district administrators to engage in productive talk regarding all aspects of the success of their school. Data is the focal point at these meetings as we regularly use data to inform our practices. WUSD also holds weekly Principal PLC meetings in order to provide on-going support for principals. These meetings regularly include facilitated data analysis, study of best practices, and joint walkthroughs at different sites aimed to help calibrate each leaders' evaluation of effectiveness.

Our Guidance Learning Specialists meet in a specialized PLC weekly to address needs specific to this team. In addition to relevant data analysis, this PLC has participated in various training opportunities including Second Step Curriculum and Best Practices for Foster and Homeless Youth.

### Evaluation of District Professional Development

At each level of professional development, WUSD is intentional about the use of data to inform our practices. The Plan, Do, Study, Act (PDSA) Cycle is frequently used to improve practices on a continuing basis. Recently, the district created a team of a variety of stakeholders to perform an LEA Self-Assessment of all systems. A rubric, developed by CCSESA, was used to identify areas of strengths and weaknesses across all systems. This is now an annual practice the district will enter into in order to identify areas for focus. Based on data analysis and a stakeholder self-assessment, the district continues to improve its practices to meet the needs of all students.

WUSD is currently participating in the Continuous Improvement Process facilitated by the FCSS Differentiated Assistance Team. Through this process, site leaders are using improvement science practices to address problems of practice at their sites.

### Prioritizing Funding

ESSA SECTION 2102(b)(2)(C) – *Not applicable to charters and single school districts.*

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:

#### 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.

WUSD has one school that will continue in CSI - West Fresno Middle School. Two recently identified schools are Elm High School and Easton Continuation High School. Both schools will be planning this year for implementation of that plan next year in 2023-2024. American Union, West Fresno Elementary, and Washington Union High School are all Additional Targeted Support and Improvement schools.



89% of Washington Unified's students are considered unduplicated high need students (85.2% Socioeconomically disadvantaged, 38.1% English Learners, and .7% Foster Youth). Based on the CA Dashboard, Homeless, African American, English Learners, Students with Disabilities and Socioeconomically Disadvantaged students are indicating a very low performance level towards achieving grade-level academic standards. All students from both district elementary schools and the district's middle school matriculate at our high school. As a result, we have worked hard to create common expectations for student achievement, as well as to provide unified support through district-wide initiatives designed to recruit, train, support and retain highly qualified staff across all district sites.

Title II funds are applied to district-wide professional development initiatives which are determined after analyzing student performance data. In alignment with what the most recent data is indicating, these professional development initiatives are provided district-wide to ensure quality support and improvement across sites. For example, based on a review of the data, English Learners across the district were showing a very low performance level towards grade-level standards, specifically at the primary level. Title II funds were used to provide professional development for teachers and administrators on the topic of instructional strategies to support English Learners. In addition, Title II funds are used to provide an EL academic coach to assist teachers with learning EL strategies. Next year, we plan to continue our professional development work with Fresno County Superintendent of Schools through the EL Improvement Team that has been created. Through the the EL Improvement Team, a closer look at the needs of English Learners at Elm High and Easton Continuation has been initiated. Our elementary sites will continue work with FCSS through the Early Literacy Team. Currently, the middle school is exploring the idea of a Reading Specialist, similar to the Reading Intervention teacher position that supports at the elementary sites.

Washington Unified supports all beginning teachers, at each school site, by providing an induction program facilitated through the Fresno County Superintendent of Schools.

The district's Academic Coaches work with teachers at every school site, based on need, as well as support cross-school subject matter PLCs. All site principals work with Academic Coaches on a regular basis to identify specific teachers in need of support based on student performance data and observations. Academic Coaches facilitate and support the Plan, Do, Study, Act (PDSA) cycles with individual teachers, grade level PLCs, and district-wide PLCs in an effort to improve student achievement.

## **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.

As described in detail above, WUSD PLCs utilize student achievement data (CA Dashboard, CAASPP, formative and summative classroom assessments) to analyze the effectiveness of activities provided with Title II, Part A funds.

WUSD believes that stakeholder input drives the development of the LCAP. During the 2021-2022 school year, the District consulted parents, pupils, school personnel, administrators, local bargaining units and the community over the course of the year by conducting meetings and administering surveys to all employees, all students in grade 3 and above, and all parents. 436 attendees were recorded at LCAP engagement meetings to give their input. Translation services were provided at each meeting as needed. The district made a solid effort to assure voices were heard from stakeholders throughout these meetings that represented English Learner students, socio-economically disadvantaged students and homeless students. At these meetings, the following information was shared by the district: Dashboard data, local data, last year's LCAP goals, progress made toward meeting LCAP goals/metrics, and the budget for each LCAP goal. Educational partners were then given the opportunity to respond to each LCAP goal and give us input responding to the following two prompts for each goal: 1) Of what are you most proud? 2) What areas should we consider for improvement? 2121 surveys were collected. 189 parent surveys were collected and 220 staff surveys were collected. 1712 student surveys were collected. We are proud of the efforts we made toward collecting various stakeholder input. This year we are following the same process to gain educational partner feedback with increased efforts being made to gain feedback from the following groups: 1) Alternative Education 2) Spanish Speakers: We have met with members of the DELAC committee on 2 occasions this year thus far (PAC and Migrant/ELAC meeting) 3) Hmong Speakers (personal phone calls are being made to offer help in completing the LCAP survey).

