

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

LEA name:

Fontana Unified School District

CDS code:

36677100000000

Link to the LCAP:

(optional)

[https://www.fusd.net/LCAP/
LCAP2019.pdf](https://www.fusd.net/LCAP/LCAP2019.pdf)

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.)*

[Enter all applicable programs here.]

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.

FUSD uses evidence-based practices within a multi-tiered system of supports for meeting the academic, linguistic, behavioral, social/emotional and physical needs of all students. Federal funds are used to supplement and expand services, particularly for addressing the needs of at-risk and low performing students.

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.

Federal funds are used to supplement and expand services in the District's LCAP, particularly for addressing the needs of at-risk and low performing students.

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.

The district's Multi-tiered System of Supports (MTSS) is a systematic and wholistic framework providing structure for an integrated multi-tiered system of assessment, instruction, and intervention. Committed staff intentionally collaborate to provide and monitor preventative universal supports for the academic, linguistic, behavioral, socio-emotional, and physical needs of all learners within an inclusive environment.

For Tier I, the district focuses on ensuring all teachers are providing high quality instruction, beginning with designing lessons that allow equity and access for all students. The district follows the universal design for learning model and focuses on providing teachers professional development and coaching support to ensure a well-balanced curriculum, instruction, and assessment system is in place and high impact strategies are embedded into each lesson for all content areas K-12. Elementary, middle and high schools have 4 required Common Formative Assessments (CFA) with items selected by grade-level teams that align with current (2019) Fontana USD curriculum guides. The CFAs are designed to assess students at a moment in time and provide information to teachers about what to teach and/or reteach to make timely adjustments in instruction and support student learning.

For Tier II, district support teams work closely with teachers to provide additional, targeted instruction for students who have been identified with unique needs such as language support, academic, behavioral, and/or social/emotional support, small group instruction, and/or other individualized accommodations or modifications.

For Tier III, the district and site teams work closely together to support students who are at-risk for academic failure and need intensive intervention. The team reviews academic needs through multiple measures such as teacher observation, daily classroom formative assessment, district CFAs, student grades, and/or screening assessment such as NWEA MAP (Measures of Academic Progress), SAT, Scholastic Reading Inventory/Lexile, Math Inventory/Quantile and A2i (Assessment 2 instruction). In addition, attendance, behavior and social-emotional data are reviewed. All student information is used to identify the root cause(s) for low academic performance. Once identified, students receive supplemental or intensive support(s) to address the root cause(s). These services are differentiated based on student's need. For example, different supports are provided for behavior versus academic skill gaps and may be provided in class and/or outside of class. To monitor progress and the effectiveness of the intervention supports, entrance and exit criteria are used as well as a variety of curricula and computer adaptive software. The information provided allows teachers to differentiate with instructional strategies and provide additional support such as small group instruction, extended learning opportunities, strategic and intensive intervention activities and classes.

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Through our student data program Q, sites have access to monitor the number of suspensions. The data program breaks data down by ethnicity and is in real time. In addition, the Child Welfare and Attendance (CWA) office distributes a customized suspension report for each school site quarterly. When the first report is developed and distributed, CWA contacts each site principal and reviews the current suspension data to identify potential disproportionality. The report allows schools sites to monitor the Education Codes students are being suspended for, as well as ethnicity, gender, special education and English Learner status. The office of Child Welfare and Attendance also provides customized training to school sites on discipline logging to ensure accuracy in data collection and monitoring. Twice a year, administrators are updated on new laws impacting student discipline.

In collaboration with the office of Multi-Tiered System of Supports (MTSS), sites are offered trainings in Restorative Practices, PBIS and Social Emotional Learning supports to develop a tiered response of interventions to reduce suspensions and problematic behaviors. Currently, 17 out of 44 schools are designated as Positive Behavior Intervention and Support (PBIS) sites who are required to utilize the above-mentioned trainings for improving climate and culture as well as provide SEL support. During the 2018-2019 school year, CWA and MTSS identified the 10 schools in the district with the highest suspension rates and offered a training through Public Counsel to identify potential barriers, including conscious and unconscious biases relative to ethnicity and gender, leading to the number of suspensions.

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.

State, local and Perkins funds are used to support CTE and WBL activities and student support services. At this time, district and site level Title funds are not used to support CTE and WBL.

