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

LEA Name
Fowler Unified

CDS Code:
10621580000000

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

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

TITLE II, PART A
Supporting Effective Instruction

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

TITLE IV, PART A
Student Support and Academic Enrichment Grants

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

In the following pages, ONLY complete the sections for the corresponding programs.
Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision within the LCAP Federal Addendum Template.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA’s LCAP, as it demonstrates the LEA’s efforts to support the state priorities.

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

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state’s Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA’s LCAP.
Strategy

Explain the LEA’s strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA’s broader strategy reflected in the LCAP.

Fowler Unified School District (FUSD) has focused its use of federal funds to address learning gaps between high-risk student populations and our more successful student groups. The needs of underperforming low income, homeless, foster, and underrepresented student groups are the primary drivers of actions and services funded by federal grant monies.

Local and state assessment data are utilized to determine areas of need and drive district initiatives for underperforming student groups. Those same data are used to identify evidence-based initiatives that will supplement the school activities that are funded by state and local resources. In identifying the strategies to supplement district-wide initiatives, specific focus is on those students who are struggling academically.

A strong need to focus on the areas of mathematics, literacy, and English Language Development are evident in the analysis of both site and district data; Federal funds work in conjunction with state funds to enhance the core program and to provide appropriate intervention programs.

A broad range of community and school/district groups are engaged in the development of the Fowler Unified School District’s LCAP, including parents, students, local bargaining units, classified and certificated staff, school board, and the communities of Fowler and Malaga. Fowler USD gathered suggestions and comments from these groups at both the district and site levels, with much of the focus at the school sites, eliciting ideas from School Site Councils.

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.
The Fowler Unified School District Local Control and Accountability Plan (LCAP) Goals and Actions are the result of a collaboration between the community and the District to build the Fowler Unified School District Strategic Plan. The strategic planning process focused on answering four important questions: Where do we want to go? How will we get to where we want to go? How will we know we have arrived? Finally, how will we evaluate our success during and at the end of the process? The answers to these questions were codified in the “Fowler Unified School District Promise, Core Values, and Goals.” Our learning community, and with the community-at-large developed strategic actions aligned with the District’s goals. The “Promise, Core Values, and Goals” served as the guideposts for the development of measurable strategic actions which were reviewed to ensure strategies were appropriate, feasible, acceptable, and in alignment with the following goals:

- Fully engage families and the community in support of educational outcomes.
- Provide a positive environment that will improve student outcomes and close performance gaps.
- Provide high-quality instruction to increase student achievement and close performance gaps for all students.

Each goal has actions and services that focus on improving academic achievement for all students and that are aligned with our schools’ SPSAs. The LCAP actions and services are also repeated as actions in the schools’ SPSAs, as appropriate, to ensure ongoing implementation, monitoring, and evaluation of those actions and services.

Each SSC is charged with identifying supplemental actions and services through a comprehensive needs assessment and data analysis. This needs assessment is utilized to determine instructional program needs, intervention program needs, and professional development that will extend, enhance, or enrich the activities funded by state and local funds, with a focus on key instructional practices and strategies. These activities may be provided as school-specific services, or through centralized services, and are included as part of each school’s SPSA.

The federally-funded activities are aligned with the district’s LCAP through this process that first identifies the LCAP actions implemented and schools, followed by the development of Title I, Title II, Title III, and Title IV activities that support those.

ESSA Provisions Addressed Within the LCAP

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

**TITLE I, PART A**

**Monitoring Student Progress Towards Meeting Challenging State Academic Standards**

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<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
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<tr>
<td>1112(b)(1) (A–D)</td>
<td>1, 2, 4, 7, 8 (as applicable)</td>
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Describe how the LEA will monitor students’ progress in meeting the challenging state academic standards by:

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

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

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<td>1112(b)(11)</td>
<td>6 (as applicable)</td>
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Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

### Career Technical and Work-based Opportunities

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<td>1112(b)(12)(A–B)</td>
<td>2, 4, 7 (as applicable)</td>
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If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

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

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<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
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<td>2102(b)(2)(A)</td>
<td>1, 2, 4 (as applicable)</td>
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Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.
## TITLE III, PART A

### Parent, Family, and Community Engagement

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<td>3116(b)(3)</td>
<td>3, 6 (as applicable)</td>
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Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.
ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

**TITLE I, PART A**

**Poverty Criteria**

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<th>STATE PRIORITY ALIGNMENT</th>
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<tr>
<td>1112(b)(4)</td>
<td>N/A</td>
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Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Addressed in the ConApp
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:
The district draws guidance from the CDE LCAP Addendum Criteria and Guidance to determine whether any disparities exist between the rates at which low-income and minority students are taught by ineffective, inexperienced, and out-of-field teachers compared to other students.

