

California Department of Education

LCAP Federal Addendum System

Title IV, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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;

Response from Wildflower Open Classroom:

Our school maintains partnerships with a variety of local institutions. The partnerships are dependent on local goals and outreach, including goals articulated in our Local Control Accountability Plan. Our school has partnered with Chico State University to provide math professional development to our instruction staff. We partner with Butte College to provide internships for prospective teachers. Our school also partners with Earthbound Skills to provide outdoor education for our students. In addition, Wildflower

partners with the Far Northern Regional Center and Youth for Change to provide support services at our school.

APPROVED BY CDE

B. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

Response from Wildflower Open Classroom:

Wildflower is committed to providing a well rounded education to all of our students, including unduplicated pupils and student with disabilities. Our school employs an Integrated Thematic Approach to learning and instruction. Core subject matter, including state standards, are woven together with art, music, dance, crafts and movement to provide our students an engaging, real world interaction with our curriculum. Funds will be utilized for instructional services, activities and professional development related to supporting a well rounded education for Wildflower students.

APPROVED BY CDE

C. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

Response from Wildflower Open Classroom:

Wildflower Open Classroom provides a safe learning environment for its students and staff. This is achieved through regular maintenance of our facilities and low student/staff ratio which enables proper monitoring of our students. Our school also has a full time school councilor to assist with the social and emotional needs of our students. Funds will be utilized for programs and services directed at the health and safety of our students. Programs and services include drug, alcohol and violence prevention, mental health services, bullying and harassment prevention and suicide prevention. Funds will also be used for parent outreach and education related to the health and safety of our students and professional development for school staff to ensure the health and safety of our students.

APPROVED BY CDE

D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

Response from Wildflower Open Classroom:

Wildflower Open Classroom will utilize funds to enhance academic opportunities for its students and support its LCAP goals and activities. Funds will be utilized to provide

access, training and professional development related to supporting the effective use of technology for both students and instructional staff. This includes providing and maintaining technology devices, either laptop or tablet, for each of its students.

APPROVED BY CDE

- 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.

Response from Wildflower Open Classroom:

Our school will evaluate the effectiveness of its goals and activities through progress monitoring contained on the schools LCAP. Goals and activities will also be evaluated through periodic evaluations from teachers, school director and board of directors. Objectives and activities will be evaluated based on the criteria articulated in the school's LCAP.

APPROVED BY CDE

Title IV, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Contact Phone and Optional Extension

Contact Email

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

LCAP Federal Addendum System

Title II, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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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.

Response from Wildflower Open Classroom:

Each year our school develops a professional development plan that is implemented over the course of the year. Plan focus and activities are determined based on school need as demonstrated by student achievement data and teacher input. Typically, a yearly theme will be established. Themes for professional development include English language arts, math and social-emotional health. The plan begins with workshops prior to the beginning of each school year and activities continue throughout the course of the year. Time is dedicated for learning and discussion at weekly staff meeting to create continuity. Professional development days are scheduled throughout the course of the school year to provide more in

depth training activities. Both teachers and school director are typically involved in all professional development activities. All activities are directed at improving student success and growth in the designated topic or theme. This system on ongoing growth is promoted and implemented yearly.

Individual professional development plans are developed each year through our Self Directed Growth Plan Process. Both teachers and school director develop and implement a Self Directed Growth Plan. The plan includes individual goals and activities selected by the teacher or school director in areas of interest, need, improvement or growth. Teachers are evaluated throughout the year by school director and school director is evaluated at the end of the year by our board of directors. This system of ongoing growth is promoted and implemented yearly.

Administration and office staff is encouraged to participate in professional development and workshops related to position duties. Office staff participates in yearly workshops related to attendance and student data systems. School director attends conferences offered by Charter Charter Schools Association and the Charter School Development Center.

Our yearly professional development plan and our Self Directed Growth Plan Process are reviewed and approved by our board of directors at the beginning of each school year. Progress is monitored throughout the year and a full review is given at the end of each school year by our board. Our school also utilizes staff surveys to gather feedback on professional development activities. All reviews and feedback are utilized to improve professional development plans and activities across future years.

APPROVED BY CDE

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).

Response from Wildflower Open Classroom:

Our school operates as a single site LEA and all funds are prioritized to our site. Our school does not receive comprehensive or targeted support.