## **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:**

##### **English Language Learner Professional Development**

The district contracted with the Fresno County Superintendent of Schools (FCSS) for professional development focused on ELA/ELD training designed to enhance the instructional practices used for English Learners. As part of the district's plan for sustainable on-going professional development, Academic Coaches participated in this training in order to be able to continue to provide instruction for teachers into future years. This year the district's Academic Coaches will continue to provide professional development focused on ELA/ELD instructional practices.

**Reach for Reading:** The district will continue to contract with National Geographic's Reach for Reading for professional development focused on ELA/ELD training on an as-needed basis. This training is designed to prepare teachers to use instructional strategies for English Learners built into the Reach for Reading Curriculum. Professional development will be focused to meet the needs of grades K-5, particularly focusing on the integration of ELD standards during core content, as well as during designated ELD.

The district plans to expand the use of HMH English 3D this year. The district will contract with Houghton Mifflin Harcourt for professional development in using English 3D, HMH's English language development program, to build instructional practices used for English Learners during designated ELD.

Academic Coaches: District Academic Coaches will continue to provide on-going professional development and support for teachers to ensure use of the following programs and activities designed to enhance instructional practices for English Learners, including Specially Designed Academic Instruction in English (SDAIE) strategies, Guided Reading, T4 Learning reading and writing strategies, Kagan Cooperative Learning Strategies (to ensure oral language production), monitoring LTELs, Integrated and Designated ELD, CA ELA/ELD Framework, building the capacity of students to read and learn using complex texts, effective lesson design and delivery, and analysis of EL student performance data using the WUSD Data Analysis Protocol.

## **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:**

WUSD does not receive Title III Immigrant funding.

## **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.

Complete responses will:

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

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

Washington Unified School District's Local Control Accountability Plan (LCAP) Goal #3, Metrics 1-4 ensure that the district is specifically targeting the English Learner sub-group by setting and working towards the following goals:

1. WUSD will increase student achievement in Math as measured by SBAC scores meeting or exceeding standard.
2. WUSD will increase student achievement in ELA as measured by SBAC scores meeting or exceeding standard.
3. WUSD will meet or exceed the state average for English Learner progress toward English proficiency by 5% annually as measured by the annual State English Language Proficiency Exam.
4. WUSD English Learner Reclassification rate will meet or exceed the state average by 5% annually or as measured by district data.

The District plans to meet these goals by implementing the following effective programs and activities:

1. The district will implement Individualized Learning Plans in order to help students meet their academic goals.
2. District elementary schools will use Integrated ELD in all core subjects and curriculum-embedded ELD components.
3. District elementary schools will use Guided Reading in grades K-3 to increase English language proficiency of English Learners.
4. District elementary schools will use Designated ELD to increase English language proficiency of English Learners.
5. HMH English 3D will be used for Designated ELD to increase English language proficiency of English Learners in grade levels 4-8 district-wide.
6. Washington Union High School (WUHS) and Washington Unified Alternative Education teachers (grades 9-12) will use curriculum embedded ELD components in all core subjects.
7. WUHS adopted and began using English 3D by Houghton Mifflin Harcourt during the 20-21 school year for Designated ELD instruction.
8. All district teachers (grades K-12) will collect and analyze student data using the WUSD Data Analysis Protocol which includes English Learner sub-group analysis. Data collected and analyzed includes: ELPAC, IAB, SBAC, and local assessments.
9. Academic Coaches will conduct monthly PLC Facilitator training to ensure accurate and on-going analysis of student performance data using the WUSD Data Analysis Protocol which includes English Learner subgroup analysis.
10. The district will also offer the following individualized supports to English Learners who have been identified as needing additional support: individual classroom support from instructional aides, Lexia, Reading Plus, Rosetta Stone, and Ticket to Read.



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:**

Washington Unified staff will ensure English proficiency and academic achievement through data analysis, high-quality instruction, and progress monitoring.

#### **Data Analysis**

Washington Unified teachers will regularly analyze student performance data using the WUSD Data Analysis Protocol (DAP). The WUSD DAP ensures that subgroup analysis, including English Learners, is performed so that necessary changes can be made to instruction that will increase learning for English Learners. Washington Unified administrators will regularly observe classroom instruction and provide related feedback to teachers to ensure best practices are being used to ensure English proficiency and academic achievement. Academic Coaches will be assigned to provide targeted support to designated teachers.

#### **High-Quality Instruction**

Washington Unified teachers will be trained in and will implement the research-based practices and instructional strategies for English Learners; including, but not limited to: connecting prior knowledge, communication frames, academic vocabulary, non-linguistic representations to support learning, and scaffolding. Washington Unified teachers will be trained to implement curriculum embedded ELD standards and components in core subjects. Elementary TK-2<sup>nd</sup> teachers will continue to receive Early Literacy training and follow up coaching.

#### **Progress Monitoring**

English Learner progress will be monitored at each site by teachers, administrators, and other designated personnel, such as reading intervention teachers (K-5) and intervention specialists (6-12). Students will be provided with additional supports to meet academic achievement goals based on data analysis. English Learner Progress will be monitored at the district by Academic Coaches and

District Administrative Team in order to identify and meet site-specific needs. The EL Improvement Team that was recently created will delve into EL data analysis and also monitor EL progress.

## **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.

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
4. a 15 percent max cap on effective use of technology for purchasing technology infrastructure.

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

Washington Unified will use Title IV, Part A funds to expand the classroom music program provided to district elementary school students. Through last year's LCAP educational partner process, elementary school teachers and parents made clear their desire that classroom music be provided for students as part of a well-rounded educational experience. Music instruction will be provided to students in order to enrich the educational experience and to ensure that a well-rounded education is provided to the unduplicated student count. This year's survey input is currently being collected and will be reviewed and analyzed for additional support needed.