

20-21 Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Fallbrook Union Elementary SD

CDS code:

37-68114-0000000

Link to the LCAP:

(optional)

www.fuesd.org/lcap/

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.)*

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

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.

Fallbrook Union Elementary (FUESD) has elected to align all expenditures and local area plans to our district "Blueprint for Success". We layer our funding starting first with ensuring all basic services are provided via the general fund. We then look to our LCFF- Supplemental Concentration Funds to enhance and support the goals/actions of our LCAP for the benefit of our unduplicated students. In order to maximize the use of ESSA funds, we have chosen to build on goals and actions that focus specifically on our underserved students (SED, EL). FUESD has used ESSA funding to provide additional support in specific goal areas to supplement the actions and services for our highest-need students. The District utilizes federal funds to supplement and address the identified academic achievement gap and social-emotional needs through instructional support, a comprehensive professional development plan for staff, and enhance staffing. The 18-19 CA Dashboard revealed English language arts for the subgroups of English Learner, Socioeconomically Disadvantaged and Students with Disabilities declined by one level (Yellow to Orange) in this indicator, additionally our English Learners declined by one level (Yellow to Orange) in Mathematics while our Socioeconomically Disadvantaged and Students with Disabilities (SWD) maintained the Yellow range. It was identified that Students with Disabilities and Socioeconomically Disadvantaged student groups did not share this positive suspension trend, scoring Orange. This identified weakness supports the need for social-emotional supports for Socioeconomically Disadvantaged students. Our 20-21 universal screening data for ELA and math are commensurate with Dashboard identified areas of weakness. The federal funding provided by ESSA will be used to support aligned instructional practices within and beyond the school day. The key features supplemented include the following: Professional development provided to certificated teachers through job-embedded coaching (Goal 1); Professional development to support integrated units of study, personalized learning, and leadership development (Goal 1, Goal 2); Professional development focused on differentiated tiered instruction to support the implementation of Multi-Tiered Systems of Support (MTSS), and Social Emotional Learning (Goal 1, Goal 3); Enhanced staffing and supplemental instructional materials to provide intervention support within the MTSS model (Goal 1, Goal 2, Goal 3); Support focused on providing a college and career readiness pathway for our students, through a focus on STEM, counseling

support, and the creation of a college and career framework (Goal 1, Goal 2); Creating opportunities for teachers, team, and staff collaboration by providing planning time through focused PLCs, and data analysis days (Goal 1, Goal 2); Student and family engagement experiences focused on parent education and workshops driven by parent needs and requests (Goal 4). FUESD has elected to focus Title I, Title II, Title III LEP & Immigrant, and Title IV for the 2020-2021 School Year on additional supports needed for our students who are not meeting grade-level standards or reaching language proficiency goals. The following strategies are supplementing initiatives to provide expanded services for our student groups (SED, EL) by providing: job-embedded professional development to support the EL Leadership Team oracy initiative, including opportunities for EL data analysis, and ongoing EL strategy training for certificated staff; additional instructional staffing for intervention within our 3rd through 8th-grade language academies, and for tier II and tier III intervention teams to support additional literacy, language, and/ or mathematics for students not meeting grade level expectations; early childhood intervention through a district centralized Preschool Program that includes a parent education component and transition support to kindergarten district-wide; counselors to address social-emotional learning and the social-emotional needs of our student through proactive classroom instruction, small groups, and crisis intervention; Supporting the implementation of PBIS, restorative practices, trauma-informed professional development, and the collective development of a college and career readiness framework; Focusing professional development on supporting teachers in the common instructional framework used in FUESD, support for remote/distance learning, differentiated instruction for language and literacy, leadership, and personalized learning; supplemental materials for language acquisition, intervention, hands on learning experience, and our physical education/ health programs, as well as release and planning for teachers to identify student needs, monitor student progress and align instruction to meet student needs, specifically to benefit high need students with achievement gaps and English learners. Aligning additional parent engagement opportunities and education with parents requested areas of need per our 2019-20 annual district needs assessment.