APPROVED BY CDE

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.

Response from Wildflower Open Classroom:

Our school implements numerous processes to collect relevant data to inform professional development and growth activities. Our school collects data from stakeholders, including parents, students, teachers, support staff, board members and community members. School also consults with local area charter schools and its charter authorizing agency.

At the end of each academic year, data is collected from parents, student and staff surveys. Additional data related to student achievement is collected from our summative, nationally normed assessment system which is aligned with the California Common Core Standards. California Assessment of Student Performance and Progress data is also included in our analysis. Our school also utilizes data from the California School Dashboard.

The data from this comprehensive data collection process drives our decisions concerning creating school goals, which include our yearly professional development plan and other related goals and activities. In addition, throughout the school the year time is devoted at weekly teacher meetings to analyze relevant data to improve both professional development activities and student success and growth. All goals and related data are communicated to school stakeholders through our school newsletter and our three yearly town hall meetings.

APPROVED BY CDE**Title II, Part A Contact**

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name**Contact Phone
and Optional Extension**

Contact Email

thicks@wildflowerschool.com

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

California Department of Education

LCAP Federal Addendum System

Title I, Part A, Educator Equity

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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.

Response from Wildflower Open Classroom:

Not applicable: LEA is a charter school.

APPROVED BY CDE

Title I, Part A, Educator Equity Contact

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Contact Name**Contact Phone
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California Department of Education

LCAP Federal Addendum System

Title I, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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).

Response from Wildflower Open Classroom:

N/A

APPROVED BY CDE

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

Response from Wildflower Open Classroom:

Our school provides all parents with timely information concerning Title 1 programs. Information will be provided in our summer packet, weekly newsletters distributed at the

beginning of each year and our family handbook. Throughout the school year our Title 1 coordinator will provide relevant information to our community and specifically to parents of Title 1 students. Information will include updates on Title 1 programs and related support services and activities.

Seeking stakeholder input and building family engagement is imbedded in our school culture. All school stakeholders were engaged in the development of our family engagement plan. Our Parent & Family Engagement Plan contains the following components.

Opportunities for community engagement include:

1. Wildflower Community Council (WCC): The WCC is our school's parent and family organization. The WCC meets monthly to support school activities and acts as a forum for stakeholder input.
2. Town Hall Meetings: Our school hosts three town hall meetings throughout the school year. Town Hall meetings are used to deliver information, educate parents and collaborate on school improvement activities, including the LCAP.
3. Parent & Student Surveys: Parent and student surveys are administered annually. Input generated from survey results is utilized to inform school practices, assist in creation of school improvement goals and the creation of the school's LCAP.
4. Volunteering in the classroom or the larger Wildflower community.
5. Open Houses & Back to School Nights: Our school hosts numerous open houses and evening activities throughout the school year. These events assist in making a connection between families and school.
6. All School Campout: Each fall our school hosts an all-school campout to assist in building community and making connections within our school community.
7. School communications, including weekly newsletter are delivered to all parents via email.

Wildflower distributes its Family Engagement Policy at the beginning of each school year when our Community Handbook is distributed to all parents and families. Special accommodations are made, as appropriate, for those families needing alternate access for understanding all school policies, including our Family Engagement Policy. This includes providing policies in a preferred language through translation services to those with limited English language proficiency or in need of sign language.

Our school provides opportunities for informed participation to parents and families with limited English proficiency, disabilities and migratory children. Participation opportunities include: teacher led back to school nights, town halls and meetings with administrative staff upon request. Related outreach efforts are included in our Family Engagement Policy, Community Handbook, weekly newsletters and school website. Our school includes in its outreach efforts information pertaining to understand state academic standards and state and local assessments. Our school's outreach coordinator organizes all efforts, including staff training regarding equal access for all parents and family members.

APPROVED BY CDE

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.

Response from Wildflower Open Classroom:

Wildflower Open Classroom operates a Title 1 Targeted Assistance Program (TAS). Our TAS will use Title 1 funds to provide services to eligible students identified as having the greatest need for additional academic support. Additional academic support will be provided by our intervention team and more specifically Instructional Assistants. Instructional staff will utilize research based methods to provide additional instruction in the areas of reading and math in an effort to assist identified students in closing the achievement gap on state standards. Instructional techniques will include one to one instruction and coaching, small group learning support and push in classroom support.

