

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

**LEA name:**

Fullerton School District

**CDS code:**

30-66506

**Link to the LCAP:**

[www.fullertonsd.org](http://www.fullertonsd.org)

**For which ESSA programs will your LEA apply?**

Choose from:

**TITLE I, PART A**

Improving Basic Programs Operated by  
State and Local Educational Agencies

**TITLE 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.)*

Programs addressed in this plan include:

Title I Part A, Title II Part A, Title III Part A and Title IV Part A

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.

Fullerton School District (FSD), located in North Orange County, is recognized for its commitment to excellence in education. The District currently serves approximately 13,400 students in grades preschool through eighth. There are 20 schools in the District: three Junior High Schools serving grades seventh and eighth; two kindergarten through eighth grade; and fifteen kindergarten through sixth grade schools. There are a variety of preschool options at varying schools as well as six transitional kindergarten classes. The Fullerton student population continues to grow more diverse. The ethnic distribution breakdown is as follows: 51% Hispanic, 20% White, 21% Asian, 2.2% Filipino, 1.4 % Black, and 4.3% Two or More Races/Other. Approximately 42% of Fullerton students qualify for the National School Lunch Program. Approximately 30% of students in the District are identified English learners. Over 76% of the District's English Learner population speaks Spanish. There are over 36 languages represented in the District.

FSD is proud of its dedicated employees who are the heart of the District. Approximately 700 employees are certificated as teachers, principals, counselors, nurses, and other administrators. Another 680 or more employees are classified employees, with occupations such as secretaries, clerical assistants, account clerks, health assistants, instructional assistants technology, custodians, bus drivers, managers, mechanics, maintenance and grounds staff, food service workers, and instructional aides. All District staff members focus on providing and supporting exemplary educational programs to serve our students.

FSD has a history of academic excellence. Students consistently match or exceed the national performance on achievement tests in the areas of reading, writing, science, history/social science, language, and mathematics. The District will continue to strive to increase student achievement on all state assessments and District multiple measure assessments.

FSD's LCAP and federal LCAP Addendum describe the variety of special programs offered to meet the needs of all students and their families. These comprehensive and innovative programs integrate 21<sup>st</sup> Century teaching and learning skills to ensure students are meeting high academic standards. Programs include but are not limited to: Federal and State Grants, Gifted and Talented Education (GATE), Honors and Advanced Placement Programs, English Language Development, Dual Immersion, Special Education, Personalized Learning, 1:1 Technology, Mental Health Services, Response to Intervention (RtI), Positive Behavioral and Intervention Supports (PBIS); Visual and Performing Arts (VAPA), Science, Technology, Engineering, Art, Mathematics (STEAM), Transitional Kindergarten and State Preschool.

An in-depth data analysis of student achievement data and parent surveys is conducted at the District level and at each school site to determine academic areas of strength, areas of concern, and instructional strategies and programs that support student achievement. Instructional goals for improvement are developed with the input of all staff members, parent committees, and instructional leadership teams.

The District's five-member Governing Board sets the direction of the District through formulation of policies and the adoption of annual goals and objectives and reflect the priorities of the community and the Board. Federal funding sources supplement and enhance District priorities and are aligned with decisions on how the District's funds are spent. Decisions are considered through input from District staff and parent and community groups. Budget priorities each year reflect the Board's ongoing deliberations on the many programs and facility needs facing the District. The Board of Trustees establishes and approves goals on an annual basis:

1. To prepare students to be successful in high school, college and career by fostering students' personalized interest and passion as well as increasing student self- efficacy through mastery of grade level content standards, technology, and the 5 C's (Communication, Collaboration, Creativity, Critical Thinking, Character) needed for students to be innovative in the 21st Century. Students will be able to identify interests and a pathway to college and career by 8th grade. Additionally, students prepared to take A-G requirements will increase.
2. To ensure long-term District financial stability that provides adequate funding for all desired programs, facilities, and the resources necessary to attract highly qualified staff while maintaining a budget free of structural deficit spending.
3. Recruiting, hiring, and developing the best staff possible is a top priority, as great teachers are key to achieving a high quality of education in our District. Where children are adversely impacted, we will take steps to dismiss unsatisfactory performers.
4. High level of focus on parent and community engagement in all areas of programming and committees by fostering a culture throughout the District where community and family feel welcomed, respected and appreciated.