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.

We ensure our low-income and minority children have access to effective teachers, principals, and other school leaders with our systemic evaluation process that is strictly monitored. Our administrators receive evaluation training from our Human Resource Division as well as coaching support for principals who have ineffective staff. We have recent dismissals of ineffective permanent teachers and non-reelection of ineffective probationary teachers. Through our annual position monitoring, we ensure that all teachers are appropriately credentialed. Our data run shows that our new teachers are relatively evenly distributed among all sites since 2016.

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.

FUSD will provide opportunities for parents to participate in decision-making related to site and district initiatives (i.e. LCAP, SAC, DELAC, ELAC, SSC, GATE, PTA, CAC, etc.). Parents will also be provided additional opportunities to participate and learn about EL programs and services by attending district/site trainings and identified conferences. Centralized Translation and Interpretation Services will be provided in order to support parent participation and involvement. The district will provide required communications to parents in a timely manner including: identification as EL, program placement options, program placement notification, English language proficiency level (as determined by ELPAC results and any local English Proficiency assessments used), academic achievement level, re-designation information, and at the high school level, graduation requirements and annual

notification of their students' progress toward meeting those requirements. In addition, using Title III LEP funds the district will go above and beyond communicating the required EL notifications and informational meetings and provide a 3-day series of parent workshops specifically designed to inform, engage, and empower EL parents in the academic career of their students. Building upon the EL parent workshops, Title III Immigrant funds will be used to provide a series of workshops specifically designed to meet the needs of our immigrant English Learner parents. The workshops will assist immigrant parents learn about the U.S.A. educational system and how to help their child thrive in a new country and culture.

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.

FUSD uses the number of children eligible for Free/Reduced Price Lunch programs as the low-income measure to identify which schools are eligible for Title I funding.

The Fontana Unified Food Services Department determines eligibility for Free and Reduced Priced Meal benefits annually in accordance with the United States Department of Agriculture's (USDA) meal eligibility guidelines.

Student eligibility is determined in one of four ways: Direct Certification, Categorical, Income, or Foster Children, with each method having specific criteria for qualification as listed below:

Direct Certification

Direct Certifications are completed based on a data file received from the San Bernardino County Superintendent of Schools with pertinent student information prior to the beginning of the school year. Direct certification is for students participating in Food Stamps, KinGap, CalWORKs, and FDPIR, which automatically qualifies the students for free meals. For Provision 2 schools, direct certification is only performed in the base year.

Note: As of 2009/10 school year, the siblings of students who are directly certified for benefits as noted above are also considered directly certified and qualify for free meals, which has enabled more students to qualify.

Categorical Eligibility

- The names of the children for whom the application is made;
- A Food Stamp, FDPIR or KinGap case number – **7 Digit Formats**
- The signature of an adult household member

Migrant, Homeless and Runaway students are directly certified through the district's Homeless or Migrant liaison or other official sources. Students in these categories cannot have eligibility for these categories determined based on self-declaration on an application.

Note: As of 2009/10 school year, the siblings of students who are categorically eligible for benefits as noted above are also considered categorically eligible and qualify for free meals, which have enabled more students to qualify.

Income Eligibility

- The names of all household members;
- The amount and source of current income by each member and the source of the income or indication of no income by each member by checking the No Income box or noting Zero (\$0);
- The signature of an adult household member or the emancipated student; and
- The last 4 digits of the social security number of the adult household member who signs the application or an indication that the household member does not have one.
- Household income is compared to the "Income Eligibility Guidelines" published each year by the USDA in order to determine which level of benefits they qualify for.

Foster Children Eligibility

- The name of the child
- The child's personal income; and
- The signature of an adult household member, official of the court, or other agency responsible for the child.

Households wishing to apply for meal benefits under income, categorical or Foster Children eligibility may do so by completing a paper application for Free and Reduced Priced Meal Benefits or going online to securely complete an application.

Paper applications are scanned and electronically processed through the district lunch management software. This process coupled with online meal applications has increased the efficiency by which an application can be entered into the system, reviewed and an eligibility determination can be made.

