

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

School Year

2025-2026

Date of Board Approval

June 24, 2025

LEA Name

Fallbrook Union Elementary School District

CDS Code:

37681140000000

Link to the LCAP:

(optional)

<https://www.fuesd.org/lcap/>

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.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

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's "Blueprint for Student 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 on our specific student groups (low-income, EL, FY, and HE). 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 enhanced staffing. In the 2024-2025 academic year, the California School Dashboard revealed that overall performance in English Language Arts (ELA) fell within the Green and Mathematics fell within the yellow performance band, showing an overall increase in both for All. Specifically, subgroups such as English learners, Hispanic, and socioeconomically disadvantaged students performed at this level, with students with disabilities performing in the yellow band for both ELA and Mathematics demonstrating positive growth. However, we did demonstrate progress on the English Learner Progress Indicator, marked by an orange rating, indicating a 7.8% decrease in performance, with 47.8% of students making progress. It was identified that the Homeless student group demonstrated low performance in both ELA and Math in the red. This identified weakness supports that while we saw a slight improvement in attendance there are still significant needs for academic, social-emotional programs and services for our homeless students. When reviewing our CAASPP - ELA and Math scores align with areas of weakness identified in the Dashboard with LTELs, EL, and homeless student groups showing gaps. The federal funding ESSA provides will be used to support aligned instructional practices within and beyond the school day.

The critical features supplemented include the following: Professional development provided to certificated teachers through job-embedded coaching (Goal 2); Professional development to support literacy/language engagement, standards based student centered lesson design, and leadership development (Goal 1, Goal 2); Professional development focused on differentiated tiered instruction to support independence and the implementation of Multi-Tiered Systems of Support (MTSS), and Social Emotional Learning (Goal 1, Goal 2); Enhanced staffing and supplemental instructional materials to provide intervention support within the MTSS model (Goal 1, Goal 2); Support focused on providing a college- and career-readiness pathway through a focus on STEAM and career connections, social emotional support via counselors and social workers, physical well-being and a continued focus on planning to support our specialized student groups (Goal 1, Goal 2); Creating opportunities for teacher, 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 3).

FUESD has elected to focus Title I, Title II, Title III LEP, and Title IV for the 2025-2026 school year on additional support needed for our students who are not meeting grade-level standards, are reaching language proficiency goals, or need social-emotional intervention. The following strategies are supplementing initiatives to provide expanded services for our student groups (SED, EL, Long-term EL, Homeless, Hispanic) by providing: job-embedded professional development to support the ELD and Instructional Leadership Team, including opportunities for EL data analysis, monitoring of LTELs and ongoing EL strategy training for certificated staff; additional staffing to support intervention programs at schools, 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 districtwide; counselors to address social-emotional learning and the social-emotional needs of our students through proactive classroom instruction, small groups, and crisis intervention; supporting implementation of PBIS, restorative practices, trauma-informed professional development, and college- and career-readiness programs; focusing professional development on helping teachers in the common instructional framework used in FUESD, support for use of technology to enhance learning, differentiated instruction for language and literacy, leadership, and student engagement in learning; supplemental materials for language acquisition, intervention, hands-on learning experiences, and physical education/health programs, provide teachers with time for planning and collaboration to identify student needs, monitor progress, and align instruction accordingly 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 2024-25 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 actions and services in the LCAP that demonstrate progress of base services. It also shows the use of supplemental concentration for the benefit of the unduplicated student groups to supplemental services provided to expand or add additional services for targeted groups such as Socioeconomically Disadvantaged, English Learners, and Migrant 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 Plans for Student Achievement goals reflect alignment to the district's LCAP, the district's mission, our Governing Board goals, and our district vision (Portrait of an 8th Grader). To support educational partnership 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:

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

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

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

In FUESD, 76% of our total student population meet the poverty criteria of Title I. Schools with more than 40% of the students meeting Title I eligibility receive school-wide funding with our schools funded based on greatest need and in ranking order. Schools that receive Title 1 funding that have more than 30% but less than 40% are eligible for targeted services. Schools below 30% of eligible students are not funded, however, they may receive centralized services such as professional development. At this time, we have no targeted or unfunded schools.

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) – *Not Applicable to Charters and Single School Districts.*

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.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

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, annually complete a Title I Comparability Report, and annually FUESD completes an internal review of educator equity. 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 do not have any teachers who fall in the ineffective category. Our 24-25 FUESD internal review of Certificated Staff Experience and Educator Equity study showed that districtwide, we have 11 total first- and second-year teachers, who are considered inexperienced. Our first- and second-year teachers were found to serve across the district, supporting equitable distribution. Each Spring, we review Educator Equity data to ensure our highest-need ranking schools are comparable. Our school site's average of services ranges between 12-15 years. Our 2024-2025 Title I Comparability report and CDE FPM review demonstrated comparability across schools as well as appropriately credentialed teachers in all assignments. The administrative team will continue to be mindful when hiring teachers to ensure that we maintain our teacher equity balance and appropriately assigned teachers. 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.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> • 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 (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>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 the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