## **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.

District departments and school sites work together to plan, organize and ensure accountability to align federal funds with activities funded through Title I, Title II, Title III, and Title IV. Principals are provided professional development and resources on the effective and compliant use of supplemental funds to support school initiatives. Each school's Single Plan for Student Achievement (SPSA) includes all funding sources that support the goals, actions, and services to support each site's student populations. Decisions are derived from the analysis of multiple measures and approved by their School Site Councils with input from their English Learner Advisory Committees. All SPSA anticipated expenditures are reviewed by District personnel and approved by the Board of Trustees.

Federal funds are targeted to support low-income students and their families, lowest achieving students and English learner populations to increase support and intervention services to ensure equity and close the achievement gap for identified subgroups.

## 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:

FSD identifies disparities in teacher assignment through our Personnel Services Department. A full time credential analyst reviews credentials to ensure that teachers are highly qualified, experienced and assigned to the appropriate classrooms and core subjects. Additionally, there is an evaluation process in place that determines teacher experience, teacher turnover, and principal tenure. The District determines schools that may be disproportionately staffed by ineffective, inexperienced, or out-of-field teachers, and seeks to provide additional resources to the schools via additional teacher support, additional preparation time for new teachers, supplemental materials and funding allocated for professional development. FSD currently does not have teachers that are misassigned in classrooms or working out-of-field. FSD is able to recruit qualified teachers through the collaboration with higher educational institutions and has the unique opportunity of providing up to ten years of teaching experience when hiring new employees, therefore, providing the ability to hire experienced, fully-credentialed teachers.

The District also provides a variety of resources and programs to assist teachers:

Training is provided to school site teachers and administrators in the areas of supervision and evaluation for all employees. The training is intended to guide the evaluation process to ensure effective supervision and guidance for teachers to reflect and improve their craft. The evaluation of teachers is a collaborative process with the teacher's bargaining unit and with District and school management. Resources are provided through a Google format and the content consists of writing documentation that contains guidance and assistance to teachers, providing feedback following classroom observations and classroom walkthroughs throughout the school year.

The District's Peer Assistance and Review Program (PAR) provides support to teachers who have received a Below Standard Evaluation for instructional practices. For these teachers, full participation is mandatory. PAR Consulting Teachers provide one-to-one confidential support, which is individualized to address the specific areas deemed "ineffective." The consulting teachers guide the teachers through monthly formal lesson cycles of planning, implementation, and reflection, in addition to classroom observations, which are always followed by a reflection conference.

The District's Teacher Induction Program supports the growth and development of general education, Multiple Subject or Single Subject and special education preliminary credentialed teachers through fully supported induction courses and a mentor model while fulfilling Commission on Teacher Credentialing (CTC) guidelines for obtaining a clear credential. Each participating teacher is matched with a like-credential and grade level mentor who provides intensive and individualized support that is aligned with current District initiatives and goals to

assist the new teacher in developing strong pedagogy. The mentor supports collaboration and collegiality through reflective conversations that lead to effective practices that increase student understanding and success.

All twenty schools have a full-time Response to Intervention (RtI) teacher/coach that supports reading and literacy. Emphasis for additional support at Title I schools is provided both during and afterschool through LindaMood-Bell (LMB) Reading Clinics at where there are higher numbers of students with lower social economic status and higher numbers of students scoring below proficiency. RtI teachers and paraprofessionals are trained in LMB strategies and provide intensive instruction four days per week. RtI teachers work with the most intensive students and target instruction based on individual student needs.

### **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 District implements effective parent and family engagement through multiple opportunities and strategies that strengthen and enhance a collaborative environment. Research indicates that strong parent and family engagement helps to increase student achievement. The District surveys all parents to gather feedback to ensure that parent and community engagement focuses on students and family needs. The family engagement activities support the District's Board goal, "*High level of focus on parent and community engagement in all areas of programming and committees by fostering a culture throughout the District where community and family feel welcomed, respected and appreciated,*" and LCAP aligned goal to "*Increase parent and community involvement and communication throughout the District.*" The District will implement the following strategies to engage parents and community members:

The District and school sites collaborate with parents as leaders, encouraging them to participate in various forms of governance both in schools and in the District. At the school level, opportunities are offered for parents and community members to participate on the School Site Council and the English Learner Advisory Committee. These groups are integral in providing input into the Single Plan for Student Achievement (SPSA) and the Local Control Accountability Plan (LCAP) containing programs, actions and services, and proposed expenditures related to State and federal categorical funding. Additionally, they assist in the development and approve each school's Title I Parent and Family Engagement Policy and School-Parent Compact. The SPSA and related documents are submitted to the District and reviewed prior to Board approval.