Adapting the Equity Analysis Data Tool, the district first identifies the percentages of low income and minority students at each school site. The district then identifies ineffective, inexperienced, and out-of-field teachers at each site. District staff then respond to the two prompts included with the tables. Because we are a small district, the prompts are not separated by grade span school configurations. Based on the data collected, we are able to answer the following prompts as shown:

Based on the state's definition, in 2021-22:
- Thirteen teachers meet the definition of "ineffective," as two are interns and 11 are mis-assigned.
- None meet the definition of "out of field."
- Seven teachers meet the definition of "inexperienced" having taught for less than two years.

In its annual review, the district has not discovered any disparities that need to be addressed. To ensure this remains the case, we will continue our LCAP action to "Retain/hire properly credentialed teachers for all core, special education and elective courses with no mis-assignments or vacancies."

Because no equity gaps were found, there was no need to involve stakeholders in identifying strategies to address gaps.

*In California, “ineffective” means:
- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (mis-assigned)

An individual who holds no credential, permit, or authorization to teach in California.

Under this definition, teachers with the following limited emergency permits would be considered ineffective:
- Provisional Internship Permits,
- Short-Term Staff Permits
- Variable Term Waivers
- Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record

A credentialed "out-of-field" teacher is:
- A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:
  - General Education Limited Assignment Permit (GELAP)
  - Special Education Limited Assignment Permit (SELAP)
  - Short-Term Waivers
  - Emergency English Learner or Bilingual Authorization Permits
  - Local Assignment Options

An “inexperienced” teacher is:
- A teacher who had two or fewer years of teaching experience.

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**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).

The district had no schools identified for CSI, TSI, or ATSI.

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's Parent Involvement policy is distributed to all parents and guardians at the beginning of each school year as part of our annual Notice to Parents. The annual review and approval of the parent involvement policy is part of our Board Policies 6020 and 6171, and the associated ARs. Parent advisory groups, including the DELAC and DAC are consulted for suggestions and recommendations.

Each school site consults its SSC and ELAC in the annual review and development of the site level Parent Involvement policies, which is approved by the SSC and the FUSD Governing Board.

The district provides several resources to assist parents in understanding the challenging State academic standards, State and local academic assessments, the Title I requirements, and how to monitor their child’s progress and work with educators to improve the achievement of their children.

Soon after the district receives the CAASPP results, each parent/guardian is mailed their child’s assessment results with an explanation of what the results mean, and how the student compares to state expectations. Those results are also reviewed and explained by the child's teacher at a regularly-scheduled parent/teacher conference. In addition to this meeting, parents may contact district or school staff through email or phone if they have questions regarding the results or the assessment. At back to school nights, teachers will share information on student achievement and how to interpret the printout received in the mail. Suggestions for parents to help at home will be reviewed and additional workshops during the year will focus on specific skills.

The standards, assessments, and academic programs are also an integral part of each school’s Title I Informational meeting, and every SSC meeting. These provide additional opportunities for staff to explain how the standards and assessments contribute to students’ success and demonstrate progress towards meeting the academic standards.

Parent involvement at the district’s DELAC meetings and through the LCAP development process provides additional opportunities for parents to garner information, and for the district to provide information about the standards, assessments, and how they may be used to help their children. Presentations were developed to provide our audiences with an understanding of the 8 State Priorities, District Goals, Actions and Services, and assessment data. Further, to expand efforts to engage all stakeholders and attain responses to the level of satisfaction about the District goals, Actions and Services and assessment data, an online survey was provided to students, parents and district staff.

The “Resources for Parents” link on the district website connects parents to information about the state’s assessment system, how to read and understand the score report, information on the Common Core standards., and much more.

Parent Nights at the schools are among the primary methods the district provides materials and training to help parents to work with their children to improve their children’s achievement and to foster parental involvement. Held at each school site, these family-focused events cover the essential standards and how parents can help their children be more successful in attaining proficiency. Subjects that are covered include literacy, math, computers, and STEM. Parents learn about the essential standards in each area, the curricula used in classrooms, and how they can help at home. Often, the “takeaways” from these popular events are strategies and materials that parents can use at home to support their children. Stakeholders indicated these “nights” provide parents with skills to help children become better students.

In preparation for entry into school, parents of K and TK students are welcomed to orientation meetings at which they are provided information for supporting their child’s transition to and success in school. At the early primary levels, children are given simple stories and manipulatives to use with their parents to practice necessary skills. Teachers at all grade levels support parents/guardians on accessing the AERIES portal to monitor their child’s progress in real time.

Migrant Language and Literacy workshops also provide strategies, tools, and resources for parents of participating students.