Provision 2 Schools

The outlined application processing only applies to Provision 2 schools which are establishing a new base year. In the 2010/11 school year, Fontana Unified operated a new base year for 23 of its elementary schools due to the district boundary changes, to update information, and to add 3 additional schools to the Provision 2 program.

A residual benefit of establishing the new base year was that households who were applying for the Provision 2 elementary schools included the high school age siblings on the meal application. In prior cycle years of Provision 2, when an application was not necessary for students attending the Provision 2 elementary schools, households would not submit applications for the older children to qualify for the program. Therefore, high schools have seen an increase in students qualified for Free and Reduced-Price meal benefits.

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:

Describe the district's process for identifying disparities in inexperienced teachers:

Assignment monitoring will ensure that low-income and minority students as well as any other students are not taught by ineffective/mis-assigned teachers. Currently FUSD has only one mis-assigned teacher who will be appropriately credentialed effective 8/2019. As a result, minority and low-income students are not taught by ineffective/mis-assigned teachers at a disparate rate.

The LEA will access Dataquest through the California Department of Education to utilize reported relative percentages of minority and low-income students disaggregated by elementary, middle and high school levels. Disparity will be evaluated based upon the number of inexperienced teachers assigned compared to schools across the district of the same level.

Describe the distribution of inexperienced teachers working with low-income or minority students:

- FUSD elementary and middle schools exceed an average of 85% minority and low-income students. As a result, minority and low-income students are not taught by inexperienced teachers at a disparate rate. Some points to note:
 - Elementary schools reflect 0-3 inexperienced teachers across the District.
 - Dolores Huerta shows a disparity with staffing of inexperienced teachers at 50% as a result of being a new school with a Dual Language Immersion Program requiring bilingual authorization. Very few veteran teachers in the District possess this authorization resulting in more inexperienced teachers being hired.

- Middle schools show 3-6 new teachers per site.
- FUSD high schools exceed an average of 96% minority and 82% low-income students. As the percentage of minority high school students is relatively consistent across the district, they are not taught by inexperienced teachers at a higher rate. Some points to note:
 - Fontana High School exhibits a higher percentage of low-income students being taught by inexperienced teachers.

Describe how the LEA engaged stakeholders in its process for identifying strategies for addressing disparities that result in low-income or minority students being taught at higher rates than on students by inexperienced or teachers:

Annually, a committee comprised of teachers, site and district administrators, the Coordinator of Induction, Union leadership, and parents convenes to review data to identify potential disparities and strategies to address them.

Parent and Family Engagement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district engages families through a variety of supports and learning opportunities including food banks, clothing closet, parent university, special education university, and site-based family learning events in literacy, math and STEAM.

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:

All FUSD schools operate Title I Schoolwide Programs. As required, each school completes a School Plan for Student Achievement with the input of School Site Council, parents, teachers, staff, and secondary students, as applicable.

FUSD does not operate any Targeted Assistance Title I Programs.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district employs a community liaison to ensure our homeless students maintain school enrollment and that all schools comply with the enrollment laws under the McKinney-Vento Act. The liaison assists in coordinating transportation to allow homeless students to remain in their school of origin, assists families with finding housing, and provides students with school supplies and basic necessities. The homeless liaison works with all 5 comprehensive and 2 continuation high schools to assist in the identification of students that are eligible for AB 216/AB1806 graduation requirements. On a monthly basis, the homeless liaison attends county trainings and educates district staff on new laws impacting the students we serve. The liaison also visits our homeless students that are incurring a high number of absences to promote positive attendance as well as to coordinate transportation.

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:

Preschool Transition

All elementary school site Kindergarten and Preschool teachers work collaboratively in the development and implementation of activities that assist the preschool children in their transition from early education to elementary school programs. In addition, the curriculum in both grades is aligned for reading and language arts, as well as math. The goals of this program are:

- To increase family collaboration and involvement with the school and the transition process.
- To familiarize parents with the continuum of English Language Arts and Mathematics concepts and readiness skills.
- To increase children's familiarity with the Kindergarten setting.
- To provide children with the opportunity to engage in positive relationships with preschool peers, existing Kindergarteners, as well as staff in both grade levels.

Elementary to Middle School Transitions

5th and 6th grade elementary students participate in on-site middle school assemblies and educational counseling sessions to prepare them for a successful transition to middle school, academically, socially and emotionally.