The District continually monitors implementation of each site's SPSA through review of site documentation including each site's Parent Involvement Plan, Title I Parent Involvement Policy, Title I School Compact, agendas and minutes of meetings, school site websites and on-site visitations. The District provides resources and training to support sites in the implementation of required categorical programs. In addition, the District has robust parent volunteer program that provides parents opportunities to be involved in their child's school through a variety of volunteer activities.

The District provides a variety of opportunities for parents to collaborate with other parents, the District, and school site to learn about the educational process and programs that support their children through such programs as *School Smarts*, *Words Alive!*, *40 Developmental Assets*, and *Ten Educational Commandments for Parents*. Parents and community leaders are provided with extensive training and multiple opportunities to provide input on a variety of District and site initiatives through meaningful consultation on the quality and content of family engagement supports. Both the District and site level Parent Involvement Policies provide guidance to school sites to strengthen their parent and family engagement programs. The policy is reviewed annually, in collaboration with parents, to ensure that there is meaningful consultation and stakeholder input.

The District and school sites communicate with parents in a variety of ways to address families' diverse needs and interests. To facilitate communication, information is provided through social media, District and site websites, online postings and newsletters. Additionally, notices are mailed home in a timely fashion and translated into languages parents can understand. Families also can receive text messages and phone calls providing them with critical

school information. The District implements Blackboard Connect which provides families recorded messages about issues concerning the District and school sites, as well as upcoming events which parents can participate.

Parents also have access to an online Parent Portal through which they can learn about their students' daily attendance, current grades, homework, test results, health records, and contact information. Families can also use traditional means of communicating with school and District staff by calling, visiting and writing. When needed, translation services are available to parents. Parents are invited to complete an annual survey regarding school culture and programs. Survey data provides the District and sites information regarding the needs of their families and the effectiveness of their family engagement programs. The results from this survey are shared annually with all stakeholders including parents, staff and the Board of Trustees.

FSD builds capacity by partnering with parents by providing a variety of opportunities to become involved and resources that help them to understand educational initiatives and how they can continue to support learning in the home. Additionally, Title I schools hold an annual meeting to share detailed information about Title I programs with families. Various workshops offered enable parents to support their schools around the area of technology, site initiatives, budget development, instructional strategies and social emotional support.

### **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:**

The District operates Title I Schoolwide Programs (SWP) at nine schools. The District does not operate TAS or programs for Neglected or Delinquent children.

Assistance and support is provided to Title I SWP schools in the following ways:

- Provide an online SPSA template that addresses all required components.
- Provide technical assistance to sites, conduct school site visits, data analysis, alignment of resources, and guidance in the development their SPSAs.
- Provide online access to resources that include guidance, information, and tips to assist school leadership teams and School Site Councils as they work to develop effective SPSAs designed to address the unique educational needs of students at their school sites.
- Annually monitor the implementation of schoolwide programs through ongoing reviews, evaluations, and revisions the plan based on current student academic achievement data.
- Provide workshops to parents on topics related to partnering with schools to support students' high academic achievement.

### **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 provides services to support our homeless students and their families through a variety of resources. Students are identified through the District's Residence Attendance Verification Form included in every enrollment packet and distributed annually to all families. Based on their responses, a family's living situation can help to identify them for services or parents can self verify to qualify under the McKinney-Vento Homeless Assistance Act. The District's designated Homeless Liaison supports students, families, and school site staff to ensure compliance with District policy and federal mandates regarding enrollment, nutrition services, school placement, transportation, and services in the following manner:

- Facilitate school enrollment, as needed, to ensure compliance with District policy and for equal access to educational programs.
- Conduct professional development trainings for school personnel regarding the educational rights and supports afforded to homeless students.
- Refer for tutoring and other support services.
- Remove enrollment barriers, including barriers related to missed application or enrollment deadlines, fines, or fees; records required for enrollment, including immunization or other required health records, proof of residency, or other documentation.
- Provide technical assistance to schools regarding the proper identification, enrollment, and service needs of students and families experiencing homelessness and educate on the importance of ensuring the privacy of student records.
- Provide assistance with transportation, backpacks, school supplies, hygiene kits, and emergency clothing.
- Provide medical, dental, and mental health referrals, in addition to other school/community services.
- Provide advocacy services for parents and students during school related educational meetings, such as Individualized Educational Program (IEP) and/ or School Attendance Review Board (SARB) meeting.