In order to support teachers, support personnel, administrators, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, the district will consult with experts for resources and professional development that can be used districtwide and with school staffs to support improved school-home outreach and communication.

The development of the parent involvement policies at each school, and districtwide, results in coordination and integration of parent involvement programs and activities with other state and local programs. The core parent and family engagement activities described in the LCAP are supplemented by the Title I family meeting, SSC meetings, and DELAC/ELAC meetings. Activities are woven together to maximize the participation of families.
Information related to school and parent programs, meetings, and other activities is sent to the parent/guardian of participating children in multiple formats, and in both English and Spanish; no other languages represent more than 15% of our student population. All parents, guardians, and community members may access the district’s publication (Supergram). All families are notified of meetings and events through phone messages, public postings, the district’s web page, and meeting notices. In instances where school staff may feel that at-risk children will benefit from a program or programs the district offers, the staff will undertake personal outreach to parents if the usual methods of communication fail to produce responses.

At the site level, School Site Council meetings, ELAC meetings, Title I meetings, and Family Nights are all forums for families to request additional engagement opportunities, or to modify those currently offered. At a district level, stakeholder engagement opportunities such as the District-wide Community Meeting, DELAC meetings, SSC and ELAC meetings, Leadership meetings, and Board meetings, plus on-line surveys, provided valuable comments and feedback. These meetings have increased requests for parent and family engagement activities.

Parent and family participation, in the LCAP development, SSC meetings, ELAC meetings, and site-specific groups, has impacted planning at the district and school levels, and the actions/services that are funded with Title I funds.

Fowler USD believes that an informed community will better support the goals, outcomes, actions, and services designed to promote students’ success. To encourage informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), the district offers family workshops, that include workshops in social emotional supports, English language comprehension, digital literacy, and civics and citizenship. The actions and services designed to increase family engagement are deliberately written to include parents of at-risk students, and students with exceptional needs.

As noted above, a plethora of activities and events are offered to parents/guardians and families in a concerted effort to keep them informed of what their children are doing in school, how they can support their children away from school, and how they can engage in shaping the district’s vision for all students.

All of the district’s parent and family engagement activities required in this section are closely aligned with the LCAP Stakeholder engagement process. Just as Title I activities supplement the actions and services funded by LCFF, so do the school-wide parent and family engagement activities supplement our extensive LCAP stakeholder involvement process.

In developing the district’s LCAP, we hold a series of meetings to consult with a broad range of stakeholders. Additionally, stakeholders are asked to respond to surveys and are provided access to the draft of the Plan on the district’s website. These methods are supplemented by SSC, ELAC, and other meetings of school-specific groups. For the benefit of family members, principals present data and discuss the LCAP. Parents are able to share ideas about the LCAP, and also about what local actions might be undertaken to support LCAP actions. Additionally, the district consults with other parent and family groups to review the LCAP drafts.

The described process involves all schools. All of our schools have School Site Councils and English Learner Advisory Committees, and those groups are consulted to develop a School Plan for Student Achievement (SPSA) as required by ESSA and the state’s ESSA plan. The SPSAs approved by the SSCs and the FUSD Governing Board are aligned with the LCAP and use Title I-funded actions to supplement LCFF-funded actions and services. Each school community also collaborates on its parent and family engagement policy to improve student outcomes.

**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.
All Title I schools within FUSD operate SWP. All schools develop a SPSA in collaboration with the school staff, school community, students, and district staff. Plans are annually evaluated and the school's needs assessed by the SSC. Based on the needs assessment, plans are revised as necessary to better address the needs of eligible students. In the SPSA development process, the SSC and broader school community examines the following: Evidence-based methods and instructional strategies that strengthen the academic program. FUSD teachers, administrators, and other instructional staff use data to assess the needs of learners, then incorporate evidence-based strategies, or strategies that have been locally successful, with the greatest evidence of success in addressing that need.

The district’s professional development efforts are fundamentally focused on increasing the quality of learning time. Research (Hattie, 2003) shows that teacher efficacy is one of the most, if not the most, significant factors in improving student achievement. The actions outlined in each school’s SPSA will build teacher efficacy and continue academic gains on state and local assessments and close achievement gaps between at-risk pupils and the district-wide student population.

The district collaborates with each school to provide summer school intervention, enrichment, and original credit classes, for students in grades TK-12. The iReady program being implemented at all K-8 grade levels also allows capable students to accelerate their learning if they are successful in ELA and/or math. Each school has also invested in the technology that allows students to access appropriate enriched and accelerated curriculum online.