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

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

FUESD does not have any schools identified for either CSI or TSI, this section is "Not Applicable" at this time. If schools are identified, FUESD will work with parents to explain the notifications and information sent out to them regarding this status.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans

3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, 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; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the 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), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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 engage families effectively, and adequate resources are entitled to support parent engagement activities. All school sites receive no less than 1% of Title I parent involvement funding integrated into their School Plan for Student Achievement (SPSA). These funds will be used to provide parents with materials needed to support their learning topics. Many programs are in place that build 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 and 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, hard copies are available at that time. This policy is posted on our district website, and site plans are 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 is given during our first DAC/SSC/DELAC/ELAC meetings of each year. Each year our district and site personalize 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 partnerships, and parent workshops focused on supporting Social Emotional Learning and 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 student 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, and event flyers are sent home digitally and made available in paper form for those that do not have digital access. To the extent practical, all communications 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 Bilingual School Community Service Support Assistants at our in-town elementary school sites and other staff available to provide reasonable support, such as interpreting and meeting facilitation, to encourage parent involvement as needed. Our parent involvement is not only supported via Title funds, it includes coordinating other programs, such as Migrant Education PAC, English Learner parent groups such as DELAC/ELAC, California State Preschool Program PAC, and family engagement via family events (STEM, Literacy, and the Arts), parent/family workshops, and opportunities for parents to dialogue with the school administrative staff (Coffee & Conversation, etc.) We partner with our PTSA's and the local library to provide parent opportunities throughout our community. Parent meetings and group training are hosted in-person, virtually, and hybrid (face-to-face/ virtually) in English/Spanish. These supports will remain available in the 25-26 school year; however, our district DELAC/DAC have set a goal to increase attendance to workshops, and parent dialogues.

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.

FUESD currently does not receive funding for neglected nor delinquent students. Our community day school program includes access to Title Part A funding not Part D. The Santa Margarita Academy focuses on 7th and 8th grade students in the district that need an alternative setting to the traditional school environment. Placement is driven by a need for a more specialized program that provides a more intensive structured setting that has social-emotional, behavioral interventions embedded to ensure student needs are met regardless of the funding source.

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 nine schoolwide programs. 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 School Plans for Student Achievement (SPSAs) monitoring protocols. All goals and actions in their SPSAs are aligned to research-based practices, to the district's LCAP, 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 with the public on their school websites, are a part of regular School Site Council Meetings, and involve participants from all Educational Partnership groups.

Neglected or delinquent: NA

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 Student Support Services (Senior Director of Student Support Services), who works with school site attendance clerks and social workers to ensure homeless children and youths 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. Staff development may also be provided with these funds to support our liaison and social working team with supporting our homeless children and youth.

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.

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.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The middle school hosts a Spring information meeting for students and families transitioning from our elementary schools to our single comprehensive middle school, as well as a Spring Open House.

As FUESD is a kindergarten through 8th grade district, we work in partnership with our local Fallbrook High School District 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 works with their leadership teachers to prepare a 5-year plan focused on career-college readiness and high school graduation. These forms of articulation support our work and alignment as we are reworking and developing our courses of study from PK to 8th grade. As we are a district that does not include a high school, we

will not be addressing the high school to postsecondary education transition. However, we do offer a future Warriors day and schedule high school staff visits to Potter Jr. High School.

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 and focused PLC work. Finally, funds are allocated to support early childhood intervention for our high need qualified population, we have set aside funding to support our Title V 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:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

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 2025-26 annual plan will be Summer Professional Development focused on supporting staff with intellectual engagement (active participation in learning), writing, and instructional strategies, BeGlad, integrated literacy approaches, math instructional best practices, and best practices to support social emotional well-being of educational partners.

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, Educational Services 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 Administrative 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, providing targeted feedback, and is intended to grow future site leaders. FUESD is deeply invested in building capacity among our teachers and staff by training leadership teams 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 (academic and social emotional) and interim assessment results.

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).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

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 identified student groups at a minimum, after the district uses the majority of the allocation to support class size reduction.

FUESD determines Title II funding areas based on the professional development survey, professional development feedback evaluations, and identified needs based on the district LCAP goals. Title II fund opportunities districtwide 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. 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 weaknesses annually. If identified as CSI or TSI funds base on a highest percentage of 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:**Address these questions:**

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

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 create 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 community partners: All Certificated Staff (teachers, principals, and other school leaders) participates in the annual professional development needs assessments (Spring); 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's 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 Resources 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.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In the 2025-2026 school year, FUESD plans to continue with site Instructional Leadership Teams which will focus on Designated ELD implementation, EL strategy training focused on ELD standards, EL instructional strategies that are culturally and linguistically responsive, how to differentiate instruction to meet the needs of varying language proficiency levels (language objectives), and expand our understanding of English Language Learner Assessment beyond the ELPAC. FUESD will continue professional development focused on academic language discourse, strategies to support vocabulary acquisition, while adding language objectives to support integrated ELD. 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 strategies and ongoing job-embedded instructional coaching throughout the year at their school sites. District coaches (teacher on special assignment), new intervention teachers, new STEAM teachers, and classroom teachers will be provided with BeGlad training and EL strategies to support our English learners districtwide.