### **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:**

Not Applicable: The District does not provide services for early childhood education programs through Title I programs. The District has one Title I Junior High School that provides transition strategies to ensure student placement is successful at the high school level.

(A) Transition strategies for students in grades 7 and 8 are coordinated with the Fullerton Joint Union High School District through articulation activities to include: collaborative monthly meetings between administrators, teachers and counselors; sharing of assessment data for student placement; site visitations and field trips; and student concurrent enrollment in high school courses.

(B) Through coordination and partnerships with institutions of higher learning including Fullerton College and California State University Fullerton, students in 8<sup>th</sup> grade, who meet criteria, are offered access to college courses through the Middle College Program as well as the ability to enroll in Advanced Placement courses in biology and language arts.

**Additional Information Regarding Use of Funds Under this Part**  
ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

(A) The District does not use Title I funds for this purpose. However, District Title I schools receive funding and may choose to allocate a portion of their funds to support gifted/talented students access to high-quality differentiated instruction that addresses their unique talents. Funds can be used to increase gifted/talented student's access to high-quality educational opportunities that prepare them for rigorous coursework and advance their college and career readiness. Funds may also be used to provide professional learning opportunities that focus on such specific instructional practices such as differentiated instruction, enrichment, and acceleration. Additionally, a school's funding can be used to increase the site's ability serve students who are historically underrepresented in gifted/talented programs including low income and English learners students.

(B) Title I school sites may use funds to promote and support digital literacy for all students. A District librarian oversees the purchase of library materials at each school site. Instructional Assistants Technology (IATs) provide support to students on a daily basis at all school site Library/Media Centers. The librarians and IATs assist school staff, parents and students through evaluating library books, selecting and developing collections, and cataloging. They ensure that students have equitable access to effective services and staffing and provide up-to-date print and electronic collections.

Schools use may Title I funds to purchase digital tools such as iPads and computers, online and hard copy magazine subscriptions, library books both digital and hard copy, reference materials, leveled readers, and software licenses.

## 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:

FSD provides professional development to increase teacher pedagogy that is aligned with Board and LCAP goals. Professional development activities support evidence-based instructional strategies and timely assessments to improve student achievement. Site level professional development activities derive from action steps in the approved Single School Plan for Student Achievement (SPSA) and are based on both District initiatives and site-specific goals identified through student achievement results.

Teachers, paraprofessionals and administrators are surveyed each school year to provide feedback on needs and identify topics and themes. The District also has a collegial relationship with bargaining units where collaboration and communication between management and labor is scheduled throughout the year.

Teachers participate in committees on a regular basis to develop materials such as pacing guides, writing prompts and instructional support materials, digital portfolios, common formative assessments, and curriculum lessons. Parents, through participation on various District and site committees, provide important information regarding areas for focus to best meet student learning needs.

FSD supports teachers, principals, or other school leaders various opportunities for building capacity and opportunities to develop meaningful leadership opportunities through:

*Induction for Teachers* - Beginning Teacher Growth and Development Induction Program 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. Mentors provide intensive and individualized support that is aligned with current District initiatives and goals leading towards accelerating new teacher practice.

*Emerging Leaders Academy* – Teachers and staff who aspire to assume the role of principal or assistant principal can participate in a series of leadership workshops based on the California Standards for Education Leaders (CPSEL). The Academy is designed to provide participants with a series of targeted sessions aligned to the CPSELS and focuses in the areas of instructional and operational leadership. Participants build their leadership capacity by developing their knowledge for assuming the role of principal or assistant principal.

*Co-Plan/Co-Teach* – FSD collaborates with the local university and pairs District mentor teachers, throughout the year, with an aspiring teacher. The teachers plan and teach together and make decisions on how they will implement instruction to meet the needs of all students. During the planning process the general goals of the lesson are developed along with ways to meet the academic and/or behavioral needs of individual students.

*Assistant Principals Academy* - New assistant principals attend a series of meetings and workshops to engage in collaboration and share ideas. Participants receive support from District administration and current principals on instructional leadership, change management, creating a culture of learning and positive behavior, developing systems and managing operations.