Every school plan is closely aligned with the district’s LCAP and includes several avenues of intervention for struggling students. This Multi-Tiered Support System (MTSS), is based on a Response to Intervention (RtI) model that continually assesses a student’s progress and responds with appropriate interventions. The intervention and support staff at each school extends assistance in content areas and technology to support content acquisition. Also understanding that socio-emotional needs significantly impact learning, interventions are also provided to support improved behavior and to address social/emotional needs. The district has invested heavily in student assessment and data collection, and in training staff to use those data most effectively to immediately identify and address students’ needs. The district has invested in ELD intervention and supplemental materials and Reading/Literacy/Technology instructional programs to increase reading levels for English Learners. We have also implemented assessment protocols, developed in consultation with the SELPA, that will use multiple assessments and reflect best practices for students with exceptional needs.

The district recognizes the importance of its investment in professional development for all its teachers, in order to provide great first instruction, effective interventions, and effective support for learning. A comprehensive professional development program, including the following, will be provided for personnel who work with eligible children:

- Professional learning support and services to early education teachers, to help at-risk children be better prepared to enter school successfully;
- Contract with EL curriculum and instruction experts to provide professional development for ELD implementation;
- An Academic Coach at sites to provide intervention services principally directed to ELs;
- Behavior support training at all sites;
- Contract with curriculum and instruction experts to provide professional development in best practices for core content teachers and instructional aides;
- Provide newly hired teachers with district created training/ professional development designed to provide background knowledge, skills, and information in the areas of the California State Standards, technology, special education programs and student engagement.

Activities to engage and inform parents are described in the “Parent and Family Engagement” section above. As noted, a plethora of activities and events are offered to parents/guardians and families in a concerted effort to keep them informed of what their children are doing in school, how they can support their children away from school, and how they can engage in shaping the district’s vision for all students.

Educational services outside SWP schools for children living in local institutions for neglected or delinquent children, and for neglected or delinquent children in community day school programs do not apply.
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 does not operate any targeted assistance school (TAS) programs.

**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:**

**Homeless Youth:** Fowler Unified provides services such as tutoring, mentoring, appropriate instruction and other support services to ensure student success. The District complies with the federal McKinney-Vento Homeless Assistance Act, which addresses the enrollment of homeless children in school. School registration staff receive annual training on enrollment procedures.

**Foster Youth:** Fowler Unified School District supports the academic needs of homeless / foster youth residing in group homes and in foster care with foster family agencies and those in court-specified homes, by providing advocacy, connection to tutoring, mentoring, appropriate instruction and other support services. The District is an active participant on the Fresno County Superintendent of Schools Homeless / Foster Youth Governance Council.

**Student Transitions**

ESSA SECTIONS 1112(b)(8), 1112(b)(10), 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.

The district implements strategies to facilitate effective transitions for students from:

**Parents of incoming Kindergarteners and Transitional Kindergarteners** are provided an orientation that gives them ideas and resources for helping their child transition to school, and support them one in school.

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) coordination with institutions of higher education, employers, and other local partners; and

(B) 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 implements strategies to facilitate effective transitions for students from:

Marshall Elementary to Fremont Elementary (Grade 2 to Grade 3) --
Students in 2nd grade visit the Fremont campus and be oriented with classroom and site visitations and behavior expectations. In addition, 2nd grade teachers communicate the specific needs of students through written and verbal communication so all services and classroom supports are known.

Malaga Elementary/Fremont Elementary to Sutter Middle (Grade 5 to Grade 6) --
Orientation at Sutter includes a rally in the gym, introductions, student ice-breakers, and tour of the school. The students returned to the gym for a final ice-breaker and then teacher relay race. Fifth grade teachers all discuss the importance of binders, organizational skills, and note-taking prior to their transition to Sutter. RSP Teacher hosts a meet and greet for SpEd students attending Sutter. The Sutter RSP staff is in attendance. Parents are invited to attend. Sutter invites the parents of outgoing 5th graders to an evening presentation with the Sutter Principal, VP, and Counselor. When school begins in August, 6th grade students receive a whole-class orientation which consists of expectations, a tour of the school and an introduction to staff (office, library, and cafeteria).

Sutter Middle to Fowler High (Grade 8 to Grade 9) --
An incoming 9th grade freshmen parent meeting is held in the spring. The meeting outlines all graduation requirements, the school schedules, courses offered, CTE pathways options, A-G, etc. Staff also cover the myriad of ways students can be involved from sports, to clubs, to after school program.
Prior to the beginning of the school year, FHS Link Crew conducts a Freshmen Orientation Day where students are welcomed to the school. Students meet the admin team. The Link Crew leaders orient freshmen to the school through a variety of activities, games, culminating in a tour of the campus and a pizza lunch before they register.
All freshmen are placed in a yearlong Freshmen Orientation course that covers topics such as study skills, math and reading enrichment, health education, and the general rules, and culture of the school. Link Crew leaders provide peer support and guidance as freshmen study for finals.
A school guidance counselor meets with all 9th graders, 1:1 for a 10-15 minute counseling session to review school rules, courses, expectations, and to gauge how each freshman is acclimating to high school. Students in need of “extra support” are connected with the appropriate staff member for tutoring, social/emotional support.

