

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

LEA name:

Winship-Robbins Elementary School District

CDS code:

51714560000000

Link to the LCAP:

(optional)

<https://winship-robbins.sutter.k12.ca.us/>

**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 II, Part A; Title III, Part A; and 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.

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 Winship-Robbins Elementary School District uses federal funds to supplement and enhance actions and services funded with state funds that are designed to close the achievement gap and support all students in meeting challenging state academic standards, as reflected in our LCAP.

Title I

An analysis of our local data from the 2024/25 school year indicates that the percentage of students scoring at or above the 50th percentile on the Winter NWEA MAP Reading assessment is 35% for all students; 32.14% for our Socio-economically Disadvantaged (SED) student group; and 4.55% for our English learners (EL). Rates in Math are: All: 47.5%; SED: 44.64%; EL: 9.09%. On the 2024 Smarter Balanced Assessment in ELA 54.54% of students who are not socioeconomically disadvantaged scored Standard Met/Exceeded but 42.86% of our SED student group met or exceeded the standard and in Math the rate was 72.72% of students not SED and 23.21% for students in our SED student group. The 2024 California School Dashboard (Dashboard) reports our All student group is 24.2 points below the standard and our SED student groups is 29.6 points below in ELA. In Math, our All student group is 43.9 points below standard and our SED student group is 58 points below. In ELA and Math all student groups increased and are closer to meeting the standard.

Critical components of our LCAP include Goal 1, Actions 1.1 Part Time Director of Curriculum and Instruction, 1.4 Data and Progress Monitoring, 1.5 Intervention and Support, and 1.7 Professional Development (PD). Title I and Title II, Additional State funds, and Supplemental funds are used for PD and coaching on the use of data when forming intervention groups; instruction in intervention strategies; and for classified and certificated salaries to coordinate and deliver Tier II and Tier III interventions to students.

Title II

Title II funds supplement district funds used for professional development for staff (LCAP Goal 1, Action 1.1). CA Dashboard Local Indicator, Implementation of Academic Standards, scores us at Beginning Development in *Providing support for teachers on the standards they have not yet*

mastered indicating the need for professional development activities. Professional Development will focus on expanding the work we have been doing using the book, *Expanding Thinking Classrooms*, to include TK-2nd grades. In the second half of the year we will delve into the “tasks” explained in the text and plan how to use the “tasks” within lessons. We will continue Math Lesson Study for grades 3-8 with SCSOS staff in the first half of the year; TK-8th grade teachers will participate in Math Framework trainings; and our Director of Curriculum and Instruction will continue coaching training with SCSOS (Action 1.7).

Title III

W-RESA is part of a consortium managed by Sutter County Superintendent of Schools, therefore our Title III funds go directly to the consortium for supporting teacher coaching, data analysis, alignment of ELD standards to core materials, and customized support to administration and teachers. Additionally, Base and Supplemental/Concentration Grant funds are used in LCAP Goal 1, Action 1.6 Core Instruction for English Learners, to provide local services to English learners.

Title IV

We transferred Title IV to Title II to meet our professional development needs. At this time, enhancing professional development is the best use of our Title IV funds.

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.

Our LCAP is the plan that guides the use of all funds available to the district, including LCFF, Supplemental Grant Funds, Title I, Title II, Title III, Title IV funds, and other funds available to the district.

This alignment focuses district resources to improve student achievement on in Goal 1: *Ensure that all students are college and career ready by providing rigorous, relevant, and high quality instruction* and building partnerships for student outcomes in Goal 2: *Through community outreach, develop and cultivate positive relationships between staff, students, parents, and the community to create a safe and welcoming environment that will ensure a successful learning environment for all students.*

The School Site Council/LCAP Advisory Committees reviews the LCAP with a focus on needs, actions, and outcomes. This group, along with staff, reviews data and surveys and makes recommendations for Goals and Actions for our plan. The W-RESA Board of Trustees has the final task of reviewing and approving all plans for coherence with district needs, priorities, and budget.

Federal funds are used to supplement local priorities as reflected in our LCAP. Critical components of our LCAP include Goal 1, Actions 1.1 Part Time Director of Curriculum and Instruction, 1.4 Data and Progress Monitoring, 1.5 Intervention and Support, and 1.7 PD. Title I, Additional State funds, and Supplemental funds are used for PD and coaching on the use of data when forming intervention groups; instruction in intervention strategies; and for classified and certificated salaries to coordinate and deliver Tier II and Tier III interventions to students.

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.