*New Principal Support* - New principals receive coaching and mentorship from District administrators and from experienced principals. They are supported through professional development focused on coaching, network facilitation, and understanding District's initiatives.

*New Teacher Orientation* - New teacher orientation is provided each year to support teachers in classroom management, instructional materials, lesson planning, supporting EL learners and students with special needs, District initiatives, policies, compliance and classroom observations.

*Leadership Teams* – Training is provided to all school sites on effective school leadership teams. The content includes strategies for the purpose, function, expectations, authority (decision making) and structure for successful site leadership teams to build a culture of collaboration and collegiality.

*High Reliability Schools (HRS)* – Schools are trained through consultants on Marzano’s HRS, that defines five progressive levels of performance that a school must master to become a high reliability school, where all students learn the content and skills they need for success in college, careers, and beyond

*Collaborative Lesson Design* – District teachers meet together in grade level teams to create lessons, common formative assessments, and interventions to support identified grade level standards that are crucial to student achievement. These lessons are shared with all District teachers through online learning systems.

*Professional Learning Communities* – All teachers have been trained in the *Dufour* PLC model and participate in the PLC process and have release time to collaborate with team members on student achievement data, effective instructional practices, and student interventions.

Additional Professional Development Opportunities that support District and site initiatives to increase student achievement include:

- Cognitively Guided Instruction Mathematics
- Readers and Writers Workshop
- Academic Vocabulary
- Thinking Maps
- Positive Behavioral Interventions and Supports (PBIS)
- 21<sup>st</sup> Century Skills
- Technology Integration
- Project-Based Learning / Passion Projects
- STEAM activities
- Big 5 Literacy and Foundational Skills
- NGSS Hands-on science kits
- Gifted and Talented
- Document Based Questioning

## **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:**

FSD provides targeted support and coaching to school sites through an extensive Multi-tiered System of Supports (MTSS) model.

*Response to Intervention* - All school sites have a full time Response to Intervention (RtI) teacher and coach. The RtI teacher provides support to students who are significantly below grade level standards in reading, focused on foundational literacy skills. RtI teachers identify students through a universal screening process and provide high-quality instruction and interventions matched to student need and monitor progress frequently to make changes in instruction or goals. The RtI teacher meets with teachers through the PLC process to discuss individual student needs and refer a student, if necessary, to a Student Intervention Team (SIT) and/or Round Table for evaluation for special education.

*Positive Behavioral and Interventions and Supports* – All school sites implement PBIS strategies to be proactive in ensuring an effective approach to improve school safety and promote positive behavior. Additionally, all

school sites are provided support through mental health services personnel and/or counseling support for students and families that may need additional assistance.

### **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:**

FSD values and supports the continuous improvement of programs, actions and strategies through a robust evaluation process that utilizes multiple measures to continually update and improve activities that includes:

*Surveys* – All stakeholders including parents, students and staff participate in an annual survey through Youth Truth. The survey is utilized to gather feedback on student engagement, academic rigor, relationships with teacher and peers, school culture, college and career readiness, learning styles, project-based learning, STEM opportunities, academic support services, instructional methods, relevance, and parent engagement. Survey results are analyzed and shared Districtwide and at each school site to determine areas of strength and areas for improvement.

*High Reliability Schools (HRS)* – Schools that are participating in HRS with consultants administer a leading indicator survey to administrators, staff and parents and results are examined to identify areas of perceived strength or weakness within the school. Leading indicators help guide school sites in the areas of: (1) Safe and Collaborative Culture; (2) Effective Teaching in Every Classroom; (3) Guaranteed and Viable Curriculum; (4) Standards-Referenced Reporting; and (5) Competency-Based Education.

*Evaluation Process* - To ensure all students have access to effective instruction, the evaluation of teachers, administrators, and paraprofessionals is key to the success of the school District and supports the development of high-quality leadership, teaching and learning practices. The evaluation of employees is a collaborative process and may include observations, walkthroughs, conferencing opportunities, professional goal setting activities, and a series of reflection activities throughout the year. This process incorporates promising practices in coaching and feedback and encourages professional reflection and growth to ensure all students have access to high quality teachers and administrators.

*Professional Development Feedback* – Participants provide feedback on professional development workshops through online evaluations. The data is used to guide planning for future professional development to ensure that content is relevant and meets the overall needs of the teachers and paraprofessionals.

