

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

LEA name:

Wright Elementary School District

CDS code:

46-2575140

Link to the LCAP:

(optional)

www.wrightesd.org

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

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

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and Immigrant Students

TITLE IV, PART A

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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.

Wright School District and Charter School's strategy for use of federal categorical dollars is to supplement and enhance actions and services provided through state funding, prioritizing those actions and services that will most contribute towards closing of the achievement gap for low income and English learner students and support all students in meeting state standards. Our use of federal funds is fully aligned to our district LCAP goals to support student achievement, closing of the achievement gap and preparing students for the pathway to college/post-secondary success.

Both elementary sites and the District's dependent charter run targeted Title I programs. Title I funds have been allocated to provide reading teachers at all three elementary sites, knowing that strong early literacy skills are critical to students' academic and overall success.

Title II funds are used to provide professional development to teachers, principals and other school leaders. Our focus areas for professional development are to support student mastery of the state standards/closing of the achievement gap through use of research-based instructional strategies, data analysis and data-based instructional planning, and common instructional planning time.

Title III funds are used to support English Learner students in their attainment of the English language as well as mastery of the state academic content standards. Funds are allocated to provide ELD intervention to supplement Designated and Integrated ELD and instructional coaching for teachers on research-based instructional strategies.

Title IV funds are used to supplement the effective use of Technology in the classroom by providing assistance in maintaining Chromebooks, assisting students with access issues and troubleshooting.

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.

Wright Elementary School District uses the LCAP as a strategic planning document for the use of all funds available to us, including state funds, local funds, and federal funds (Titles I, II, III, and IV). Federal categorical

funds we receive help us supplement, enhance, and extend the amount and the level of actions and services we provide to students in order to assist us in meeting our LCAP goals, as follows:

- LCAP Goal One: All students will show measurable academic growth as evidenced by an increase in assessment scores each year in English and math using multiple measures. All students will have access to common core standards aligned curriculum and materials in math and ELA. Metrics will include state and local standardized scores (SBAC) , as well as formative and interim assessments, including DIBELS, STAR 360, and other curriculum - based measures (actions and services for this goal are supported by state funds and supplemented by Titles I, II, and III).

- LCAP Goal Two: The district will provide a comprehensive system of support for students in academics, behavior, and social emotional learning, based on identified student needs. This will include English learners, special education students, and other subgroups.
(actions and services for this goal are supported by state funds and supplemented by Title I and Title III).

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;

The District uses the LCAP cycle to develop and implement a well-rounded program of instruction that meets the needs of all students. This process begins in the first weeks of the school year, when the initial round of benchmark assessment begins, with students being assessed using “local measures” that give teachers and principals data to assist with differentiation. These local measures include: DIBELS and STAR 360 (Reading and Math).

SBAC data, available in the Spring, is also used to monitor student progress and is included in the Annual Update of the LCAP

Teacher grade-level data teams work together with principals using these as well as curriculum-based assessments to monitor effective implementation our program of instruction – including EL and SED students.

- (B) identifying students who may be at risk for academic failure;

Identifying students who may be at risk for academic failure – the reading teachers at each school work with site administrators and teachers to analyze assessment results and identify students who may be at risk of academic failure. Assessment results used are from DIBELS, STAR 360, and SBAC.

- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

Providing additional educational assistance to individual students - A Title I Reading Teacher provides small group instruction in reading for identified students in first through sixth grades. Students receive instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension. The teacher uses various intervention materials such as Teacher-Directed Peer Assisted Learning Strategies (PALS), Quick Reads, Phonics for Reading, Read Naturally, and STARS (Strategies to Achieve Reading Success), in addition to the support materials from Benchmark Advance, to help first through sixth grade under-performing students achieve at grade level. All intervention groups are determined by regularly administered assessments. These students are reassessed at least three times a year and their progress is shared with their classroom teachers as

well as with their parents in the form of written reports with narrative and data included. RLS's participation in Title 1 also allows for participation in two Cal Serves programs- a tutoring program, which provides small group tutoring to targeted students in Reading/Language Arts, STEM (Science, Technology, Engineering and Mathematics) and Healthy Behaviors during school hours as well as an after-school program that provides homework assistance, recreational activities, and small group tutoring in reading and math.