School site and district staff will participate in professional development at the school sites, and instructional leadership 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, identify the specific needs of our English learners and how to scaffold instruction to support those needs. 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 and language development. It will be delivered in a series of hands-on mini PD sessions, broken up by action periods and onsite coaching 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 strong 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 School Plans for Student Achievement and the district's LCAP. 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, Benchmark/Study Sync) 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.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Fallbrook UESD provides enhanced instructional opportunities for English learners and immigrant students by supplementing our school site intervention programs 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 to support language acquisition. This also may include the purchase of primary language materials to support students with content instruction and language transference as well as Spanish language assessments.

In order to support inclusive learning environments, FUESD will be focused on providing intervention services that support our students' unique needs. FUESD through LCFF funds provides an equivalent to 4 certificated intervention teachers to provide support to English Learner Services and their classroom teachers as they navigate language learning, immigrant students new US schooling system and the acquisition of a new language. Our identification and progress monitoring of English learners is supported and determined by an LCFF-supplemental concentration funded Bilingual School Community Service Support Assistants at the school site, they conduct individual intake meetings and interviews with entering families along with local academic assessments and primary language assessments to determine appropriate placement and needs. The Support Assistants also provide support to parents as they learn to navigate our schools.

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.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

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, if needed, on using Star 360, interpreting results, modeling strategies, modifying instruction, identifying students for intervention, and providing small group targeted instruction. Additionally, there will be training on identifying, monitoring, and supporting English Learners and the various English Learner groups (LTEL, RFEP, Etc.) In 25-26, teachers will continue to participate in the co-plan, co teach cycle with our adopted ELD curriculum component that supports our Language Arts adoption focused on incorporating English Learning Strategies that support listening and speaking. 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 part-time intervention technicians to lower groups size and provide targeted language interventions for our level 1 and 2 students who are at risk or long term. 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 site instructional leadership teams will meet 4 times to support staff with professional development and data monitoring needs followed by implementation and reflection learning and strategy implementation cycles with on-site job-embedded learning days with the site instructional coach. In addition, teachers will reflect on the data provided by local and state assessments that will focus on the EL experience, EL student dialogue, designated instruction that allows for ELPAC aligned tasks, and oracy practices, evaluating instructional practices, and identifying patterns and trends with our English learners that need to be addressed using an asset-based approach. Our schools will be building their knowledge as PLC teams 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 after school at sites, as we understand building on primary language supports learning and making connections to the world. 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. Districtwide we purchase "Hello!" to supplement our newcomers, leveled academic readers to support reading opportunities focused on information reading, and targeted intervention materials for ELA and math that are used to support English learners beyond the core.

Finally, Title III funds are used to provide parent engagement and involvement opportunities annually through a minimum of three districtwide parent nights, and a series of parenting classes that work with our EL parents in understanding the education system, language acquisition, A-G requirements, academic support at home, mental health, technology and digital citizenship, and how to support healthy choices (nutrition/drug awareness). FUESD uses our annual needs assessment and student proficiency data to determine needs, as well as educational partnership (Teachers, Administrators, and Parents) input is provided through our district committees, site Instructional 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 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.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

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 provides supplemental materials to support additional English language instruction, beyond the core ELD curriculum. 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. All English Learner (EL) students receive instruction in the strands of Reading, Writing, Speaking, 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 levels 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 educational partners across the district by including SSC, ELAC, DELAC, DAC, and LCAP Input at each school site, the certificated and classified unions in our annual plans (LCAP, LCAP Federal Addendum, 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 community partners 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)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

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.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

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 educational partnership 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. Multi-tiered systems of support will be a focus of this year's funds.

At least 20% of the funding has been used to support Well Rounded Education through the implementation of a districtwide VAPA programs tied to 4 C's and providing additional materials and supplies to support hands-on learning experiences in STEM, VAPA and NGSS through our STEAM labs and elective offerings.

At least 20% of the funding has been used to support Safe and Healthy Students who demonstrate engagement in school 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 our fitness program. The district using strengths and interests data is able to build stronger relationships with our students and create learning environments where students feel safe and engaged.

Effective Use of Technology: providing support to our computer adaptive learning programs through the purchase of digital programs that focus on the whole child to help teachers understand the unique assets of their students both academically and social emotional. This area will provide staff with information about their students. It 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.

Annually, the California Healthy Kids Survey, Panorama data, 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. Observational data and user data will be used to determine increases in personalized learning 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.