*LCAP Stakeholder (SAC) Input* – The LCAP SAC, Executive Cabinet, and Board of Trustees reviews LCAP survey results that are completed annually by the FSD community to provide input into the LCAP goals, actions and strategies that are aligned to State and District initiatives. Programmatic changes and additions may be made through the results of the survey.

*Student Achievement Results* – Student achievement data including SBAC results, California Dashboard Indicators, Local Indicators, and District diagnostic assessments are analyzed on an ongoing basis. Through the PLC process, teachers use assessment results to guide instruction, identify guaranteed and viable standards, administer common formative assessments, and provide differentiated instruction for tiered interventions for students who are not meeting grade level standards.

*Partners with Administration and Labor (PAL) Process* – District management, principals, and members of each bargaining unit have a strong partnership where students are at the heart of every decision. PAL partners meet on a regular basis to discuss District initiatives, programs and professional development to ensure that students succeed physically, emotionally, socially and academically.

## 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:

To enhance teachers, administrators, and other school based personnel's capabilities in supporting English learners, the Educational Services Department will provide many opportunities for high-quality professional development such as: Marzano Strategies, Writer's and Reader's Workshop, Cognitively Guided Instruction, High Reliability Schools, Professional Learning Communities, Academic Language Development, 21st Century Skills, and Instructional Technology. FSD will provide staff development in the ELA/ELD Framework to support student access and success in Common Core State Standards. These professional development opportunities are focused on increasing capacity to support English learners in meeting or exceeding English language development benchmarks and the same challenging standards that all children are expected to meet.

Additional supplemental professional development opportunities include:

*Foundational Literacy Skills* - Teachers and administrators will receive professional development in universal screening diagnostic measures, progress monitoring assessments, the Big 5 Foundational Literacy skills to identify students' areas of need and provide students targeted instruction at their skill level.

*Academic Vocabulary* - Marzano's 6 Steps to Academic Vocabulary training is offered to K-8 teachers of English Learners. Teachers will learn strategies to increase vocabulary acquisition and activities that scaffold and support academic progress for English Learners.

*Thinking Maps* - Students will develop a bank of visual maps based on eight specific thinking processes that enable them to move from concrete to abstract concepts, think with depth, and directly apply their thinking to complex tasks. These graphic tools are highly effective research-based strategies that students are able to use across disciplines and support all students' access to Common Core State Standards.

*Integrated/Designated ELD* - K-8 teachers will participate in professional development with a focus on foundational language skills necessary to access Common Core State Standards. Students will gain knowledge in how language functions in different contexts, participate in structured, targeted oral and written language practice daily, and learn how to use language flexibly and fluently for a range of meaningful purposes.

*Integrated Language Support* - K-8 teachers will participate in professional development with focus on Academic Language Support strategies, such as sentence frames, construction charts, supplement English learners' access to academic content in linguistic and non-linguistic forms and provide explicit pathways for thinking, communicating, and collaborating. These graphic tools promote in-depth thinking and writing strategies used in all curricular areas and across all disciplines, allowing English learners to directly apply their thinking to complex tasks and build academic independence. Teachers use strategies to promote academic language and literacy that provides students' access to content.

Educational Services Department continues to plan, implement, facilitate, and evaluate staff development in the areas of English Language Arts, Mathematics, English Language Development, High Reliability Schools, Professional Learning Communities, and Response to Intervention in support of English learner students' academic progress for the 2018-2019 school year.

Additional intervention materials will be purchased and professional development will be provided to support the academic progress for English Learners.

The District will invest in EL parent outreach and engagement to ensure parent participation in the educational process. Title III funded Social Service Assistants facilitate parent workshops that focus on navigating the educational system, early literacy skills, and advocacy. Embedded in these various parent programs are trainings that provide parents with the tools needed to help support their children at home with language

acquisition as well as academic progress. FSD continues to foster positive relationships with parents of English Learners and the community, including participation in the development of the Local Control Accountability Plan.

### **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:**

To ensure equal access to Common Core and ELD State Standards for immigrant students, the District will identify and acquire supplemental curricular materials, educational technologies, and educational software to be used in Tiers I, II, and III in the areas of English Language Arts and Mathematics.