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Reading teachers at each site conduct a yearly analysis of the assessment data for each student who qualifies for Title I. The purpose of this analysis is to craft a program for each grade level that best meets the needs of the students.

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).

District administrators, counselors and a cohort of teachers have been trained in the application of restorative practices and restorative circles. Counselors meet regularly with students who are in need of behavioral intervention prior to removal.

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.

Our LEA supports effective instruction by completing the following LCAP actions/services, funded through either state and/or federal funds (all found under Goal 1):

- Provide a Highly Qualified Teaching staff to all students, including all significant subgroups (e.g. Hispanic/Latino, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Foster Youth, Special Education, etc.)
- Fund three calendared professional development days to support closing of the achievement gap and attainment of LCAP goals for low income, English learner, and foster youth.
- Provide funding necessary to carry out professional development & staff collaboration opportunities
- Fund and support district curriculum and technology committees tasked with supporting student achievement, including: planning professional development, facilitating, monitoring student progress, overseeing intervention services, overseeing implementation of districtwide action plans, etc.
- Continue to fund North Coast Teacher Induction Program (NCTIP)

Title II, Part A funding is specifically used to carry out professional development and staff collaboration opportunities that support student mastery of the state academic standards. Focus areas include deepening teacher understanding of the state academic standards, research-based instructional strategies, data analysis and common instructional planning. Content focus areas include English Language Development, Universal Access/Guided Reading, literacy, math achievement, the Next Generation Science Standards, and social emotional learning, among others. Expenditures include use of consultants to provide professional development, conference attendance, professional development materials, and hourly teacher pay or sub

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (as applicable)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

The District and dependent charter translate all home to school communication from English to Spanish. Each site has an established ELAC where parents engage regarding the education of English learners. Feedback from the ELAC is presented and discussed during DELAC meetings and is used in the yearly annual update of the district and dependent charter LCAPs. Also, Under Goal #3 in the LCAP, the District and dependent charter have purchased a new mass communication program, Blackboard, that automatically translates from English to Spanish. Also under Goal #3, the District uses state funds to provide bi-lingual community liaisons at all district schools and the dependent charter to aid in the facilitation of meetings, translating, and encouraging parents to attend meetings.

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 poverty criteria used for Title 1, Part A School Allocations is the percent of students who qualify for Free & Reduced Price Meals (FRPM).

Additionally, Wright School District and Charter School allows parents to enroll their child in any of the three district elementary schools, pending space availability. Priority is given to in-district students, and students are placed at their parent/guardian's site of choice on a first-come first-served basis. All three schools are a Targeted Title 1 Schools, each with a poverty rate over 70%. There is less than a 3% difference in the school with the highest poverty rate (RL Stevents at 75.3%) and the school with the lowest poverty rate (JX Wilson at 72%).

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:

In the Wright School District and Charter School and Charter School, 73% of our students are low-income (72% at JX Wilson, 74% at Wright Charter School, and 75% at RL Stevens) and 63% are Hispanic/Latino (54% at JX, 75% at RLS, and 62% at Wright Charter School). Low income rates and Hispanic/Latino percentages are within range of comparability for each school within the district.

100% of our classroom teachers are highly qualified. Our low income and minority students are not taught at a higher rate than other students by ineffective, inexperienced, or out-of-field teachers.

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:

ESSA Section 1112(b)(3)

Promoting Parent Participation in the Development of School Plans and the Decision-Making Process: Parents/family members participate in the development of the LCAP through the stakeholder engagement process. The district does not currently have any schools identified for Comprehensive Support and

Improvement, but should there be one, parents/family members would also participate in the development of the plan for it. Wright School District and Charter School seeks input in the decision-making process by holding School Site Council meetings to impact the development of the Single Plan for Student Achievement and District English Learner Advisory Committee (DELAC)/Parent Advisory Committee meetings to impact the development of the Local Control Accountability Plan. The district and school sites meet all compliance requirements for these meetings. Additionally, yearly parent surveys are administered. These results are also used to identify parents' concerns and priority areas for the LCAP.