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.

[Fallbrook UESD includes some actions and services in the LCAP to demonstrate the progress of base services to the use of supplemental concentration for the benefit of the unduplicated student group to supplemental services provide to expand or add additional services for targeted groups such as Socio-Economically Disadvantaged, English Learners, Migrant, and Immigrant student groups. The district has ongoing, regular monitoring of our goals and actions for effectiveness, areas that need improvement, supplemental areas that can be supported by federal funding, as well as administrative staff support for planning, data analysis, and budget alignment. Our strategic program and budget planning are circular in nature and is continuous. Once state and local funding resources are accounted for, federal funds are then used to layer the remaining unfunded activities using the most current regulations and guidance for the use of supplemental federal funds. To support the district through this cycle, we focus on using only research-based programs and strategies to support our student growth and learning. To support congruence and equity across the district, all of the individual school Single Plans for Student Achievement goals reflect alignment to the district's LCAP and the district's "Blueprint for Student Success 3.0". To support stakeholder group discussions throughout the year at both the school site and district levels, an alignment document has been created to help explain state and federal funding and their relationship to programs and services.

Examples of LCFF Funded actions/services that are supplemented by federal funds are as follows:

- Teacher's On Special Assignment/Instructional Coaches- TOSAs (Goal 1)
- Counselors (Goal 3)
- Intervention program staffing - Certificated Teachers/Intervention Technicians (Goal 1, 2)
- Preschool/Early Childhood Intervention (Goal 4)
- Professional development (Goal 1, Goal 2, Goal 3)
- Supplemental materials and supplies for STEM, EL supports, intervention (Goal 1, 2)
- Additional parental involvement and education activities (Goal 4)

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:

FUESD regularly participates in annual credential audits to support both Williams compliance and to ensure we are monitoring educator equity. We work with the San Diego County Office of Education Credential Department, hire an outside audit firm, pull the Certificated Staff Experience Report by school, available through CDE, and annually complete a Title I Comparability Report. In April of 2019, the district completed the Williams Credential Audit with the San Diego County Office of Education demonstrating 100% compliance. We have no teacher misassignments, or "out-of-field teachers." In addition, we have no teachers falling in the ineffective category. Our 2017-18 Certificated Staff Experience Report compiled by CDE shows districtwide we have 24 total first- and second-year teachers, who are considered inexperienced. Our first- and second-year teachers, however, are distributed across the school site with no site having more than a total of four, ensuring equity across schools. Even our school site average of services ranges between 12-16 years. Our 2019-2020 Title I Comparability report demonstrated comparability across schools. These data sources demonstrate that there are no teacher-quality disparities for our minority or low-income students. To ensure this does not change moving forward, FUESD's Human Resource Department is committed to hiring quality, qualified teachers; hiring only appropriately credentialed teachers with EL authorizations, while ensuring that inexperienced teachers are distributed across school sites.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

FUESD does not have any schools identified for either CSI or ATSI/TSI, this section is "Not Applicable" at this time.