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:

Not applicable. LEA is a single-school district.

Parent and Family Engagement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Winship-Robbins Elementary School District believes that the school, parents, and students share the responsibility for improved student academic achievement. The Advisory Committee has developed and regularly reviews the Parent and Family Engagement Policy and the School-Family Compact outlining our shared responsibilities. The policy is based on Board Policy and Administrative Regulations. The Family Engagement Policy and Compact are distributed annually to all parents and guardians at the beginning of each new school year or upon enrollment. Expenditures support LCAP Goal 2, *Through community outreach, develop and cultivate positive relationships between staff, students, parents, and the community to create a safe and welcoming environment that will ensure a successful learning environment for all students*, and are made with the input of Advisory Committee.

At Back to School Night and Parent Conferences, curriculum and grade level standards are reviewed to increase parent understanding of expectations and requirements. Parent conferences are held for every student in the fall and as needed throughout the year giving parents an opportunity to meet individually with teachers to discuss student's progress on grade level standards and local assessments. Our website contains resources and links for parents regarding state assessments and standards. We provide various materials and support to help parents to work with their children. During Back to School Night and at Parent Conferences, teachers in grades K-2 discuss best practices for working with beginning readers.

Winship-Robbins values parent participation and we continue to monitor to make sure parents feel that their participation is valued (100% do). Staff annually reviews stakeholder feedback and evaluates community/school partnerships based on the results. Adjustments to processes and training take place as needed. County special education staff receive training on how to work with parents through the IEP process. We continuously reach out to families of children who are eligible for Title I services. We have an interpreter available as needed. Descriptions of services, including Title I, are provided to parents in the Parent/Student Handbook, through a brochure, and in person at Back to School Night.

Parents are encouraged to be involved in their child's educational process through participation in School Site Council/LCAP Advisory, Parents' Club, academic awards assemblies, parent/teacher/student conferences, as classroom volunteers, as chaperones on field trips, and family nights. To encourage participation in these and other events, notices are sent through the Parent Square phone messenger service, email and paper. In addition to the above, regular communications are distributed to parents and cover a variety of topics including beginning of the year welcome packets, monthly newsletters, school calendars, student assessments, and grade reports. We make every attempt to provide communications in the home language. Descriptions of services, including Title I, are provided to parents in the Parent/Student Handbook, through a brochure, and in person at Back to School Night. School Accountability Report Cards are made available to parents and the Annual Rights Notification to Parents is distributed each school year and available as requested. We provide opportunities for the informed participation of parents and family members with disabilities by providing reasonable accommodations (sign-language interpreters, etc.) to parents and family members as needed. Special accommodations will be made for communicating with families that have accessibility needs or other special needs which make corresponding with the school difficult. We will continue to provide opportunities for the informed participation of parents and family members of migratory children by meeting with parents and family members before students are away from school for an extended period of time and once the students return to school after an extended absence to help parents help their child(ren) overcome educational disruption.

Our LCAP educational partner engagement process is explained in our LCAP. We reach out to a broad range of educational partners about our Goals and Actions. LCAP Goals and Actions are discussed regularly at Board meetings and School Site Council meetings where input is noted and considered for the next LCAP. We send surveys and meet with other educational partners throughout the year.

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:

Robbins School operates under a School-wide Title I program and, as a single school district, utilizes the Local Control Accountability Plan (LCAP) as its Single Plan for Student Achievement (SPSA). The objective of the schoolwide program is to enhance the academic performance of all students, especially those who are the lowest achieving, by improving the overall educational program of the school. To initiate this process, we conducted a comprehensive needs assessment aligned with our LCAP needs assessment to identify areas where teaching and learning require improvement. This assessment also aimed to identify the specific academic needs of students and groups of students who have not yet met the State's academic standards. The LCAP/SPSA outlines the district's goals and actions to raise the academic performance of all students and uses LCFF funds, Other State funds, and Federal funds as appropriate in the actions. Annually, as part of the LCAP review, we assess the implementation and outcomes of our actions using data from the State's annual assessments and other indicators of academic achievement. Based on the evaluation results, we revise the plan as necessary to ensure continuous student improvement. All educational partners are surveyed for their input and our Advisory Committees works with us at each step in the LCAP process from the review of data; the needs assessment; the evaluation of effectiveness; the development of actions; and the funding to support the actions.