Promoting Parent Participation in School Programs: School sites hold twice yearly parent conferences, of which the schools average over 95% attendance for each round. The district/school sites have found that parent conferences, with direct communication between parents and teachers, have the largest impact on encouraging parent involvement in their child's education. At parent conferences, teachers develop a strong home-school partnership, build relationships with families and inform parents about their child's progress in school. In addition to parent conferences, each school site has an active parent club, with monthly meetings in which parents learn about school programs, give input related to school functions, and learn strategies to support their child's progress at home. Each site has a part-time bilingual community liaison to help with setting appointments with parents, supporting positive attendance, and providing translation services at parent meetings, and IEPs.

ESSA Section 1112(b)(7): Parent Involvement Policy
(ESSA Section 1116(a)).

Wright School District and Charter School has an adopted parent involvement policy which is described in BP 6020 and AR 6020. The Policy and Administrative Regulations provides details on how parents and families are engaged in the school community. These policies are referenced in the Annual Notification Packet provided to all families at the beginning of the year.

(ESSA Section 1116(e)(1))

Wright School District and Charter School aids parents 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 through Back to School Night, Parent Conferences, Parent Club Meetings, and newsletters.

(ESSA Section 1116(e)(2))

Wright School District and Charter School provides materials and training to help parents to work with their children to support academic achievement, such as literacy training and using technology (including online safety) The district fosters parental involvement through parent conferences Back to School Night, Open House, Parent Club Meetings, other schoolwide events.

(ESSA Section 1116(e)(3))

Wright School District and Charter School annually educates 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, as well as how to implement and coordinate parent programs, and build ties between parents and the school

(ESSA Section 1116(e)(4))

Wright School District and Charter School coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities that encourage and support parents in more fully participating in the education of their children through parent education opportunities, our preschool partnership with 4Cs, Community Action Partnership

(ESSA Section 1116(e)(5))

Wright School District and Charter School ensures 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. All notifications and information are sent home in English and Spanish.

(ESSA Section 1116(e) (14).

Wright School District and Charter School provides other reasonable support for parental involvement activities as parents may request. Parents often request support via email, phone or parent meetings. Depending on the need, support is provided by our district staff or community partnerships.

(ESSA Section 1116(f)).

Wright School District and Charter School provides 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. All report cards and information is sent home in both English and Spanish.

The LEA aligns the parent involvement items required in Section 1116 with the LCAP stakeholder engagement process and is described in the previous section above.

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:

All three elementary schools in the district operate Targeted Title I programs. This enables the district to use this valuable resource to improve the education program for qualifying students, particularly those at risk of failing.

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:

Our district has a designated person who oversees "Homeless Children and Youth Services". This person is instrumental in working with homeless families and children who need additional support. Our district ensures that our homeless students are provided with transportation services, educational services, meals through the school meals programs, and educational programs that will fully meet student needs, including children with disabilities and students who are English Learners.

Office managers, counselors, and Bilingual Community Liaisons are essential site-based resources to support the enrollment, attendance and success of homeless children.

Our district's Bilingual Community Liaisons also support homeless children and families in accessing community resources. The county annually distributes the "Sonoma County Homeless Resource Guide" to schools and community agencies that support the homeless population. This resource provides phone numbers for shelter, training, food, healthcare, legal services, permanent housing, and youth services. Community Action Partnership is another amazing resource for Sonoma County and our school. We utilize this agency for many resources for our families.

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:

ESSA Section 1112(b)(8):

Early Childhood Education:

We do not reserve Title 1 for preschool. However, we do provide Early Childhood Education services. Wright School District and Charter School has a contractual agreement in place with 4Cs of Sonoma County (4Cs) to deliver our California Department of Education, Early Education Support Division, State Preschool Services. District staff works collaboratively with preschool staff to assist with the enrollment and transition process from preschool to elementary school.

ESSA Section 1112(b)(10)

Transition to Middle School:

Each site has a full-time counselor available to assist in the transition to Middle School, and, at Wright Charter School, transitioning to High School.