Shared leadership occurs through our district parent committees, District Advisory and District English Learner Advisory with site leadership committees, School Site Council, English Learner Advisory, and site parent volunteer corps. To ensure site councils and advisory groups understand their leadership roles, elected members receive training on their roles and responsibilities, LCAP planning and input, school budgeting, and decision making. Staff is also trained on ways to effectively engage families and adequate resources are entitled to support parent engagement activities. All school sites receive no less than 1% of Title I parent involvement funding that is integrated into their Single Plan for Student Achievement (SPSA). These funds will be used to provide parents directly with materials needed to support their topics of learning. Many programs are in place that builds strong parent and family engagement opportunities and programs in FUESD. They are foundational in supporting strong school-family partnerships in our school community. The District Parent and Family Engagement Policy and each school has a Title I Parent Involvement Plan which is reviewed and revised with parent input annually on voted on by the School Site Council/District Advisory Council and shared with parents at Back-to-School Night, and the school site Title Parent Informational Meeting, copies are made physically available at this time. This policy is posted on our district website and site plans are also posted on each school's website. Parent input from our annual needs assessment is used in the development of our Parent and Family Engagement Policy as well as the input given during our first DAC/SSC/DELAC/ELAC meetings of each year. Each year our district and site personalized this plan and policy to ensure they include multiple parent education and family engagement opportunities, based on parent input received from the annual needs assessment and staff input after an analysis of student data. District level outreach services and parent education programs are organized through the Director of Curriculum and Instruction office. These programs include but are not limited to District Parent Technology/Cyber Safety Night, Parenting Classes and partnership, and parent workshops focused on supporting Social Emotional Learning, supporting students in learning the content standards. All parent engagement and education workshops, District or Site, are focused on topics requested by parents in our annual needs assessment and focus on supporting parents in understanding a variety of topics that range from state academic standards, assessments – local and state, understanding student progress monitoring tools, what is Title I and III? via our annual site parent Title Information Nights, sharing program purpose, requirements, and what it looks like within FUESD and at the site. The tone of our parent educational opportunities, workshops, and classes are focused on supporting students' growth and success, long and short-term, in becoming career and college ready. All information related to school and parent programs, meetings, and other activities are posted at the school site 72 hours before events. All-calls are also sent out sharing messages with parents prior to events, as well as event flyers are sent home digitally and made available in paper form for those that do not have digital access. All communications, to the extent practical, are sent home in a format and language parents can understand, this includes but is not limited to the site parent Title I compact, ESSA program placement notification for English Learners, progress reports and report cards. FUESD has "Welcome Center" staff and other staff available to provide reasonable supports, such as interpreting and child care, to encourage parent involvement as needed. Our parent involvement is not only supported via Title funds, but includes the coordination of other

programs, such as Migrant Education PAC, English Learner parent groups such as DELAC/ELAC, CS Preschool Program PAC, and family engagement via STEM and the Arts. We partner with our PTAs and the local library to provide parent opportunities throughout our community. Finally, via LCFF, we have a centralized district "Welcome Center" to support parents with basic school system needs. Due to COVID, parent meetings and group training are hosted virtually in English/Spanish. One on one supports may be provided in person or face to face.

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:

Fallbrook UESD has eight Schoolwide programs, and one Targeted Support Program, currently in the process of upgrading to Schoolwide. All schools complete an annual comprehensive needs assessment in order to ensure all students, particularly those who are low achieving, demonstrate proficiency or above levels of achievement. In addition, all schools follow an ongoing progress monitoring cycle to review the effectiveness of their programs through Single Plan for Student Achievement (SPSA's) monitoring protocols. All goals and actions in their SPSAs are aligned to research-based practices, to the District's LCAP and "Blueprint for Student Success 3.0," while being driven by specific site and school community needs. SPSAs are developed through a collaborative site process, including site-level planning, data analysis, and the identification of student needs. They also reflect LCFF supplemental concentration site allocations and expenditures that support actions and services. All school SPSAs are shared to the public on their school websites, are a part of regular School Site Council Meetings, and involve participants from all stakeholder groups. Neglected or delinquent: NA

Our one Targeted Support Program SPSA incorporates all the same elements of our schoolwide program, however, their plan clearly delineates how students are identified for targeted services, through the universal screening process, selecting eligible students that are in need of academic intervention to close the achievement gaps in ELA and math. Participation of all stakeholders in identifying eligible students is a part of the development and implementation of the TSP site's SPSA, which is ongoing as throughout the school year and as new student data is available.

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:

Fallbrook UESD provides a liaison through our Department of Pupil Personnel Services, who works with school site attendance clerks to ensure that homeless children and youth are identified and provided with needed supports. The liaison is available to support families with enrollment needs and maintaining continuous enrollment by ensuring regular communication and contact. This service is provided through the general fund. Title I Funds are utilized to support services that will mitigate the negative impact of poverty and increase student attendance and success. They include provision for transportation to school of origin as well as support services for reduction of absenteeism, i.e., absentee follow-up, after-school tutoring support, if necessary. In addition, funds provide school supplies and backpacks, as well as clothing/gym clothes and other necessary school or household items to allow students to participate in school activities academically, socially, and emotionally.