Title 1 services are provided by highly qualified teachers and/or paraprofessionals. Services are provided based on needs of students. Services may include: Instruction in addition to the regular core instruction received in class; Instruction outside the regular school day; In-class or pull-out instruction during non-core instructional times. In addition to instruction in the regular classroom setting Title I students may receive additional instruction in one or more of the following settings: small group, individual, or before/after school. All curriculum materials are aligned with the California content standards. In addition to core curriculum, Title I students may utilize research based supplemental materials to help them master content standards.

Title I services are provided to students who meet any of the following criteria: Students identified as failing or are at risk of failing to meet the state content standards; Students who score Intensive in district benchmark assessment; Students who score Standard Not Met in English/Language Arts or Math on California standards tests (SBAC). Priority for service will be given to students in grades 2-8 to allow for maturation and development of primary students. Students qualifying based on the above criteria will be ranked based on the number of criteria they meet.

Exit criteria: Students are considered for exiting the program if they are no longer scoring Intensive in district benchmark assessments. Students meeting standards for two trimesters in a row will be placed on a "watch" status if deemed appropriate by the classroom teacher and Title I Coordinator.

Students in grades 2-8 will be assessed three times per year with NWEA MAP reading and math assessments and fluency. In addition, 1st and 2nd graders will be assessed using the BPST for phonics and the sight word test. Spreadsheet data is reviewed by the Superintendent and Director of Curriculum & Instructions after each 8-week intervention cycle. Data chats are held with the Superintendent, Director of Curriculum & Instruction, and teachers at the end of the first and second trimesters. Students are monitored every 8-weeks to ensure that they are appropriately placed to receive intervention or enrichment services according to assessment data.

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:

The district recognizes its obligation to ensure that homeless children have access to the same free and appropriate public education provided to other children within the district. The district shall provide homeless students with access to education and other services necessary for these students to meet the same challenging performance standards as other students. Homeless students shall not be segregated into a program based on their status as homeless, nor shall homeless students be stigmatized in any way.

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation. The school district has implemented a coordinated system for ensuring that homeless children are identified through a coordination of activities with other entities and agencies, including social service providers, schools and community members. Public notice of the educational rights of homeless children is disseminated where such children receive services (e.g., schools, family shelters, soup kitchens) The W-RESD Homeless Coordinator acts as an information source and intermediary between school, staff, social service agencies and homeless families. The school site has posted a homeless student's rights poster and have rights information available for parents and children.

Provision of Comparable Services: Upon identification and/or enrollment as a "homeless" student, the student is promptly provided with services comparable to other students (state and federal programs, gifted and talented education, school nutrition) including transportation.

Special Education IEPs must be taken into consideration in student placement (testing should be within Special Education guidelines). Upon identification and/or enrollment as a "homeless" student, the student will be eligible for Title I services and automatically qualifies for and should receive lunches (and breakfast) through the free and reduced meals program. Parents will be given appropriate paperwork upon enrollment, and/or enrollment should be facilitated by the school site administrator. Homeless families, children, and youths receive educational services for which they are eligible, including preschool programs; referrals to health care services, dental services, mental health services; and other appropriate services.

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:

Winship- Robbins Elementary School District offers a preschool-8th grade program. Students entering TK/K attend an orientation with their parents prior to the start of the school year. From 8th grade to high school, teachers meet to discuss transitioning students. Students visit the high school and the guidance counselor meets with students regarding scheduling. Additionally, the high school offers an orientation meeting for incoming freshman and their parents in the spring.

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:

N/A

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:

Winship-Robbins Elementary School District actively recruits highly qualified teachers at colleges and universities and strives to attract and secure highly qualified teachers. New teachers are supported through the Tri County Induction Program (TCIP) where they are assigned a Support Provider for the

first two years of their career. Winship-Robbins Elementary School District has 8 Highly Qualified teachers. The Superintendent/Principal participates in a Professional Learning Community (PLC) with other Sutter County small school superintendents and also receives support and training from the Small School District Association (SSDA).

Paraprofessionals must meet the para-educator criteria of the No Child Left Behind Act which is either two years (48 units) of study at an institution of higher education, an Associate's degree or higher, or passing a qualifying assessment test.

Years ago, we extended the school day on Mondays, Tuesdays, Thursdays and Fridays in order to have an early release day on Wednesdays, providing two hours of time dedicated for professional learning. Professional learning is directly tied to the California Standards for the Teaching Practice, student performance data analysis, and our LCAP goals. Activities are designed to include job embedded opportunities in addition to other group and individual training experiences. The effectiveness of professional growth activities is measured through surveys and the evaluation of student achievement.