SWP: N/A

Neglected or delinquent: N/A

APPROVED BY CDE

Address the ESSA provision:

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

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

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

Save All and Continue

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.

Response from Wildflower Open Classroom:

NWEA MAP Assessments (Reading & Math) will be administered 3 times a year to measure and monitor student academic progress. Students in grades kindergarten through second grade will also be assessed with the NWEA Reading Fluency Assessment. Results will be used to inform instruction and identify student academic needs, learning gaps, and provide targeted academic supports. On an on going basis, Wildflower will review the students eligible for TAS services and make adjustments to those students receiving services as needed.

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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.).

Response from Wildflower Open Classroom:

Our school has designated administrative staff members that support and will provide services to those student identified as homeless. Designated staff will ensure that homeless students are identified through coordination with other local entities and organizations, including our local liaison with our county office of education. Staff will ensure that homeless students are enrolled and have full access to all educational opportunities provided by our school. Our school will also coordinate with local agencies that provide assistance to homeless students and their families to provide additional support services. School staff will collaborate and coordinate with state and local coordinators and school personnel responsible for the provision of education and related services to homeless children and youth.

Homeless children and youth will have access to any funds designated for serving homeless students. The school shall provide homeless students with access to education and other services necessary for these students to meet the same academic standards as other students. The school shall provide and post notices of the educational rights of homeless children and youth.

APPROVED BY CDE**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.

Response from Wildflower Open Classroom:

Our school serves students in kindergarten through eighth grades. Each spring our school coordinates with local high school programs to provide information to our students and their families concerning high school options, programs and educational placement. Our middle school staff and administration works closely with local high schools to provide transition plans as needed.

APPROVED BY CDE

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.

Response from Wildflower Open Classroom:

Our school serves students in kindergarten through eighth grades. Each spring our school coordinates with local high school programs to provide information to our students and their families concerning high school options, programs and educational placement. Our middle school staff and administration works closely with local high schools to provide transition plans as needed.

APPROVED BY CDE**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.

Response from Wildflower Open Classroom:

Our school does not maintain a designated gifted and talented program. Students who excel in certain curricular areas are met at their individual achievement and ability levels by classroom teachers.

Our school does not have a designated library. Each classroom maintains a grade level appropriate library and ensures all students have access to necessary and needed library related materials.

Digital literacy is developed within the classroom environment. All students are provided with the necessary technology and curriculum to achieve digital literacy skills.

APPROVED BY CDE**Title I, Part A Contact**

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name**Contact Phone
and Optional Extension****Contact Email**

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California Department of Education

LCAP Federal Addendum System

Instructions, Strategy, and Alignment

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 Every Student Succeeds Act (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.

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 LEA must address the Strategy and Alignment prompts provided below. Please 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.

Response from Wildflower Open Classroom:

Federal funds will be utilized to supplement the following goals from the school Local Control Accountability Plan (LCAP):

Goal 1: Wildflower Open Classroom students will demonstrate measurable progress in core academic areas. Federal funds will be utilized to supplement the following LCAP activities: reading and math intervention programs and services, programs and services to approve attendance, local assessments, curriculum alignment and professional development.

GOAL 2: Improve and enhance school culture through community engagement, communication and services directed at the social and emotional well-being of Wildflower students. Federal funds will be utilized to supplement the following LCAP activities: social emotional programs, services provided by school counselor and activities related to gathering community input through surveys and town hall meetings.

GOAL 3: Improve student and staff proficiency and access to technology. Federal funds will be utilized to implement a one-to-one technology plan and provide training and professional development related to technology use.

APPROVED BY CDE**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.

Response from Wildflower Open Classroom:

LCAP goals, actions and related expenditures (including federal) are developed through stakeholder input. Input is gathered through parent and student surveys, parent group meetings, staff meetings and board meetings. Federal funds will be aligned with local LCAP goals in order to supplement or support efforts to achieve stated goals.

Recurring strategy meetings take place to determine how to best implement priorities and ensure strategies align with federal funds. Our school will take appropriate measures to ensure funds are used toward funding requirements and their identified purpose.

APPROVED BY CDE

Instructions, Strategy, and Alignment Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Tom Hicks

Contact Phone and Optional Extension

530-892-1676

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thicks@wildflowerschool.com

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233