Graduating seniors are provided with direct guidance and support from high school counseling staff to complete the FAFSA application and apply for financial aid.

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:

The district does not use Title I funds to identify and serve gifted and talented students.

Only a single school in the district, Sutter Middle School, uses Title I funds to support making its library program more effective. Those funds are generally used to provide greater access to technology. FUSD is committed to supporting 21st century teaching and learning. Given the pace at which new internet tools emerge, such as blogs, wikis, and podcasts, district staff recognized the need to teach the safe, effective, and ethical use of these digital age technologies to students, staff, and parents. The district also provides links to sites and resources that can be used to educate and learn about internet safety.
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:

The district provides a system of professional growth and advancement opportunities that are integrated with our district and school plans for improving student outcomes.

New teachers participate in professional development activities designed to provide background knowledge, skills, and information in the areas of the standards, technology, special education, and student engagement. In the past few years, the district has contracted with curriculum and instruction experts to provide professional development in best practices for core content teachers and instructional aides. Teachers who are interested in extending their impact beyond the classroom may apply to be district academic coaches. Those interested are encouraged to engage in the course work and field work to acquire their administrative credentials and advanced degrees.

Professional learning for principals and other school leaders is integrated with the teachers’ professional development. It is the district’s belief that leaders are also “lead learners” (Fullan, 2015), and as such, are best served with a better understanding of the key concepts and actions for which they will be providing support. Having our school leaders possess an understanding of the process will be especially important as we build collective efficacy with our Achievement Teams. This professional learning will also provide a leadership strand that builds their efficacy as leaders and coaches. Principals are provided professional learning that is more specific to their roles; including training about school planning, plan alignment, and using the school plan more strategically. Principals and other schools’ leaders may also attend professional learning opportunities offered out-of-district, if they have identified a particular area in which they need additional training.

The overarching goal of our professional development efforts is to strengthen collective teacher efficacy. Goddard, Hoy, and Hoy (2000) define this as “the perceptions of teachers in a school that the efforts of the faculty as a whole will have a positive effect on students.” These shared beliefs affect the culture of the school and shape its system of beliefs. School site teams promote collaboration with the purpose of improving teaching, learning, and leadership. The process provides a structure for teachers and leaders to specifically identify areas of student need and collaboratively decide on the best instructional approaches. Using research on evidence-based practices, the collaborative teams select strategies for improving performance, working toward specific, measurable performance goals.

Both time and money are scarce resources, and the demands for both are endless. However, the district understands the extraordinary benefits to our students of a strong professional development program for all staff. Such a strong program is even greater benefit to our at-risk student populations. To that end, the district first commits a significant amount of LCFF funds to support professional learning, particularly for new teachers, based on the needs-assessment. These efforts are supplemented by Title I funds at the school sites, based on SPSAs that are aligned to the district’s LCAP. At a district level, Title II funds are also used to supplement the basic professional development provided to teachers, administrators, and paraprofessionals.

The professional learning system is inherently aligned, as all activities are targeted toward the district’s LCAP goals. The TK-8 goals, actions, and services are all aligned with the district’s, so any action taken to supplement those is immediately aligned with the LCAP. Each school’s projected academic, behavior, and attendance outcomes are also aligned with those being measured by the district, including all appropriate outcomes from the California School Dashboard.

The system for professional development described in this section is all about getting better and getting results. This annual cycle of assessment, planning, implementation, and evaluation has created a district culture of continuous improvement. As part of the district and each school’s planning process, stakeholders engage in these steps in order to sharpen our efforts on behalf of our students. It is in our district DNA.
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:

The district has no schools identified for CSI, TSI, or ATSI.

The district conducted an assessment of its ineffective, inexperienced, and out-of-field staff and found that no disparities exist among schools. Consequently, we have not identified a need to prioritize expenditures of Title II funds to schools. Our student population served by this section are almost equally distributed among schools, so Title II funds are used equally for professional development activities for all teachers. Districtwide, students with disabilities are our highest-need student group, and professional learning activities to meet their needs are provided to all teachers.