Middle to High School Transitions

Middle school students participate in an 8th grade night held at each of the feeder high schools where parents and students receive information about the educational and support programs at each of the high schools. Middle school students also participate in summer bridge programs focusing on school connectedness/getting involved, math and literacy, project-based learning and educational field trips.

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:

State and local funds are used by the district and schools to support GATE and school library programs. The district provides all schools with a library specialist and a GATE Site Coordinator.

The district does not reserve Title I funds at the district level for Gifted and Talented Education (GATE) programs or school library programs. Schools use Title I funds in accordance with their School Plans for Student Achievement, which often include supports for GATE and school library programs.

TITLE I, PART D

The District does not receive Title I, Part D funds.

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:

FUSD supports teachers, principals, and school leaders throughout their career. Starting with beginning teachers who complete the Induction program during their first two years of teaching. The Induction program is a two-year job-embedded individualized program that is focused on extensive support and mentoring. New teachers are assigned a mentor, who works with them during the two years guided by their Individual Learning Plan. In addition to targeted professional learning opportunities teachers on assignment who provide job embedded support and coaching at schools to support teachers. Teachers are all on a PLC Team, based on their grade or content level. Each school sites have an Instructional Leadership Team who support the school with shared school leadership.

Principals and school leaders are supported by the Chief of Elementary Schools and Executive Director of Secondary Schools who provide support and coaching. School leaders are organized into a co-hort PLC to support each other. Monthly principal meetings provide professional learning to increase school administrators' instructional leadership capacity. Assistant principals have monthly

meetings to assist in taking on leadership roles at their sites as well as be prepared to fill principal openings. Also, principals and school leaders are provided opportunities to participate in academies and conferences.

Growth and improvement are monitored through academic assessments that measure student outcomes. Surveys are also conducted to gather data about teachers, principals, and assistant principals on needs to further their growth. A variety of learning walks are conducted throughout the year to look at implementation of initiatives and professional development, support principals in providing feedback to teachers to feed teachers forward on their own growth, as well as to look at trends across the district. As needs arise, we analyze the need to determine the root cause. Based on the identified root cause the need is addressed with either additional support, resources, or professional development.

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:

We have no schools implementing comprehensive support and improvement activities and targeted support and improvement activities.

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:

To ensure funds are used strategically to maximize educator effectiveness and student outcomes, the district continually examines relevant data to understand students' and educators' most pressing needs, including potential root causes of those needs given local context. We use interviews, focus groups, and surveys, as well as student data, school data, and educator data to provide insight into identifying our needs. We consult with our stakeholders, through our Instructional Leadership Design Team, to determine the approaches that are most likely to be effective. Members of this team are representative of our teachers, principals, district office departments, and bargaining unit. This team meets quarterly throughout the year.

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:

As part of the districtwide comprehensive EL Professional Development Plan to enhance services to ELs, Fontana USD will provide above and beyond professional development opportunities by:

- implementing an EL TOA Coaching Program: In order to support the instructional delivery of effective language instruction, EL TOAs will provide additional above and beyond professional development and coaching services to build capacity and support in-depth implementation of the essential language routines/strategies, integrated and designated ELD lesson design and delivery, highly effective research-based EL program components, and workshops to involve and engage EL parents.
- offering supplemental professional development opportunities on strategies to shelter instruction across the curriculum (ex. Thinking Maps: Path to Proficiency for ELs), including extra hourly, to better serve English Learners
- offering supplemental professional development to EL TOAs and appropriate staff members in order to build capacity and provide high quality professional development that is of sufficient intensity and duration to have a positive and lasting impact on curriculum, instruction, and assessment. This includes maintaining attendance to EL focused conferences and trainings (i.e., CAFE, ATDLE, Regional CAFE, CATESOL, County sponsored trainings etc.) in order to build their skills and abilities to build collective knowledge and understanding on how to better serve our English Learners.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The following actions will provide instructional opportunities for immigrant students and their families:

- Provide and distribute Supplemental EL instructional materials (i.e. Inside the USA & In the USA) addressing the specific needs of immigrant students in developing language proficiency while becoming accustomed and thriving in the U.S.A. educational system.
- Program Workshops for Parents of EL/Immigrant students: Above and beyond the required program components, and building upon the EL parent workshops mentioned in section E, the district will provide a series of Immigrant EL parent workshops to inform, engage, and empower parents in the academic career of their students, learn about the U.S.A. educational system and how to help their child thrive in a new country and culture.