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:

To support student transitions from preschool to kindergarten, FUESD does set aside a portion of Title I funding to supplement our district California State Preschool Program to ensure quality preschool education for our socioeconomically disadvantaged population. The Mike Choate Early Childhood Education Center is open to all interested eligible families in our district. In addition, the district hosts an annual “Kindergarten Round-Up” event to support families with the transition of preschool-aged students to kindergarten at each elementary school site districtwide. At this event, schools provide information to parents regarding entrance, enrollment, curriculum and program options. This event is also advertised in our local newspaper and shared via district social media.

The middle school hosts a late Winter information meeting for students and families transitioning from our elementary schools to our single comprehensive middle school, as well as a Spring Open House, and a student “Where Everybody Belongs” (WEB) day, which allows students to spend a day on their future middle school campus. As FUESD is a Kinder through 8th grade district, we also work in partnership with our local Fallbrook High School to provide articulation time between the middle school and ninth grade teachers, district articulation between our Educational Services Departments, and we coordinate district summer programs and communications for our exiting 8th graders. Our middle school participates in the California State University of San Marcos “Promise” Program. These forms of articulation support our work and alignment as we are reworking and developing our courses of study and our Pk-8th Grade College and Career Framework. As we are a district that does not include a high school, we will not be addressing the high school to postsecondary education transition.

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:

FUESD does allocate funding for centralized professional development focused on language, literacy, math, and science. Centrally, funds are used to support a portion of job-embedded professional development provided by instructional coaches. Finally, funds are allocated to support early childhood intervention for our high need qualified population, we have a set aside to support our Title IV Preschool. At this time, FUESD does not use Title I funding to support the identification of or serve gifted and talented students, nor do we set aside funds to support 1112(b)(13) B. These items are, however, addressed with state funding.

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:

Fallbrook Union Elementary School District is committed to providing targeted and ongoing professional development to all staff. The Educational Services Department develops an annual professional development plan based on a needs assessment and new or continuing district initiatives. Some specific trainings to be included in the 2020-21 annual plan will be Summer Professional Development focused on supporting staff with remote/distance learning, Math instructional best practices for hybrid/distance learning with UCI, Personalized Learning through Project/Problem Based Learning, and integrated literacy training for our 7th and 8th grade ELA teachers. Our Human Resources Department also annually provides ongoing training to all new employees entering the district through a new employee orientation, and provides the BTSA program for all first- and second-year teachers. In addition to an initial orientation, Curriculum and Instruction provides all new teaching staff to the district additional training around the district-designed common instructional framework, which includes training in our student information system, student data and reporting system, and other digital district support programs. Principals and other school leaders participate in all certificated professional development, administrative job-embedded coaching, as well as participating regularly in Principals' Council mini PD to support site leadership. These targeted professional development opportunities are designed to support site leadership with ongoing instructional initiatives, enhance instructional knowledge, and is intended to grow future site leaders. FUESD is deeply invested in building capacity among our teachers and staff by training leadership teams such as Leader In Me Lighthouse Coaching Days, to reinforce site teacher leadership. Through our certificated evaluation process staff are required to reflect on their professional growth, set goals for growth, and provide evidence through this process of measured growth. To ensure continuous improvement in our system, all professional growth opportunities are evaluated by participating staff who provide feedback to the trainers on effectiveness and needs. FUESD also looks at walkthrough observations for implementation patterns and trends to support the evaluation of our annual plan. In addition to the PD feedback forms and observational data, the District looks at student progress monitoring data such as CAASPP scores, district universal screening and interim assessment results, and personal learning inventories.