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:
Professional learning planning begins with an analysis of student data, an assessment of educator effectiveness, a review of progress on district initiatives, and data on the effectiveness of our professional development activities. Equity is a critical component of our improvement efforts, and the data from the California School Dashboard is used in conjunction with local data, such as iReady, etc., to identify areas in which our at-risk student groups are not meeting standard in ELA, math, English language development, behavior, attendance, or progress toward readiness in college or career. State and local data are also used to identify performance gaps between student groups and the district as a whole. Teachers, parents, and students are surveyed for their improvement ideas. Classroom observation data are reviewed, and conversations held among school leaders and their teams. From these data, the district constructs an assessment of the needs of our students, teachers, leaders, and community. It is this needs assessment that informs and undergirds the following years' professional learning plan.

In examining data for student groups, results for SWD indicate the need for support in Math and in decreasing the Suspension Rate and Chronic Absenteeism. Homeless Youth are also being suspended at a higher rate than the general student population. In these areas, and others, the district has developed differentiated outcomes to close achievement gaps among all of our groups by raising the achievement of those who are struggling. The professional learning program described above, that include mathematics, PBIS, and building teacher efficacy are all intended to work to that end.

FUSD recognizes that the affective domain is critical to students' success, and that any effective professional learning system must include a component that addresses social-emotional and behavioral needs if students are to thrive. To this end, the district has made a significant commitment to train all staff in Positive Behavioral Interventions and Supports (PBIS). This is an ongoing commitment that involves all staff at all schools. The district has also provided teachers with training in Kagan structures to increase students' engagement in classroom learning activities.

All teachers are surveyed annually and asked to indicate their greatest professional learning needs. The district then uses those data, along with other data described above, to determine a course of professional development for the coming year.

The system for professional development described in this section is all about getting better and getting results. This annual cycle of assessment, planning, implementation, and evaluation has created a district culture of continuous improvement. As part of the district and each school's planning process, stakeholders engage in these steps in order to sharpen our efforts on behalf of our students. This evaluation and needs assessment have generally occurred each spring as part of the plan development process. The district is currently consulting on developing a planning process and calendar that would involve the district and schools examining available data on an on-going basis during the school year.

As part of the district's annual LCAP development process, all stakeholder groups, including teachers, principals, paraprofessionals, specialized support personnel, parents, including parents of English Learners and students with exceptional needs, and community partners are consulted on the plan. The professional learning activities on which they are asked to comment include Title II, Part A-funded activities. Additionally, educators, students, and parents are surveyed on how effective current professional development efforts have been, and what activities might be added or improved. Parents and teachers, along with students at the secondary level, are also consulted as part of the School Site Council meetings, where the district and school plans are reviewed for suggestions. Progress on professional development activities is also reported annually to the district Governing Board. As stated above, these activities have generally been once a year, and the district is considering a plan to engage in evaluation more frequently during the school year.

The evaluation activities described in the preceding paragraphs are inherently aligned, as all evaluation activities are targeted toward the district's LCAP goals, outcomes, actions, and services. The elementary and middle schools' goals, actions, and services are all aligned with the district's, so any evaluation of those is aligned with the district's overall evaluation. Each school's projected academic, behavior, and attendance outcomes are also aligned with those being measured by the district, including all appropriate goals from the California School Dashboard, and it is progress toward those goals that forms the basis for the evaluation of Title II activities.
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:

Improving the instruction and assessment practices of English Learners has been a primary focus for FUSD. Our LCAP Goal 3, Actions 3, 6, and 9 are specific to that purpose, and the underlying principle is to provide our English Learners with full and complete access to the curriculum.

To this end, the district has provided and will continue to provide staff development that supports and enhances basic ELD instructional programs and to both designated and integrated ELD. The Title III funds the district receives supplements the district’s commitment by providing targeted professional development. Those activities have included the area of Integrated and Designated English Language Development (ELD). Staff were trained and continue to be trained by the Tulare County Office of Education (TCOE) ELA/ELD Staff Development and Curriculum Specialists. Designated and Integrated ELD training take place throughout the school year by grade level or grade span by TCOE ELA/ELD Staff Development and Curriculum Specialists.

Professional learning has included an entire day set aside for ELD professional learning. Marshall, Malaga and Fremont Elementary School teachers participate in ELD training with an emphasis on the reading and writing tasks. Fowler High School and Sutter Middle School staff focused on integrating listening and speaking skills. District ELD support teachers and instructional coaches follow up these trainings with observations, modeling, and coaching to reinforce learnings.

The district’s work with teacher collaboration is expected to have a significant two-fold impact on the quality of instruction received by English Learners. The first is based on research that shows that, when teachers are convinced of their collective efficacy, learning outcomes increase for all students. We believe that enhancing the belief that all of our students can learn has an even more powerful impact for our English Learners. The collaborative teams will also be more capable of using assessments and data to target instruction to the specific needs of learners. This will also have a salutary effect on instruction for English Learners, for whom one size does NOT fit all, and who may come to us with very different needs.