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:

Winship-Robbins Elementary School District is a single school district therefore all funds go directly to Robbins Elementary School to benefit all students. Every student has access to high-quality first instruction (Tier 1), standards- aligned materials, and rigorous assessments. Universal assessments are given to all students three times per year. Students who are identified as not meeting grade level standards in ELA or Math are provided small group intervention within their class (Tier II). Progress monitoring for these students occurs frequently and instructional shifts are made as needed. The Director of Curriculum & Instruction directs Tier III intervention for students three or more grade levels below in ELA or Math. These services are small group or one-to-one.

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:

As a single school district, all teachers and administrators serve as one leadership group to conduct an annual needs assessment based on student performance data and criteria as it relates to highly qualified teachers. These staff development needs are addressed through a variety of methods including weekly staff development sessions, staff release time classroom observations, professional literature study, and attendance at conferences and workshops. The evaluation of the effectiveness

will be surveyed as a collaborative way of deciding whether to continue our present activities or implementing new programs to meet determined needs.

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:

W-RESA is committed to providing focused staff development to all teachers and staff (including special education staff) to empower them with the skills and attitudes needed to work effectively with the specialized needs of our English Learners. District teachers and administrators have been trained in the California Common Core State Standards and Frameworks in ELA/ELD, Math, Science, and other curricular areas designed to address the needs of all students including English learners. Training on English Learner lesson design, instruction and strategies is embedded in all other curriculum and instruction based professional development. With the implementation of the ELPAC, curriculum-specific professional development is taking place. Staff who deliver ELD instruction need continuous training in order to align instruction with the ELPAC and ELD standards.

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:

The LEA is not eligible to receive funds under this subgrant.

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:

The district offers the following program options to English Learners: Structured English Immersion (SEI) and English Language Mainstream (ELM). We provide services to English Learners to ensure

that they acquire English-language proficiency and also recoup any academic deficits that may have been incurred in other areas of the core curriculum.

All of the instructional programs designed for EL students must contain the following components:

Explicit, systematic, standards-based, differentiated English Language Development (ELD) instruction, specifically designed for English Learners;

Well-articulated, standards-based, differentiated core curriculum instruction provided with primary language support as necessary and/or through specially designed academic instruction in English (SDAIE);

Structured activities designed to develop multicultural competency and positive self-esteem.
Structured English Immersion (SEI)

If a child has less than reasonable fluency in English, then the placement is the Structured English Immersion (SEI) program. In SEI, the instruction is “overwhelmingly” taught in English. Primary language support and other types of support services may be provided as needed, and as resources allow. The goal of the SEI Program is for EL students to develop a reasonable level of proficiency in English, while providing access to the core content. Daily English Language Development (ELD) is required. Access to core content is accomplished through instructional strategies using Specially Designed Academic Instruction in English (SDAIE) techniques to enable English Learners to gain access to all grade level academic subjects. Instruction may include primary language support to motivate, clarify, direct, support, and explain. The student is assigned to an appropriate program with consideration given to parent input.

English Language Mainstream (ELM)

English learners who have attained reasonable fluency, are placed in the English Language Mainstream (ELM) program. The term “Mainstream” refers to the fact that these students have an instructional program that is entirely in English (Primary language support in academic areas is provided where necessary.) Specially Designed Academic Instruction in English (SDAIE) is a major feature of this program. English learners receive daily ELD instruction. Mainstreamed EL students require careful monitoring and attention to their progress towards reclassification.

Alternative Program Criteria

Currently, Winship-Robbins Elementary School District does not offer an alternative program. Should a school acquire 20 or more students of a given grade level and parental exception waivers are granted, the district will make every effort to provide an alternative program that would be better suited for the overall educational development of the students.

English Language Development (ELD)

Each English Learner receives a program of instruction in English Language Development (ELD) in order to develop proficiency in English (listening, speaking, reading and writing) as rapidly and as effectively as possible. ELD lessons are differentiated to be appropriate for ELs’ varying identified levels of language proficiency and to assist ELs in acquiring the linguistic competencies that native English speakers already possess when they enter school and continue developing throughout life.