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:

The district's LCAP/LEA Plan and the Master Plan for English Learners provide detail descriptions of the general base programs and services provided to our English Learners that meet state and federal mandates. Title III will provide supplemental services to support the implementation of the general base program, including integrated and designated ELD. The district's supplemental services supported by the implementation of Title III include:

- Provide above and beyond EL Specific Professional Development Opportunities to support language and academic achievement of English Learners
 - additional professional development through the EL TOA Coaching Program
 - extra hourly for additional above and beyond professional development trainings
 - extended learning/training opportunities for EL support staff to enhance their skills and abilities to support and train the school site

staffs on providing quality EL programs and services and researched-based high-leverage instructional practices to enhance the delivery of highly effective language instruction and targeted, scaffolded academic instruction

- Provide supplemental ELD instructional materials to enhance the language instruction provided during academic content and English Language Development lessons

- Provide opportunities for EL parents to become better informed and engaged in the educational career of their students

Provide specifically designed parent workshops for parents of English Learners and Immigrants

- extended learning/training opportunities for EL parents by supporting their attendance to trainings and conferences designed to address the design and implementation of highly effective EL programs and services

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:

The Title III funds are not distributed to individual school sites. The funds are centralized to provide systemic approach to providing districtwide supplemental supports to enhance the base program.

Annually, FUSD conducts a district EL Program Evaluation as well as informal and formal district program reviews to monitor effectiveness of districtwide program practices and services. In addition, school sites conduct individual site EL Program Evaluations as well as informal and formal site program reviews. As part of the site Learning Walks and the ILT process, ELD/ALD lesson delivery is observed. The Learning Walks will facilitate the observation and monitoring of quality integrated and designated ELD instruction. In

order to support the base accountability actions described above, Title III will be used to support teachers with additional coaching and trainings that would improve, increase, and intensify the effectiveness of their instructional delivery around English Learners.

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:

The district has prioritized the following in alignment with the Student Support and Academic Enrichment priority areas including providing students with access to a well-rounded education, improving school conditions for student learning, promoting safe and supportive school climates to reduce the use of exclusionary discipline, and promoting a healthy, active lifestyle.

More specifically, 46% of our fund allocation will be used to build a safe environment to promote student social and emotional health at the elementary levels. This includes additional school counselors and/or other forms of social emotional supports will be provided while at the to support the implementation of programs to improve academic, social and emotional outcomes for students including those who are at-risk of academic failure or dropping out of school.

In addition, FUSD will also work with Coast 2 Coast Coaching Inc., dba Sports For Learning Inc. using 34% of funds to provide programming to span from 8 - 15 weeks, 4 days per week, at 75% of the district's elementary schools. This program will include lunch recess support program that will blend STEM (Science, Technology, Engineering and Mathematics) and PBIS (Positive Behavior Interventions and Supports) into sports, inspiring children in academics as well as sports. This program will help students and support academic success by incorporating ELA, science, math, and technology into each learning opportunity for students.

Approximately 17% of funds will be used for the enhancement of our VAPA program in performing and visual arts, music, and dance for both elementary and secondary while the remaining portion will be used to provide before & after school tutoring and support for foster youth students.

LCAP Federal Addendum Actions and Services

LCAP GOAL 1: Increase Proficiency and Strategic Thinking

Metric(s) for monitoring the effectiveness of Actions/Services:

- Software usage and Student Growth Reports
- ELA and math Common Formative Assessment data
- A2i assessment data
- PD Surveys