The district also understands that, moving forward, it will be in the best interests of our English Learners to continually review our current Title III-funded practices and make whatever revisions or changes are necessary to align those practices with the English Learner Roadmap.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district receives a small amount of funding to provide enhanced instructional opportunities for immigrant children and youth. Those funds are used to provide bilingual classroom aides for intervention and support.

Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)
Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:
The district is committed to providing our English Learners complete access to the full curriculum. Within that goal, more than $500,000 has been budgeted to help reach the expected, improved student outcomes. Title III funds supplement the district’s commitment by providing targeted professional development. Those activities have included the area of Integrated and Designated ELD. Designated and Integrated ELD training take place throughout the school year by grade level or grade span by TCOE staff.

To supplement the core program, English Learners are encouraged to participate in activities intended to support progress and achieve proficiency in English. After-school tutoring is offered at all levels. Both certificated and classified staff provide in-school support for English Learners. At the secondary level, the district seeks to ensure that English Learners have access to a broad curriculum and activities, including opportunities to participate in college preparation activities, AP courses, and CTE/ROP programs. Though not funded with Title III monies, these supplemental opportunities are an important experience for our English Learners.

Designated and Integrated ELD are implemented at all sites. Implementation of each is monitored by site administration through walkthroughs and monitoring of student achievement. Monitoring of lesson plans, grouping, progress, and student achievement takes place at all sites during early release times.

Unless otherwise appropriate, students are placed in an Structured English Immersion (SEI) program and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Students are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive additional supports needed for them to be reclassified as fluent English proficient.

FUSD teachers continue to refine their ELA/ELD lessons to ensure ELD standards are met at the TK-12 levels. Content area lessons include specific focus on integrated ELD, engagement strategies, and checking for understanding in order to meet the needs of all students, including English Learners.

Data on each English Learner is collected regularly and utilized for measuring proficiency and academic achievement, along with progress monitoring, reclassification, parent notification, and to develop individual learning plans. Site and district administration monitor student progress throughout the school year.

The district also provides the following evidence-based actions and services specifically directed to EL students to continue academic gains on state and local assessments and close achievement gaps between English Learners and the district-wide student population:
- EL curriculum and instruction experts to provide professional development;
- ELD intervention and supplemental materials and Reading/Literacy/ Technology instructional programs;
- Multiple district-wide Academic Coaches to provide intervention services;
- Additional intervention and support at the 9-12 level.

The state performance metrics and indicators are used to measure the progress of English Learners, particularly in relation to their peers in other student groups. As closing achievement gaps is one of the primary goals for which federal funds are appropriated, it is among the district’s fundamental purposes. The district also uses local interim assessments to measure the progress of English Learners during the school year.

In addition to ELAC and DELAC, each school provides a minimum of four parent education nights. Each night covers literacy, math, science, and technology. The focus for all sites is on the improvement of the topic of focus and to provide parent education. English Learner parents are provided with specific ideas on how to help their children in each area of focus.

The DELAC, composed of parents of English Learner students, is provided the opportunity to review the district’s plan for Title III expenditures, as are members of the ELAC at each school site. Since Title III activities are created to supplement and enhance the actions described in the LCAP, the draft LCAP is presented to both DELAC and ELAC. Feedback on how best to meet the needs of our English Learners is incorporated into the plan. DELAC members may also review the LCAP in Spanish, in order to more easily offer specific thoughts on each District goal.

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**English Proficiency and Academic Achievement**

ESSA SECTIONS 3116(b)(2)(A-B)
Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district has a variety of tools that enable school sites to retrieve achievement data on state and local assessments. Aeries makes a variety of relevant data available, including English Learner progress. These data help us identify students not making expected progress so we can implement changes before the student gets further behind. Initially and throughout the year, school sites are presented with relevant data on all students including English Learners.

At the school site level, staff review the data and determine the levels of intervention required for students not making satisfactory growth. In collaborative meetings, teachers look at grade level data to collectively analyze needs of the students and devise classroom strategies including interventions for English Learners. Teachers and other staff meet regularly to track student progress, including English Learners, and adjustments are made in levels of instruction needed and appropriate instructional strategies. At the district level, Educational Services staff monitor English Learner student progress regularly. Communication between the district and site level staff is frequent and specific to English Learners who are not making progress, and the elementary Instructional Specialists and secondary ELD teachers help with progress tracking. Site and district staff collaborate to identify English Learners who are at-risk of becoming LTEL or who are already considered LTEL. In collaboration with Instructional Specialists and ELD teachers, the high school staff devise a plan for each LTEL and at-risk LTEL including appropriate placement, instructional materials, supplemental materials, communication with parents and other staff, and graduation requirements for high school students. This plan is implemented and revised as needed to ensure student growth.