ELD Standards

The California English Language Development Standards describe the knowledge, skills, and abilities in English that are expected at exit from each proficiency level, with the highest level, Bridging, being aligned to the California’s Common Core State Standards for English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects (CCSS). The ELD Standards address skills ELs must acquire to enable them to become fluent English proficient. Integrated ELD

ELD is a necessary component of comprehensive instructional program for English Learners that fulfills the dual responsibility to ensure that all ELs have full access to grade level curriculum while

simultaneously developing English necessary for success with academic tasks. All teachers with ELs in their classrooms use the CA ELD Standards in tandem with the California Common Core State Standards and other content standards to support ELs' linguistic and academic progress. Lesson plans and lessons reflect which ELD standards and strategies are being emphasized with the content being covered to:

Provide multiple opportunities for ELs to engage in activities where they listen to, read, analyze, interpret, discuss and create a variety of literary and informational text types.

Support ELs to "unpack" meanings in the written and oral texts they encounter in different content areas in order to better comprehend them

Support ELs to make informed choices about how to use oral and written English powerfully and appropriately, based on discipline, topic, purpose, audience and task (from Chapter 2 of the ELA/EL

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:

Monitoring English Learners' Progress

English Learners' progress through the English Language Development standards and California state standards is monitored on an ongoing basis. In addition to the English Language Proficiency Assessments for California (ELPAC), each English Learner completes regular assessments in ELD at the site level to demonstrate progress in language proficiency.

State-wide Assessment of Language Progress and Proficiency

English Language Proficiency Assessments for California (ELPAC) data is used as an annual measurement of student progress in language proficiency. English Learners' current sub-scores in listening, speaking, reading and writing, as well as longitudinal data on overall scores are provided on data reports to sites and individual teachers. Teachers may also access ELPAC scores through the data management system.

ELD Progress Monitoring

Teachers monitor progress for all assessments and respond with intervention when needed. Each EL's progress may be monitored using the assessments developed for Benchmark testing and also assessments from core content. EL progress may also be assessed using the ADEPT oral language assessment to identify specific language acquisition goals.

The Parent Conference for English Learners is used by classroom teachers during conferences to help parents and families understand the expected progress of our English learners, their student's progress toward reclassification, and the danger of becoming a long-term English learner (LTEL)

The Progress Toward Proficiency in English Addendum for English Learners is given to each English Learner grades K-8 to inform families of their student's progress toward proficiency in the English Language Development Standards. This is an assessment of student progress during their designated ELD class and is completed by their teacher at each trimester. The report also includes the student's history of performance on State language assessments.

Assessment of Academic Achievement

Students' academic proficiency is monitored using assessments which include:

- District California state standards-based assessments in ELA/Literacy and Math District-wide universal screening for reading and math levels.
- NWEA MAP in Language Arts and Mathematics Oral Reading Fluency
- Basic Phonics Skills Test Grades/Transcripts
- Smarter Balanced Assessments
- Data Analysis/ Review of Student Progress

Grade adjacent teams meet to examine and analyze EL data. Annual ELPAC data is monitored for yearly progress of overall scores as well as progress within sub-skills. ELD and academic progress monitoring data is also analyzed to evaluate student progress, as well as the efficacy of ELD programs and instruction. Teams use the data to consider interventions for students not making adequate progress and recommend candidates for reclassification. The teams also make programmatic recommendations and other suggestions targeted to improved student achievement.

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:

Winship-Robbins Elementary School District, a rural TK-8th single school district, offers a variety of programs to support students and provide academic enrichment. There are no partnerships with

higher education entities, although we do network with local universities when hiring teachers. We have a variety of other partnerships to support student learning. Among them would include the Sacramento, Placer County Office of Education, and Sutter County Office of Education for professional development for staff and Sutter County Office of Education for SARB support, and services that support healthy students. Other partnerships include six neighboring districts for after-school programs including sports and dances.

The district uses general funds to provide a well-rounded education for students. Curriculum is composed of core academic subjects, as well as including the integration of art and music. Additional state funds were used to purchase an in-class arts program and Prop 28 funds are used to fund a part-time music teacher. We are part of a Sutter County Office of Education consortium for Tobacco-Use Prevention Education funds.

The district uses General Fund and Federal (REAP) grant dollars to support an effective use of technology. The Technology Plan developed in collaboration with the Data and Assessment Coordinator and the School Site Council and approved by the Board clearly articulates the technology standards and skills students must achieve as well as an acquisition/replacement cycle for technology and schoolwide is 1:1 laptops. A part-time technology specialist supports our students, teachers, and other staff members with technology needs. Parents and students are encouraged to access grades, assessment results, and results of state tests on the Student/Parent portal of our student information system. The Instructional Leadership Team (ILT) and School Site Council periodically evaluate the effectiveness of the activities carried out under this section based on the program's objective and outcomes. This assists us in determining next steps for the programs.