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

**LEA name:**
Wheatland Union High School District

**CDS code:**
58-72769-0000000

**Link to the LCAP:**
(http://www.wheatlandhigh.org/documents/District/Board%20of%20Trustees/LCAP/FINAL_2019_Local_Control_and_Accountability_Plan_-_Annual_Update_Wheatland_Union_High_School_District_20190611.pdf)

For which ESSA programs will your LEA apply?

Choose from:

**TITLE I, PART A**
Improving Basic Programs Operated by State and Local Educational Agencies

**TITLE II, PART A**
Supporting Effective Instruction

**TITLE III, PART A**
Language Instruction for English Learners and Immigrant Students

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

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

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.

Our main Goal, and primary focus, is to increase student learning, and decrease learning gaps. Supporting that goal, our other LCAP Goals, all revolve around creating the conditions necessary to support high levels of learning. To that end, WUHSD uses Title funds to supplement activities focused on these areas. Those activities include additional instructional staff, additional instructional support staff, Instructional staff training, parent engagement activities, parent training, and some supplemental supplies. These activities occur during the regular school year, as well as during our summer session.

A plethora of research exists to confirm that the largest factor in student learning is the quality of the teacher. The efforts documented in the WUHSD LCAP focus mainly on providing additional training and learning opportunities for teachers. WUHSD provides its students with a rich standards based curriculum preparing students to be college and career ready upon exiting our district. Federal funds in conjunction with LCFF help to provide the necessary training of staff to ensure student success. Combined funds are also used for the purchase of ancillary materials and additional opportunities for students to master curriculum. These opportunities come in the form of after school tutoring and summer school classes.

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 vision is to set high standards for both students and staff, using a collaborative system of support. We believe every student can attain academic excellence. Students are given the tools necessary to enhance their work ethic, develop life skills, and utilize today’s technology to create college and career connections that have real world relevance. The federal funds are used to enhance our efforts to ensure we provide these things to students every day. The federal monies add a “next level” of support, intervention, and resources for all our students.

Alignment is achieved by seamlessly integrating the federally funded activities into the overall improvement efforts of the districts. Being a small community, stakeholders take great interest in the schools, and participation in decision making is very high. That also means that our small community has high expectations for accountability. The parents, community members, staff, students, and Board all work, in a cycle of continuous improvement, toward very well defined, clearly stated Goals.
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**

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<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
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<tr>
<td>1112(b)(1) (A–D)</td>
<td>1, 2, 4, 7, 8 (as applicable)</td>
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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**

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<tr>
<td>1112(b)(11)</td>
<td>6 (as applicable)</td>
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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**

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<td>1112(b)(12)(A–B)</td>
<td>2, 4, 7 (as applicable)</td>
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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

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<th>ESSA SECTION</th>
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<tr>
<td>2102(b)(2)(A)</td>
<td>1, 2, 4 (as applicable)</td>
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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

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<tr>
<td>3116(b)(3)</td>
<td>3, 6 (as applicable)</td>
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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

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<tr>
<td>1112(b)(4)</td>
<td>N/A</td>
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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:

As of the 2018-19 school year, 100% of teachers are fully credentialed and appropriately placed. Therefore, staffing disparities is not a concern for WUHSD.

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:

A close community is a central part of our educational program. Families, immediate and extended, are welcome and encouraged to participate in our school. Students have multiple, well-developed avenues to voice their opinions. Many of our staff members are also parents or relatives of our students. Staff work in a close-knit and collegial atmosphere where continuous improvement is a core value of the organization, and communication with parents is a key component of that effort. The district has formed lasting relationships with many of the major employers in the community as well; again broadening our effective reach in terms of engaging parents and families. All those stakeholders have a voice as the district formulates and implements improvement plans.
WUHSD recognizes the importance of parental involvement in a student’s education. The district also encourages parents to become involved in different aspects of leadership and planning. Parents are encouraged to be part of site counsel, LCAP Planning Committee, Bond Oversight Committee and volunteering.

- The Parent and family engagement policy was developed by the Board of Trustees with the input of parent representatives. It is disseminated to ALL families via direct contact (email, etc) and published on the web site each year.
- Parents and guardians are informed about State standards, State and local assessments, ways to monitor their child’s progress, and ways to work with their children to improve achievement in the following ways: written information that accompanies annual State testing results sent to each child who was assessed, written information with three-times-yearly progress reports, periodic weekly newsletter information, and Student Success Team (SST) meetings with families as needed.
- Parents have access to and are trained to use portals to access student attendance, grades, behavior and achievement data. We offer in-person help with new families to access this communication platform, and paper versions of communication if they are unable to access this information by e-mail, text or app.
- The district’s approach has always been to support inclusive activities. No students are excluded from activities based on their ability to pay. Parents are informed and given information on how to access this support in ways which maintain confidentiality and dignity.
- WUHSD seeks feedback from parents and students via a school climate surveys – both locally created, and the CA Healthy Kids Survey (a modified version of which is periodically offered to parents). The data is reviewed by the Site Council, teachers, administration, and Board and is incorporated into improvement planning efforts.