2019-20 Actions/Services	Pupils to be served	2019-20 Estimated Cost	Federal Funding Source
Provide equitable Services to private schools	Low achieving private school students residing in FUSD boundaries	\$77,630	Title I
Implement Early Literacy Initiative with program support in targeted elementary schools to build K-3 literacy skills and close the achievement gap. <ul style="list-style-type: none"> • Contracted Services for United2Read • Curricula, software, instructional materials, and printing • Student laptops/carts, headphones and related technology • Teacher collaboration time and Professional development 	K-3 students at participating schools	\$1,522,916	Title I
Implement small group, differentiated instruction through an academic Multi-tiered System of Supports <ul style="list-style-type: none"> • 30 - Instructional Support Teachers and PLC additional hourly • Curricula, software, instructional materials, and printing • Student headphones and related technology, such as CD players • Teacher collaboration time and Professional development (subs) 	K-12 students	\$4,769,077	Title I
Implement Enhancement for our Visual and Performing Arts and music programs <ul style="list-style-type: none"> • Dance Collaborative program expansion • Support the instrumental program at FoHi 	K-12 students	\$171,499	Title IV
Total Estimated Cost for This Goal:		\$6,369,623	Title I
		\$171,499	Title IV

LCAP GOAL 2: Promote Multilingualism and Multiculturalism

Metric(s) for monitoring the effectiveness of Actions/Services:

- SBAC and ELPAC

2019-20 Actions/Services	Pupils to be served	2019-20 Estimated Cost	Federal Funding Source
Provide and distribute supplemental TK-12 ELD instructional materials including materials for ALD courses in middle and high schools and supplemental materials for EL/SpEd	English Learners Immigrant Students	\$6,793 \$49,826	Title III LEP Title III IMM
Maintain EL TOA Coaching Program to provide professional development and coaching to support in-depth implementation of the essential language routines/strategies, highly effective research-based EL program components, and workshops to involve and engage EL parents. District and school-based professional development plans will identify professional development and coaching support needed from EL Services. Maintain 15 EL TOA positions, including EL/Pathways to Biliteracy TOAs.	English Learners	\$976,449	Title III LEP
Maintain supplemental professional development opportunities on strategies to shelter instruction across the curriculum (ex. Thinking Maps: Path to Proficiency for ELs), including extra hourly, to better serve English Learners	English Learners	\$5,000	Title III LEP
Provide supplemental professional development to EL TOAs and appropriate staff members in order to build capacity and provide high quality professional development that is of sufficient intensity and duration to have a positive and lasting impact on curriculum, instruction, and assessment. This includes maintaining attendance to EL focused conferences and trainings (i.e., CABE, ATDLE, Regional CABE, CATESOL, County sponsored trainings etc.)	English Learners	\$8,000	Title III LEP
Maintain additional opportunities for English Learner parents to participate and learn about EL programs and services (i.e., attendance to trainings and conferences such as CABE and Regional CABE).	English Learners	\$10,000	Title III LEP
Above and beyond the required program communication, maintain EL Program Workshops for Parents of ELs to inform, engage, and empower EL parents in the academic career of their students.	English Learners	\$3,000	Title III LEP
Above and beyond the required program communication, maintain EL Program Workshops for Parents of EL Immigrant students to inform, engage, and empower EL parents in the academic career of their students	Immigrant Students	\$15,000	Title III IMM
Total Estimated Cost for This Goal:		\$1,009,242 \$64,826	Title III LEP Title III IMM

LEA GOAL 4: Cultivate Effective Teachers and Leaders

Metric(s) for monitoring the effectiveness of Actions/Services:

- Software usage and student Growth Reports
- ELA and math Common Formative Assessment data
- PD Surveys

2019-20 Actions/Services	Pupils to be served	2019-20 Estimated Cost	Federal Funding Source
Develop and provide training for school leaders on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions.	All students, particularly those not meeting proficiency state academic standards	\$150,000	Title II
Develop and provide new teacher, principal, or other school leader induction and mentoring programs that are designed to: <ul style="list-style-type: none"> • improve classroom instruction and student learning and achievement; and • increase the retention of effective teachers, principals, or other school leaders; 	All students, particularly those not meeting proficiency state academic standards	\$200,000	Title II
Provide high-quality, evidence-based personalized professional development, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching, learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to: <ul style="list-style-type: none"> • effectively integrate technology into curricula and instruction • use data to improve student achievement help all students develop the skills essential for learning readiness and academic success	All students, particularly those not meeting proficiency state academic standards	\$254,441	Title II
Develop programs and activities that increase the ability of teachers to effectively teach <u>all</u> children, including English learners and children with mild to significant cognitive disabilities using a multi-tiered system of supports, so that children with disabilities and English learners can meet the challenging State academic standards.	Students with disabilities and English Learners	\$80,000	Title II
Provide training, technical assistance, and capacity-building to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, as appropriate.	All students, particularly those not meeting proficiency state academic standards	\$100,000	Title II