The Educational Services Department will provide professional development in the following areas:

1. Newcomer ELD lessons
2. Newcomer curricular resources
3. Language goals
4. Instructional strategies and approaches:
  - a. Sentence frames and construction charts
  - b. Cooperative Learning strategies
  - c. Instructional technology
  - d. Virtual reality field trips
  - e. High leverage academic language
  - f. Gradual release of responsibility model
  - g. Multimedia presentations

Additionally, Educational Services will provide a Title III Summer program focused on Academic Language Development of Newcomer and Long Term English Learners (LTELs). This program will have an Arts and Technology emphasis, and provide students extended opportunities to develop and practice their English Language Skills. Students will receive strategically planned lessons based on ELD standards and English proficiency levels that integrate listening, speaking, reading, and writing.

### **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:**

To increase the English language proficiency and academic success of English Learners, the District will implement programs, services and supports for English Learners as outlined in the EL Master Plan. The EL Master Plan describes the framework for the provision of instructional services and programs for English Learners. The District's comprehensive ELD program consists of both Designated and Integrated ELD, and Multi-Tiered Systems of Support for English Learners to achieve English fluency and academic success.

Intervention coaches lead and support each school site to support EL students. Classroom teachers are provided coaching and instruction on collecting and analyzing student academic progress data to identify students' literacy and language needs. Students are instructed in foundational literacy skills to target this area of need.

The Department of English Learner Services and Assessment and Accountability will compile data on all English Learners and specific EL subgroups such as newcomers and LTEL's, (EL students in an EL program 5+ years) and distribute to site administration for site PLC analysis, discussions, and intervention placement options. Sites will receive staff development in supplemental strategies and resources with a focus on supporting Long-Term English Learners academic progress.

### **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:**

(A) Through the use of the Illuminate data management system and Reading Wonders Adaptive Learning System, English learner progress will be monitored to ensure they are making adequate linguistic and academic progress. Teachers, Intervention coaches and administrators will utilize the Illuminate and Reading Wonders Adaptive Learning System data reports to:

1. Identify instructional needs of EL students
2. Inform Designated and Integrated ELD instruction
3. Inform professional development needs
4. Inform targeted intervention programs

District staff and instructional coaches will conduct professional development focused on Designated and Integrated ELD professional development, data discussions, use of data management system, use of formative assessments, and differentiated instruction to support the enhancement of designated and integrated ELD instruction for English Learners.

(B) The District will provide high quality instructional programs for ELs, Designated and Integrated ELD instruction, professional development, supplemental materials and resources, intervention programs to ensure English learners make progress in learning English as measured by the English Language Proficiency Assessment of California (ELPAC Summative), achieve English fluency, and meet or exceed grade level content standards as every student is expected to meet.

## TITLE IV, PART A

### Title IV, Part A Activities and Programs

#### ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

(A)(B) In order to develop well-rounded educational opportunities, the District will collaborate with institutions of higher education to develop programs where middle school students will have the opportunity to attend courses and in some cases, receive college credit. Identified students in the 8<sup>th</sup> grade may have the opportunity to enroll in advanced placement courses in the areas of computer science, biology, and language arts. Students will also have the opportunity to participate in speech and debate opportunities through a summer institute. Teachers will be provided training in supplemental programs to increase literacy and evidence-based strategies support student achievement in the areas of Science, Technology, Engineering, Arts, and Mathematics (STEAM).

(C) Funding will be used to support safe and healthy students who may be at risk both academically and behaviorally by providing support and resources for the students and their families and connect them to specific program needs such as mental health providers, parent workshops and classes on safety and health/wellness.

(D) Effective use of technology will be supported through professional development in the area of technology integration including computer science courses, coding, programming, and project-based learning. Funding will be used to support the development of online resources to support technology integration, collaborative lesson design, and resources to support implementation of standards. Courses will be created and offered to students in the areas of coding and APP development.

(E) Program activities and intended outcomes will be monitored and evaluated periodically through a variety of means to include: student enrollment in programs, student assessment data, California Dashboard results, survey results, parent involvement opportunities, and evaluation feedback from staff on professional development.

**APPENDIX**

**ESSA Provisions Addressed/Aligned 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 (as applicable)

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.
- (E)

**Overuse in Discipline Practices that Remove Students from the Classroom**

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (as applicable)

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 (as applicable)

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.
- (C)

**TITLE II, PART A**

**Title II, Part A Activities**

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (as applicable)

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 (as applicable)

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

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