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:

Eligible students are identified through the enrollment process, or through some version of a Student Study Team process. Expelled students are placed at the Community Day School operated by the District. Those students are served by a combination of on-line, individualized and small group direct instruction approaches. They get additional support on an as-needed basis from other professionals (counselors, therapists, etc.). Parents may elect to place their student in this environment after
consultation with the SST and administration. Expelled students wishing to enroll in WUHSD may be immediately placed in the Community school on a case-by-case basis.

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:

Eligible students are identified through the enrollment process. A District Homeless Liaison ensures that the student is immediately enrolled and offers assistance to provide for their needs. The DHL follows McKinney Vento Act requirements to ensure that homeless students have full and equal opportunity to enroll and succeed in WUHSD.

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:

Students transitioning from middle school to high school are supported in a number of ways. Typically, those activities include parent and student information nights, site visits for students and parents, informational flyers explaining the upcoming changes, publishing information on web sites, and events designed to welcome and engage both the transitioning student and their parents. Open house events, festivals, field days and back-to-school nights are some examples of the districts efforts in these areas.

Local business support and partner with WUHSD in multiple ways. Besides offering financial resources, they allow students to do work-study programs, donate employee time to act as student mentors, and participate in many school functions.
Students receive extensive counseling in college and career opportunities. School staff facilitate completion of FAFSA and assist with competing college and scholarship applications. In preparation for their post-secondary plans, students are offered activities which build awareness and allow exploration. Some students do job-shadowing, and others participate in Career – Technical – Education classes and pathways.

In collaboration with Yuba College, the District is able to offer a plethora of Dual Enrollment courses to our students beginning in grade 9.

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:

We serve all students under a whole school coordinated model. We do not have a dedicated gifted and talented program. Students who are at or above grade level in reading and math receive course work that challenges them to go beyond and enrich them academically.

All students develop digital literacy skills in the context of their regular classroom or homeschool settings. The district provides direct instruction on digital literacy, as well as internet safety and cyber-bullying protection. At least once yearly, parents are invited to attend an entire presentation about cyber safety issues.

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:

New teachers are enrolled in the Tri-County Induction Program which supports the growth and development of general education, Multiple Subject or Single Subject preliminary credentialed teachers through a mentor model while simultaneously fulfilling Commission on Teacher Credentialing (CTC) guidelines for obtaining a clear credential. New administrators enroll in a State approved administrator mentoring program. Mentors provide individualized support that is aligned with current District goals leading towards accelerating new professional practice. The District
provides professional development and instructional coaching as well as staff collaboration time to increase student learning outcomes and support instruction, assessment, and curriculum aligned to California State Standards and Next Generation Science Standards (NGSS). The staff will continue to develop the curriculum, alignment, and mapping process to include development of pacing guides, lesson design, formative and summative assessments. The District will train staff on systems for the use of data systems of formative, interim, & summative assessments.

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:

Our priority for these funds is to research the effectiveness and obtain professional development and training in assessments and curricula that support our intervention program. We work closely with the county to refine and improve our program by identifying new research-based curricula, assessments, or strategies and training staff on those tools.

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:

Our teachers and Site Councils review student academic growth data and teacher surveys annually to ensure that the professional development teachers are receiving translates into student academic success.

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:

Effective professional development begins with gathering accurate and timely data. The district utilizes a variety of qualitative and quantitative data sources to identify areas of strength, and areas
which need improvement. Areas of concern are then evaluated as to whether the root cause is something which would most effectively be addressed through adding resources, changing processes, or training staff. If professional development is indicated, the team discusses which type of training would likely be most beneficial. The administration then allocates resources and makes the logistical arrangements for the event. Typically, after the professional development is over, some mechanism is in place (determined at the time PD is scheduled) to measure the efficacy of the training. The measurement mechanism also ensures accountability by measuring whether staff is utilizing the training as designed.

**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:**

WUHSD did not receive Title III Immigrant Students funds un the 2018-19 school year. We are not expecting to receive an Immigrant funding in the 2019-20 school year.

**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:**

2018-19 school year concluded with Wheatland’s student population of 811. Of that number, 11 students were English language learners. This small group is spread over four different grade levels. To address their needs, all certificated staff, except for one teacher, have been CLAD certified. This one teacher is currently receiving training. A full time instruction bilingual aide has been hired to assist students with any curricular difficulties they may have. The combination of appropriate instructional strategies and primary language assistance helps to ensure academic success. Next year we will have the English Learners that need support taught by a certificated bilingual English teacher.

**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:

The percentage of students at WUHSD who were classified as English Language learners is very small all students in this group are making appropriate academic 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:

Title IV funds are used to support our intervention programs and summer learning program. The program objectives and outcomes are described above in the Strategy section. We evaluate the effectiveness of our intervention program and summer learning program by monitoring the academic progress of our at-risk students as compared to their non-qualifying peers, and ensuring that they are making academic growth. If not, a Student Study Team is formed to formulate a plan to either change the intervention strategy, add additional supports, or assess for special education. The Site Council, Administrators, and Director of Special Programs jointly participate in these efforts.