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:

Fallbrook Union Elementary School District was not identified as in need of comprehensive support and improvement, nor were any schools identified as in need of targeted assistance. In the case that support and improvement are needed for CSI or TSI schools, FUESD will prioritize funding based on the highest percentage of students within the identified area in the district or school, providing professional development and support based on district and/or school needs assessments and an analysis of local data in the area of need identified by the CA Dashboard. Funding will be allocated based on a per-pupil allocation within the identified student groups at a minimum. FUESD determines Title II funding is used based on professional development survey, professional development feedback evaluations, and identified needs based on the district Blueprint and LCAP goals. Title II

funds opportunities district-wide for a variety of learning opportunities to new certificated staff, teacher leadership development, school leadership, classified staff, and all certificated teachers. Funds are used in a centralized manner to the groups listed above unless a school has been identified to have additional needs via our local and state data. In the 20-21 school year, additional Title II has been allocated to provide district wide support in the area of remote/distance learning and technology. Since it is the district's policy to focus professional development on areas of need, whether content or site, we will continue to evaluate programs, analyze data, and address CA Dashboard weakness annually. If identified as CSI or TSI funds base on highest percentage children count will be directed to support improvement for the identified site(s), a comprehensive plan will be developed in alignment with the need, and then other needs will be considered.

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:

Fallbrook Union Elementary School District begins evaluation of its Title II program with an annual Professional Development survey to receive feedback on topics and areas of need that they would like considered in the school year. This survey is done in the Spring, so the information would be available as we created our districtwide professional development plan. In addition to an annual professional development (PD) needs assessment, the District collects feedback and evaluations following all PD sessions to monitor their effectiveness from the participant's perspective in an ongoing manner. We use student, coaching and other instructional data to help evaluate the effectiveness of the overall implementation of new strategies and programs that tie to the professional development offered, when applicable, annually. Fallbrook Union Elementary encourages meaningful consultation with all stakeholders: All Certificated Staff (teachers, principals, and other school leaders) participates in the annual professional development needs assessments (Spring/Fall); Paraprofessionals and specialized instructional support staff provide direct feedback immediately following professional development days (ongoing as tied to PD given); Teachers, Principals, Paraprofessionals, and other school leaders through our LCAP Input process have an opportunity to share topics and professional development needs with the District (from late Winter to Spring annually); Parents, through School Site Council, LCAP Input Sessions, District DELAC and DAC, have the opportunity to review the district professional development plans and provide recommendations (Fall and Spring discussion as a part of our program monitoring cycle); FUESD works closely with community partners, such as the after-school program providers, military liaisons, law enforcement and fire to provide training opportunities that are relevant to their expertise (as needed) The Director of Curriculum & Instruction coordinates its Title II, Part A activities to include opportunities for the FUESD participating private schools through ongoing consultation, and supporting them with evaluation of their annual professional development needs assessments. Finally, the District's Human Resource Department coordinates new teacher training, new employee orientation/training, as well as BTSA to support quality recruitment and employee retention, by committing to meet the training needs of all employees.

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:

