



FULLERTON SCHOOL DISTRICT
Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA) Federal Addendum

LEA name:

Fullerton School District

CDS code:

30-66506

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children
and Youth Who Are Neglected, Delinquent, or At-
Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

FSD applies for the following Federal funding through the Consolidated Application:

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

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.

FSD utilizes federal funds, Title I, II, III and IV to supplement and enhance actions and services funded with local and state funding sources that are designed to close the achievement gap and support all students in meeting challenging state academic standards, as reflected in our LCAP. Funds are used for student interventions, extended learning opportunities, professional development and supplemental instructional materials.

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 that 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.

FSD prioritizes federal funds, aligned in our LCAP, to support students and families in the following areas:

1. Provide student interventions during school to support literacy through a full-time certification teacher at all Title I school sites.
2. Support English learner students through services to include classroom instructional support and teacher training to support integrated and designated ELD, classroom coaching, student interventions, and summer Jump Start program. Additionally, FSD is expanding our Dual Language programs at two Title I school sites.
3. Provide after school literacy and mathematics intervention for students who are below basic on grade level standards. Lindamood-Bell reading clinics are offered at 5 Title I school sites.
4. Provide professional development to certification and classified instructional staff that builds expertise in literacy and mathematics content areas to increase student learning.
5. Implement college and career initiatives through career pathways, counseling support, school readiness and challenging courses such as AP courses at middle and junior high schools and middle school college courses.
6. Provide resources and professional development on 21st Century learning skills to include instructional technology for all students and teachers.
7. Implement a Multi-tiered System of Supports (MTSS) at all school sites to support the academic, social and emotional well-being of all students.

8. Provide supplemental materials at school sites that support library resources, instructional technology, literacy and mathematics software, and leveled readers.

9. Parent outreach that supports family engagement through a variety of programs including School Smarts and Words Alive, provide school tours, and workshops to increase parent awareness on how to best support their children.

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. Our District has an LCAP Stakeholder Committee that meets throughout the year to provide input to the goals, actions, and services that support all 8 state priorities, Board of Trustee goals, and District initiatives. Principals are provided professional development and resources on the effective and compliant use of supplemental funds to support school initiatives. All school site's School Plan for Student Achievement (SPSA) includes all funding sources that support the goals, actions, and services to support each site's student populations that are aligned to LCAP and federal programs. 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 SPSAs anticipated expenditures are reviewed by District personnel and are 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. Professional development opportunities are aligned to District initiatives that support closing the achievement gap targeted in the areas of literacy and mathematics.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|------------------|--|
| 1112(b)(1) (A–D) | 1, 2, 4, 7, 8 (<i>as applicable</i>) |

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|----------------------------|
| 1112(b)(11) | 6 (<i>as applicable</i>) |

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|------------------|----------------------------------|
| 1112(b)(12)(A–B) | 2, 4, 7 (<i>as applicable</i>) |

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---------------|----------------------------------|
| 2102(b)(2)(A) | 1, 2, 4 (<i>as applicable</i>) |

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|-------------------------------|
| 3116(b)(3) | 3, 6 (<i>as applicable</i>) |

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|--------------------------|
| 1112(b)(4) | N/A |

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

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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. The CDE website also provides data to ensure the district can evaluation hiring processes effectively. Additionally, there is an evaluation process in place that ensures that teachers are given the opportunity to improve their classroom pedagogy through effective feedback, reflection and professional development.

The District's hiring process and ongoing evaluation ensures that schools are not disproportionately staffed by ineffective, inexperienced, or out-of-field teachers. Schools that may have a teacher/s that are less effective are provided additional resources via additional teacher support, additional preparation time for new teachers, supplemental materials and funding allocated for professional development. FSD currently does not have any 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 currently has 20 teachers that are in their first year of teaching. They are represented at 11 different sites throughout the district including Title I sites as well as non-Title I sites.

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 (Rtl) 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. Rtl teachers and paraprofessionals are trained in LMB strategies and provide intensive instruction four days per week. Rtl teachers work with the most intensive students and target instruction based on individual student needs.

Parent and Family Engagement

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

FSD will provide opportunities for the informed participation of parents and family members with disabilities, including providing information and school reports in a format and, to the extent practicable, in a language such parents understand as follows: FSD ensures that reasonable accommodations are provided to parents whose child/ren have been identified as having a disability by providing the following services: Interpreters and translators are made available to support parents and families, in a language that they understand which may include parents who are visually impaired, hard of hearing, and/or need a different language other than English. Interpreters and translators are made available to parents for regular consultation as well as during IEP meetings. Additionally, FSD connects parents to resources for those students who are on IEPs that may need mental health services or counseling services so that parents understand how they can continue the support at home. FSD also will schedule meetings at the students home, make home visits or provide transportation for parents who may not be able to come to meetings at the school site or district office. FSD hires translators and interpreters, as well as contracts out, to ensure that IEPs and all relevant documents are translated into the language that parents understand. This also includes braille, if needed.