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:

(A) N/A-We do not reserve funds for Gifted and Talented.

(B) Library program: Students have access to library time weekly. Students develop library skills and select books to checkout. Digital literacy has been a priority in our district for a number of years. In grades 2-6 all students have access to a Chromebook. Students also have weekly access to computer lab time to learn specific technology standards.

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:

The district does not receive funds for Title 1, Part D

Formal Agreements

ESSA SECTION 1423(2)

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

(A) LEA; and

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Comparable Education Program

ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Successful Transitions

ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Educational Needs

ESSA SECTION 1423(5)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Social, Health, and Other Services

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Parent and Family Involvement

ESSA SECTION 1423(8)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Individualized Education Program Awareness

ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

[NA

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our system for professional growth and improvement is determined each year based on input from Curriculum, District PLC, Technology committees, as well as LCAP meetings. We fund 3 professional development days to support closing of the achievement gap and attainment of LCAP goals for low income, English learner, and foster youth. We also provide funding necessary carry out professional development & staff collaboration

opportunities (services, materials, consultants, travel/conferences, hourly pay/sub release, etc.) Topics are prioritized through the Accelerated Schools Process & by district identified needs.

Principals:

Professional growth and improvement opportunities are provided to principals through monthly cabinet meetings, three calendared professional development days, and other professional development & collaboration opportunities provided by the county office of education or other outside agencies.

Teachers:

Professional growth and improvement opportunities are provided to principals through three calendared professional development days, 12 early release days per year for grade level collaboration and data analysis, and other professional development opportunities provided by the county office of education or other outside agencies. Teachers are supported in the beginning of their career through the North Coast Teacher Induction Program.

Teachers are provided with leadership opportunities when they are ready for that step. These include Curriculum Committee and Technology Committee. All principals and school leaders of the Wright School District and Charter School were once teachers in the district.

Other School Leaders:

The Superintendent attends yearly conferences for superintendents, monthly superintendent meetings for all Sonoma County Superintendents, and School Board Association Conferences.

The Curriculum Coordinator attends meetings/trainings at Sonoma County Office of Education and other professional development opportunities that focus on district priority areas.

Growth and Improvement/Evaluation:

To monitor growth and improvement of overall school/district programs, we utilize the LCAP Annual Update process, including reviewing metrics/data and engaging stakeholders on areas of strength and challenge.

Additionally, principals conduct regular walkthroughs and give feedback to teachers.

Principals monitor and evaluate teachers and provide guidance and support.

Professional development needs and focus areas to support school improvement are determined through a combination of state and federal mandates and input from Curriculum, District PLC and Technology Committees.

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:

The district currently does not have any schools identified for Comprehensive Support and Improvement or Targeted Support and Improvement.

The LEA prioritizes its use of funds via the LCAP stakeholder engagement process and Budget Advisory Committee. Professional development, often supported by Title II Funds, is included in the action plans produced through these processes.

Our three elementary schools have comparable demographics and receive an equitable amount of Title II funding professional development opportunities. Professional development is usually held on a districtwide basis and teachers across the district receive the same training.

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:

The sources of data our district uses to monitor and evaluate Title II, Part A activities is: survey results after professional development opportunities, student achievement data (especially related to English Learners), CA Dashboard Data, LCAP Annual Measurable Outcome data, among others. This data is analyzed on an ongoing basis throughout the year, with the frequency dependent upon the type of data (e.g. LCAP metrics- yearly, state test scores- yearly, district benchmark achievement data- 3x yearly, etc.).

Wright School District and Charter School consults with all stakeholders (teachers, principals and other school leaders, paraprofessionals, specialized instructional support personnel, students, parents, community partners, etc.) to update and improve Title II, Part-A funded activities. This is completed mostly via an annual survey to determine the needs and strengths of the schools. In addition, meetings are held throughout the year to connect with stakeholders. For example, monthly parent meetings help to inform needs of parents, and budget advisory, site meetings with the Superintendent, ELAC and DELAC meetings all provide additional insight into LCAP development. Staff meetings also provide opportunities to discuss the success and challenges of professional development opportunities.