2019-20 Actions/Services	Pupils to be served	2019-20 Estimated Cost	Federal Funding Source
Develop and provide professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science;	All students, particularly those not meeting proficiency state academic standards	\$250,000	Title II
Provide training and credential services to support the identification of students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students.	ifted and talented, including high-ability students	\$150,000	Title II
Provide equitable Services to private schools	Students attending private schools located within FUSD boundaries	\$6,542	Title II
Provide coaching and program support for high quality first instruction, professional learning communities and interventions. 12 Teachers on Assignment: 4 elementary, 2 secondary, 6 academic intervention. <ul style="list-style-type: none"> • Personnel costs • Professional development/conferences and related costs • Instructional coaching supplies and related costs 5 High School Math Instructional Support Teachers <ul style="list-style-type: none"> • Personnel costs 	All students, particularly those not meeting proficiency state academic standards	\$2,563,590	Title I
Total Estimated Cost for This Goal:		\$2,563,590	Title I
		\$1,190,983	Title II

LCAP GOAL 5: Engage Students and Decrease Dropout Rates

Metric(s) for monitoring the effectiveness of Actions/Services:

- Student attendance
- Behavior data (referrals, suspensions)
- Teacher & Student Surveys (40 Developmental Assets)

2019-20 Actions/Services	Pupils to be served	2019-20 Estimated Cost	Federal Funding Source
Provide equitable Services to private schools	Students attending private schools located within FUSD boundaries	\$4,752	Title IV
Provide academic, behavioral, and social/emotional supports for at-risk students	Title I N or D At-Risk Students	\$20,000 \$715,000	Title I Title IV
Title I mandated cost for Homeless Youth: Increase school connectedness and student achievement through meeting basic needs, such as, transportation, clothing, and instructional supplies.	Homeless Youth	\$30,000	Title I
Total Estimated Cost for This Goal:		\$50,000 \$719,752	Title I Title IV

LEA GOAL 6: Strengthen Family and Community Engagement

Metric(s) for monitoring the effectiveness of Actions/Services:

- Sign-in sheets and Family Event Surveys

2019-20 Actions/Services	Pupils to be served	2019-20 Estimated Cost	Federal Funding Source
Implement site-based Family Learning Events in literacy, math and STEAM	Elementary students and families	\$35,000	Title I
Implement Family and Community Engagement Direct Services (FACE Department)	All students	\$14,500	Title I
Total Estimated Cost for This Goal:		\$49,500	

Federal Programs Included in the LCAP Federal Addendum

Title I		Allocation
<input checked="" type="checkbox"/>	<p>Title I, Part A: Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.</p> <p>District Required and Authorized Reservations:</p> <p>Allocation to School Sites:</p>	<p>\$9,032,713</p> <p>\$2,567,486</p>
Title II		Allocation
<input checked="" type="checkbox"/>	<p>Title II, Part A Purpose: To increase the academic achievement of all students by helping schools: (1) improve teacher and principal quality through professional development and other activities, and (2) providing low-income and minority students greater access to effective teachers, principals, and other school leaders</p>	\$1,190,983
Title III		Allocation
<input checked="" type="checkbox"/>	<p>Title III English Learner Purpose: To ensure English learners attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students.</p>	\$1,009,242
<input checked="" type="checkbox"/>	<p>Title III Immigrant Purpose: To provide for enhanced instructional opportunities to ensure that immigrant students meet the same challenging grade level and graduation standards as all other students.</p>	\$64,826
Title IV		Allocation
<input checked="" type="checkbox"/>	<p>Title IV, Part A Purpose: To increase the capacity to meet the goals of the ESEA by providing all students with access to a well-rounded education, improving school conditions for student learning, and improving use of technology in order to improve the academic achievement and digital literacy of all students.</p>	\$891,251
Total Amount of Federal Funds		\$14,756,501
<p><i>The amount of federal funds reflected for Actions and Services does not include the district's required costs for direct and indirect administrative services.</i></p>		