In the 2020-2021 school year, FUESD plans to continue with our EL Leadership Teamwork, EL strategy training focused on ELD standards and EL instructional strategies, how to differentiate instruction to meet the needs of varying language proficiency levels, and expand our understanding of English Language Learner Assessment beyond the ELPAC. FUESD will also continue professional development focused on oracy, academic language discourse, and strategies to support vocabulary acquisition. These professional development opportunities are provided to all staff working with our language learners, including administrators, instructional paraprofessionals, and instructional coaches in order to ensure equity across the district for all our language learners. All new teaching staff to the district will continue to participate in our district's common instructional framework training, which includes training on EL strategy training and ongoing job-embedded instructional coaching throughout the year at their school sites. School site and district staff will participate in the EL leadership project to help develop an understanding of our English learners at the different language proficiency levels, expand our understanding of the English learner experience at different grade levels and content courses, and identify the specific needs of our English learners. This professional experience will support teachers in their ability to meet the needs of their English learners while supporting them with analyzing instructional practices and their implementation of targeted curricula that focus on language acquisition. It will be delivered in a series of asynchronous/synchronous PD sessions, broken up by action periods and onsite implementation following an improvement research-based model described as action learning – “acquire, implement, and assess improved practices.” FUESD's EL strategy training and ongoing work with ELD standards implementation in both the designated and integrated content settings, as well as our commitment to developing oracy and academic language discourse, has been designed to support increasing student's English language proficiency and subject matter knowledge through effective instruction delivered by highly skilled and knowledgeable teachers and instructional paraprofessionals. The professional development provided with this specific funding source builds on the district's common instructional framework training and its continuous commitment to providing the classroom teacher with the skills and strategies to plan intentional, differentiated lessons that support student learning. Our EL program is evaluated using the annual goal of individual EL student growth by one language proficiency level (entering and exiting PLDs) found in all schools' Single Plans for Student Achievement and the District's “Blueprint for Student Success 3.0.” As well as, reviewing our ELD progress monitoring assessments throughout the school year, analyzing our Summative ELPAC scores, reclassification rates, district Language Learner Progress Monitoring assessments (ADEPT, Express, Gap Finder, FOLSOM) and the CA Dashboard indicators for ELs.

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:

Fallbrook UESD provides enhanced instructional opportunities for immigrant students by supplementing our Language Academy Program with additional staffing, Intervention Technicians, and additional materials and supplies to support extended English language development time, and small group foundational skills instruction for English Language Arts and Mathematics. This also may include the purchase of primary language materials to support students with content instruction and language transference. The Language Academy was a result of input through LCAP Feedback Sessions, recommendations from the District DAC and DELAC committees, and the increased numbers of immigrant students entering our school district in 3rd-8th grade over a three-year period of time. FUESD through the general fund provides 1.5 certificated intervention teachers to provide support to immigrant/newcomer students and their classroom teachers as they navigate the new US schooling system and the acquisition of a new language. Program placement is supported and determined by an LCFF-supplemental concentration funded "Welcome Center/Language Assessment Team," that does individual intake meetings and interviews with entering families along with local academic assessments and primary language assessments to determine appropriate placement. Funds will also be used to provide supplemental take-home learning kits to support distance learning language instruction at home.

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:

FUESD believes effective early literacy instruction is a keystone to both our answer to first best instruction with a systematic process of integrating foundational skills in the early years and is a strong part of our Multi-Tiered Systems of Support (MTSS) for all students. All students in grades K-8th will be monitored using a universal screener for both ELA and Math using Star 360. All K-8th-grade teachers, along with principals and intervention teachers, will be trained on using Star 360, interpreting results, modeling strategies, modifying instruction, identifying students for intervention, and providing small group targeted instruction. These strategies are supported through the general fund. Fallbrook UESD provides the following effective programs and activities to assist English learners to increase their English language proficiency and meet the challenging State academic standards: FUESD provides direct support to English Learner students through the addition of two part-time intervention technicians to lower groups size and provide targeted language interventions for our Language Academy students. The technicians provide additional early literacy, foundational math, strategic and intensive ELA/ELD beyond the mandated core to provide a double dose focused on closing both the academic achievement gap as well supporting the acceleration of learning the English language. FUESD has developed a long term professional development plan focused on