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:

Wright Elementary School District is committed to preparing teachers and principals/school leaders to ensure English learner success. The district offers ongoing professional development and also provides release time for conferences, workshops, and trainings emphasizing English language acquisition, English Language Development (ELD) and Specifically Designed Academic Instruction in English (SDAIE). Resources for the trainings include the Sonoma County Office of Education, California Association of Bilingual Education, and Title III institutes, among other resources.

Additionally, for the 2019-20 school year, the district will support professional growth by:
Providing regular common planning time for grade level teams to review EL student assessment data, deconstruct ELD standards, and plan for instruction for EL students
Providing two days of training in designated and integrated ELD
Providing ongoing support in designated and integrated ELD during PLC time
Supporting and encouraging teachers to observe one another's practice in ELD

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:

Immigrant youth are provided with additional instructional support materials to support learning at home and at school, including use of materials in their native language and use of Rosetta Stone.

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:

All English Learner students are placed in a Structured English Immersion Program. This program assists EL students in increasing their English language proficiency and meeting the challenging state academic standards. It is a simultaneous program providing instruction in English, ELD, and the core curriculum using Specially Designed Academic Instruction in English (SDAIE).

Students are taught all aspects of English language skills (listening, speaking, reading, and writing), and are also taught academic content subjects using SDAIE. Instruction and instructional materials are primarily in English. Some materials and instruction in the student's primary language may be used for support and clarification of concepts.

Students also receive additional support for the development of their English language skills through daily Designated and Integrated English Language Development (ELD) instruction. Designated ELD is a protected time of the instructional day in which students receive instruction specifically geared to help them master the state's ELD standards and develop proficiency with the English language. Teachers use adopted ELA/ELD curriculum and supplemental resources to support Designated ELD instruction. Integrated ELD is taught throughout the day in tandem with academic content subject areas. The purpose of Integrated ELD is to help

students access the content of the state's challenging academic standards, as well as to further develop their English language proficiency. The district's target focus area for 2019-20 for Integrated ELD is on increasing academic discourse/structured oral discourse throughout the day and helping students gain proficiency with academic vocabulary across content areas.

EL students who need additional support to increase their English language proficiency or master the state's academic content standards are provided with small group instruction and after school intervention.

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:

Student data is analyzed by the Curriculum Coordinator, ELD and Reading Teachers yearly to evaluate the effectiveness of the program and adjust as needed.

WESD has a comprehensive English Learner Master Plan for transitional kindergarten through sixth grade, with dedicated staff (Reading and EL Teachers and administrators) to oversee its implementation. Our EL Master Plan includes specific plans for EL identification, placement, instructional programs, professional development, assessment and progress monitoring, etc. All components of the EL master plan are designed to ensure that EL students develop proficiency on the state's English language proficiency assessment (ELPAC) and that they progress towards meeting the challenging state academic standards.

All EL students receive access to the regular core curriculum/state academic standards in all content areas as well as daily Designated and Integrated ELD instruction and, as necessary, small group instruction with the ELD teacher.

To ensure that EL students are making appropriate progress, a District PLC group analyzes district and schoolwide data (ELPAC, STAR Reading, Smarter Balanced Assessments and other locally-designed benchmark assessment results), and teachers analyze classroom level data of the same assessments. Appropriate interventions are put into place when students are not showing adequate progress; these interventions include in-classroom differentiated support, small group instruction, personalized learning software, data chats/goal setting, afterschool tutoring and/or summer intervention.

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:

- (A) The District did not partner with any outside institutions.

The District will utilize Title IV funds to support the effective use of technology at our three elementary school sites. The funds will support increased student access to technology and supplemental software that supports differentiated instruction and student mastery of the state academic standards in math and/or English language arts. Teachers will be provided with professional development to ensure that classroom technology is utilized as effectively as possible to increase student achievement. To monitor the effectiveness of our use of technology and software, the district will analyze annual student achievement results (e.g. Smarter Balanced Assessment results and district benchmark assessments) as well as qualitative feedback from staff and student surveys.