The district expectation is that English Learners will progress by at least one level each year on the State language assessment. For English Learners scoring at the lowest level on the State language assessment, this means that they should reach proficiency in English and be eligible for reclassification within four to five years. Progress for English Learners on the State language assessment is monitored year to year with the expectation that all will show at least one level of growth. For those English Learners who do not show growth, the district helps sites to identify these students and collaboratively devise an individual learning plan tailored to English Learner students’ needs.

The district is able to monitor individual English learners through the use of multiple measures including the State language assessment (ELPAC), CAASPP, district benchmark data generated through a variety of assessments, and formative assessment from the classroom. The state performance metrics and indicators are used to measure the progress of English Learners, particularly in relation to their peers in other student groups. As closing achievement gaps is one of the primary goals for which federal funds are appropriated, it is among the district’s fundamental purposes. The district also uses local interim assessments to measure the progress of English Learners during the school year in order Local assessments include, but are not limited to, iReady, BAS Reading, district writing assessment, and publishers’ assessments.

Of particular importance in this process are long-term English learners (LTEL). Frequent monitoring of LTELs by the school sites and the district is essential in helping them make satisfactory progress in English in order to be eligible for reclassification. English Learners who become LTELs present a challenge that must be met in determining how we can move these students to proficiency in English. The effects of being an LTEL are far reaching as they affect these students all the way through high school and beyond. The district requirement of frequent, data-driven monitoring is intended to focus on LTEL students with the end result being a comprehensive plan to move LTEL students toward English proficiency. The district’s hiring of a specialist to work with secondary LTELs reflects our commitment to rise to the challenge.

Evidence from the Fall, 2019, California School Dashboard suggests that the district’s initiatives have had positive impacts. Results for English Learners were:
Dashboard ELA Growth -- +3.6 points from prior year
Dashboard Math Growth -- +13 points from the prior year
However, the district has not achieved the level of results that it wishes for its English learner students, and has identified closing gaps for those students as a priority by developing multiple actions to address their needs.
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:
As part of the district’s annual LCAP development process, all stakeholder groups, including teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, including parents of English Learners and students with exceptional needs, and community partners are consulted on the plan. Access to a well-rounded education, creating safe and healthy environments, and the effective use of technology are all reviewed with stakeholders. Additionally, teachers, administrators, students, and parents are surveyed on how the district can continuously improve the safety and healthiness of the schools’ environments. The surveys have a significant impact on district planning. Parents and teachers, along with students at the secondary level, are also consulted as part of the School Site Council meetings, where the district and school plans are reviewed for suggestions. Progress on activities to support the technology, to increase access to a well-rounded curriculum, and to create safe and healthy environments are also reported annually to the district Governing Board. The input from these efforts is used to plan activities in each area and are used to inform the Title IV planning.

The district receives a Student Support and Academic Enrichment (SSAE) program allocation of about $56,000. The comprehensive needs assessment process used to determine how those funds are spent is described in the last paragraph below. Additionally, the District conducts annual comprehensive needs assessments as part of its LCAP evaluation and continuous improvement process, as does each school site as part of its SPSA evaluation process.

Funds will be utilized to implement effective programs and activities for all students, including technology programs in the areas of literacy and mathematics.

The primary objectives for the district’s use of Title IV funds will be to improve students’ academic outcomes in literacy and mathematics, and to provide services that further engage our students in a positive school climate that meets students’ social-emotional needs.
In support of a well-rounded education, the District will increase opportunities for students in grades 4-12 to engage in band and choir activities.
To support the social-emotional needs that promote safe and healthy students, the District will increase students’ access to mental health services by hiring a psychiatric intern.
To support the effective use of technology in schools, the District will support a Chromebook replacement schedule so students have access to up-to-date, reliable devices.

The data from the California School Dashboard will be used in conjunction with local data, such as iReady, attendance rates, student surveys of school connectedness, etc., to identify areas in which we are meeting our expectations for supporting our students. Equity is also a critical component of our improvement efforts, and our at-risk student groups are not meeting standards in ELA, math, or English language development. Furthermore, chronic absenteeism data, attendance data, and most recent student survey data indicate that an increased number of students become disengaged from school during the pandemic.

The aforementioned data will be examined to identify and address performance gaps between student groups. Teachers, parents, and students will be surveyed for their improvement ideas. Classroom observation data will be reviewed, and conversations held among school leaders and their teams. From these sources, the district will construct a needs assessment that informs and undergirds the following year’s Title IV planning. This annual cycle of assessment, planning, implementation, and evaluation has created a district culture of continuous improvement. As part of the district and each school’s planning process, stakeholders engage in these steps in order to sharpen our efforts on behalf of our students.