Values for Educating English Learners (Anstrom, and others 2010; Genesee, and others 2006; George Washington University Center for Equity and Excellence in Education 2009; Understanding Language 2013) to support our English Learners, the English Learner Improvement Plan (ELIP). The ELIP includes the continued development of the "Fallbrook EL Leadership Team" made up of teacher leaders from each school site serving EL through professional learning and implementation of best practices. This team will meet 4 times annually for professional development followed by implementation and reflection learning and strategy implementation cycles. In addition, this ELIP plan will continue to reflect on the data provided in 19-20 from our EL Student Shadowing Project which focused on the EL experience, evaluating instructional practices, and identifying patterns and trends with our English Learners that need to be addressed using an asset-based approach. This ongoing project is in its 3rd year of implementation and focuses on the instruction of EL/LTEs using improvement science tools focused on the four principals of the CA English Learner Road Map. Title III funding continues to support additional English/Spanish language intervention before and after school at sites, along with additional 3 additional planning 1/2 days to focus on EL needs, beyond the PLC model and shortened Wednesdays. All sites are provided additional resource materials to supplement EL student instructional needs (August and Shanahan 2006). Title III money provides supplemental materials for ELD instruction as well as primary language support materials language materials. District-wide we purchase MyOn News for all level 1 language learners in 2nd through 8th grade, Direct Instruction in Spoken English to supplement our newcomers, leveled academic readers to support gaps in academic achievement focus on information reading, Educeri to support ELD instruction, and targeted intervention materials for ELA and math that are used to support English Learners beyond the core (Launch to Literacy). Finally, Title III funds are used to provide parent engagement and involvement opportunities annually through a minimum of two district-wide parent nights, and a series of parenting classes that work with our EL parents in understanding the education system, language acquisition, A-G requirements, drug awareness, mental health, technology and digital citizenship, and how to support academic standards. FUESD uses our annual needs assessment and student proficiency data to determine needs, as well as stakeholders (Teachers, Administrators, and Parents) input is provided through our district committees, EL Leadership Team, DELAC, and DAC. An analysis of this data (needs assessment, student proficiency data) and CA Dashboard EL indicator will be used to measure program success

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:

Our students access California State Standards (CSS) across our district at every grade level through the use of Units of Study and use of our district-adopted curriculum. The Units of Study are an inclusive set of intentionally aligned components, clear learning outcomes with matching assessments, engaging learning experiences, and instructional strategies, organized into sequenced

units that serve as both a detailed road map and a high quality delivery system for ensuring that all students achieve the desired end: college and career readiness. Each year our teachers and staff support the evolution of our Units of Study through intentional planning and the application of new strategies and skills. This is a long-term teacher-driven process and not a one-time event. The key to success is to plan, implement, and revise in incremental steps over time. Teacher support, input, and feedback is an important part of the process and includes the integration of ELD strategies into unit development. Fallbrook UESD also provides supplemental materials to support level designated ELD instruction through ELD Links and Direct Instruction in Spoken English. All adopted materials are aligned to the California State Standards and have embedded supports that meet the language acquisition needs of students, including our students at risk of being a long-term English Learner and Long Term English learners. All English Learner (EL) students receive instruction in the strands of Reading, Writing, Speaking and Listening, and Language as integrated ELD in addition to a minimum of 30 minutes of daily designated ELD. Integrated and designated ELD coaching and standards implementation support is provided through job-embedded coaching opportunities. This coaching is critical to planning and delivering instructional strategies and activities that are effective and ensure actions to improve EL student performance. The method by which teachers will respond to student learning needs while being accountable meeting site student achievement goals will include the administration of frequent formative and performance assessments integrated within our Units of Study. Each site has specific goals focused on the annual growth of English learners and annual growth in ELA and mathematics for students. Sites will be held accountable for meeting English acquisition through the universal screening of EL using placement tools at the beginning of the school year, the required progress monitoring with the mid-year EL assessment and End Of Year, along with expected growth on ELPAC, and the site annual review of students meeting reclassification criteria. In addition to these EL assessments and required progress monitoring, EL students have language and academic achievement goals that are monitored by our district interim assessment in ELA and Math as described in our annual assessment plan. Annually, site data is reviewed by the school board, site administrators, teachers, and our parents, this data includes data provided by the CA Dashboard. Weekly our grade level and sites engage in professional learning community (PLC) work, teachers and staff are given time to plan and analyze data to discuss: What do we want students to learn? How will we know they have learned it? What will we do if they did not learn it? and What will we do if they already know it? Common assessments and interim assessments serve as another measure for teachers to elicit evidence of learning, analyze the evidence, provide students with specific standards-based feedback, modify instruction to meet the current needs of their students, and clarify upcoming learning intentions. We will look for evidence that students know the learning goal and success criteria, can answer the feedback questions and are actively engaged in the formative process. In addition to PLC time, instructional walkthroughs, and leadership teams will continue to enhance teachers' pedagogical skills and develop a culture of collaboration. (Marzano, 2011) Annually, FUESD works to ensure a diverse representation of stakeholders across the district by including SSC, ELAC, DELAC, DAC, and LCAP Input Coffee and Conversations at each school site, the certificated and classified unions in our annual plans (LCAP, LEA Plan, and SPSA) and budget development. In the Fall, these groups review goals and focus on how the implementation of our plans will be visible through the services we will provide, and then again in the Spring to monitor the success of our plans by reviewing student data and program evaluations. It is at these times stakeholders are informed of the use of our Title III funds, along with all other specialized program funds.