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:

SWP: Title I school sites receive allocations based on the number of students receiving free and/or reduced lunch per the Consolidated Application. The District annually ranks schools based on the percentage of children from low-income families. This ranking of schools is used to establish school eligibility for Title I. Schools with poverty percentages of 40% or above are eligible for SWP Title I. Funds are targeted to those students who are struggling to meet grade level standards based on assessment data. All Title I schools use funds to supplement the regular program. All Title I schools have a full time Response to Intervention teacher that provides daily interventions in literacy and mathematics for students who are not proficient. Funds are also used to support personnel such as community liaisons to support parent engagement. Supplement instructional materials provide additional support for struggling students. Title I programs funded through the state's consolidated application process are required to develop a School Plan for Student Achievement (SPSA). The content of the SPSA is aligned with goals for improving student achievement and address how funds will be used to improve academic performance. At each Title I the School Site Council provides input into SPSA and to conducts an annual comprehensive needs assessment to assist with the creation of a programs that provides supplemental services and resources to assist its students in meeting grade-level standards. These school site expenditures are based on the priorities described in the SPSA and are aligned to the FSD LCAP.

Targeted Support Programs in FSD: "N/A"

Neglected or Delinquent Programs in FSD: "N/A"

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. Board Policy 6173 addresses the needs of homeless students and ensures that these students are not segregated or stigmatized based on their status as homeless. Students are identified through the District's Residence Attendance Verification Form included in every enrollment packet and through student registration, completed annually by 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. Furthermore, staff members support the identification of homeless students throughout the school year, and a questionnaire is used to help determine if a family lacks fixed, regular, or adequate housing. 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, special education, migrant education, preschool programs, and services in the following manner:

ENROLLMENT

- Facilitate school enrollment to ensure compliance with District policy and for equal access to educational programs.
- 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 about the importance of ensuring the privacy of student records.

ATTENDANCE

- Collaborate and coordinate with state coordinators, community, and school personnel.
- Provide assistance with transportation, backpacks, school supplies, hygiene kits, and emergency clothing.
- Provide medical and dental referrals, in addition to other school/community services.
- Provide in-school counseling services and out-of-school mental health referrals based on student and family needs.
- 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) meetings.

SUCCESS

- Inform parents of homeless children of educational opportunities to participate in the education of their children.
- Refer for tutoring and other support services.
- Work with outside agencies and organizations to support the needs of homeless students. These agencies include, but are not limited to: social service providers, shelters, soup kitchens, food banks, transitional living programs, housing agencies, medical clinics, laundromats, libraries, and faith-based organizations.
- Provide equal access to school and district programs and offerings including, but not limited to: Gifted and Talented education, before and after school programs, open enrollment, and extracurricular activities.

TITLE I, PART A - RESERVATION FUNDS

- Stay up-to-date regarding policies related homeless youth and attend professional development trainings.
- Conduct professional development trainings for school personnel regarding the educational rights and supports afforded to homeless students. Professional development also includes making school staff aware of the Homeless Liaison's responsibilities.
- Utilize a dispute resolution process.
- Align Local Control Accountability Plan (LCAP) goals and funding to support the needs of homeless students.
- Connect with other federal programs mandated to identify and serve homeless children and youth including Head Start, Individuals with Disabilities Act (IDEA), and housing programs funded by the U.S. Department of Housing and Urban Development.

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:

The District has three Junior High Schools and two Middle School programs that all provide 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 meetings and activities with district administrators and site principals 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. Additionally, eighth grade students who meet the criteria are offered Advanced Placement classes and take the AP test at the end of the school year. Results are shared with the high school district.

(B) Through coordination and partnerships with institutions of higher learning including Fullerton College and California State University Fullerton, students in 8th 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, algebra 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 (GATE). 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 and programs such as differentiated instruction, Junior Great Books, 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. All school sites have support through a Technology, Library and Media Assistant (TLMA) who provides 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. 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. Lessons 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, 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.