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:

After reviewing our current programs and needs, it was determined through our annual needs assessment, analysis of our CA Dashboard, and consultation with stakeholder groups, including DELAC/DAC, that Title IV funding would be used to supplement the following district initiatives focused on supporting a well-rounded education, safe and healthy students, and personalized learning linked to the effective use of technology. FUESD acknowledges the funding percentage caps and minimums and we plan to integrate the objectives of the funding to align and connect all three sub-areas on a "personalized learning" approach. More than 85% of the funding has been dedicated to section 4107 and section 4108. The objective of our Title IV program is to strengthen learning opportunities for our students while aligning district initiatives to create a more comprehensive educational experience for our TK-8th-grade students. By increasing teacher knowledge and understanding through professional development that supports knowing and understanding our students' as a whole child, they will be better able to understand and address the unique needs and interests for their students engaging them in learning opportunities that will prepare them for career and college, while providing them with a safe and nurturing environment. At least 20% of the funding has been used to support Well Rounded Education through the implementation of a districtwide career and college readiness (CCR) framework and providing additional materials and supplies to support hands-on learning experiences in STEM and NGSS. Using the initiative of personalized learning to gathering student strength and interest data, we are able to support the integration of CCR across the curriculum and expand our STEM for all. At least 20% of the funding has been used to support Safe and Healthy Students through providing additional professional development that supports social-emotional learning (SEL), trauma-informed and restorative practices, the implementation of Panorama (SEL assessment tool) and Positive Behavior Support Systems, and providing additional planning time and supplemental materials to our physical education teachers to enhance the elementary program. The District using strengths and interests data, is able to build stronger relationships with our students, create learning environments where students feel safe and engaged. Effective Use of Technology: providing support to our personalized learning initiative through the purchase of Thrively, a digital strength, and interest-based inventory to help teachers understand the unique qualities and interests of their students, and support students in leveraging

their interests in learning and exploring future careers. This purchase includes the software program and teacher professional development for a total of \$9,000 dollars. This area will provide staff with information about their students that they can link to both supporting a career and college readiness and providing them with learning experience ideas that support various modalities of learning. It also supports teachers with understanding individual students gives insights into their social-emotional state through interests and introduces them to personal characteristics that will support them with healthy habits. In addition to these activities, a portion of our district lead counselor will be funded here. This counselor position addresses both safe and healthy students and well-rounded education by providing direct services to school sites through professional development for all counselors district-wide, the coordination of materials and programs that support both career and college readiness (career days, college days, A-G plans, and classroom lesson support to teachers focused on CCR, etc) and social-emotional learning. Annually, the California Healthy Kids Survey, CA Dashboard Suspension, and Chronic Absenteeism indicators, and physical fitness assessments data will be used to help determine the effectiveness of our programs related to Social Emotional Learning, health, and safety, along with growth and positive changes in our the social emotional data provided by Panorama our new social emotional universal screen tool. Observational data and user data will be used to determine increases in personalized learning, use of Thrively and hands-on experiences provided to our students. Ongoing professional development feedback following trainings will be used to determine the effectiveness of listed professional development offerings.