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:

Professional development is focused on closing the achievement gap targeted in the areas of mathematics and language arts. Schools with the highest percentage of low income students and students at risk of not meeting challenging academic standards are receiving the most benefit from Title II funded professional development and coaching. Teachers on special assignment provide ongoing coaching in the areas of foundational literacy skills to support students in language arts and mathematics. Based on our CA Dashboard results, the District was identified for differentiated assistance through our county office of education (OCDE) for both our Homeless and Foster Youth student subgroups as they did not meet the academic standards in mathematics and chronic absenteeism. FSD prioritized professional development in these areas for both district administration and classroom teachers. We prioritized the following needs:

1. District provided principals professional development on strategies to identify and support both Foster and Homeless Youth. Principals provided a plan to the District on how the addressed interventions for each student.
2. Principals and school office staff were provided with resources and professional development regarding Homeless and Foster Youth identification and assistance and success strategies. Ongoing training for identification and resources will be provided throughout the year to additional staff.
3. Discussed student assessment results with LCAP Stakeholder Committee. Strategies to address Chronic Absenteeism and Mathematics for Homeless and Foster Youth are addressed in the 2019-2020 District LCAP.
4. DELTA Club, an after-school math intervention program, was established at 6 schools targeting homeless, foster youth, and other students most at-risk. Teachers were provided training on the math intervention program to provide support targeting on-grade level content as well as interventions on below grade level content.

Additionally, the district 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 district wide and at each school site to determine areas of strength and areas for improvement. The Survey results are shared with all district stakeholders including Board members, district and site leadership, teachers, and parents. The LCAP Stakeholders Committee uses the results to help inform what may be included in the LCAP plan.

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 Input – The LCAP Stakeholders, 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 Academic Vocabulary Marzano Strategies, Writer's and Reader's Workshop, Cognitively Guided Instruction (CGI), 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. 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 on aspects of the foundational literacy skills as in pertains to language acquisition English learners. The focus on the Foundational Literacy skills will support teachers in identifying students' areas of need and provide students additional 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 for English Learners - The focus is giving teachers the tools to scaffold language and content for English learners. 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 visual tools teach language through content so students can achieve Cognitive Academic Language Proficiency.

Integrated Language Support - K-8 teachers will participate in professional development with a 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 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. Students will gain knowledge in how language functions in different contexts, participate in structured, targeted oral and written language practice, and learn how to use language flexibly and fluently for a range of meaningful purposes. Ongoing training at the District and school site level will be provided to ensure understanding of the program requirements and effective implementation practices for delivering services to English learners.

The Educational Services Department will work collaboratively to provide direction and support while monitoring the implementation of a compliant program. Educational Services Department continues to plan, implement, facilitate, and evaluate staff development in the areas of English Language Arts, Mathematics, English Language Development, Professional Learning Communities, and Response to Intervention in support of English learner students' academic progress.

The assessment and accountability system, professional development surveys, and staff and family input allow for the collection and reporting of data using a multiple measure model to determine strengths and gaps in content and pedagogical knowledge in supporting English learners. The system identifies District-wide and school trends and detects individual student deficits that may occur within instructional programs. The effective use of achievement data for English learners is described in the assessment system. Data collection and analysis is used to determine program effectiveness and professional development needs for teachers, administrators, and staff that support English learners.

The District will invest in EL parent outreach and engagement to ensure parent participation in the educational process. Embedded in these various family programs are tools needed to help support children at home with language acquisition as well as academic progress. FSD continues to foster positive relationships with families 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.

Title III funded Social Service Assistants (SSA) facilitate parent workshops on navigating the educational system in the United States, parental engagement and advocacy. SSAs coordinated with community-based organizations, institutions of higher education, and other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services. Additionally, bilingual/ biliterate paraprofessionals have been hired and are specifically trained to provide services to immigrant children, youth and their families.

Additionally, the Educational Services department will provide a Title III Summer program focused on Academic Language Development of Newcomer. This program provides students extended opportunities to develop and practice their English Language Skills. Teachers deliver strategically planned lessons based on ELD standards and English proficiency levels that integrate listening, speaking, reading, and writing. During the school year, the district convened the LCAP Stakeholder Committee to actively involve all stakeholders in providing input into prioritizing immigrant funding.

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 the 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) Based upon input from staff, parents, and students through the LCAP annual survey, the District ordered priorities through the LCAP Advisory Committee input. The LCAP Advisory Committee is composed of members of certificated staff, classified staff, management, community members, and parents. 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 8th 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). About \$80,000 or over 45% of the funding was designated for student access to a well-rounded education through the middle college program and 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 teachers through the Second Step Program in Grades TK-8. Second Step is a kit for teachers to use with the students to support the development of social and emotional learning.

(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 including student enrollment in programs, student assessment data, California Dashboard results, survey results, parent involvement opportunities, and evaluation feedback from staff on professional development.