

Folsom Cordova Unified School District employs multiple strategies in order to implement effective parent and family engagement as described under Section 1116. Research has shown that authentic parent and family engagement and support must occur closest to the school. Therefore, the District will make sure that all family engagement focuses on students and their needs. The family engagement activities must have the goal of supporting the District's goal of obtaining 100% graduation for all students.

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:

Collaboration:

Folsom Cordova Unified School District annually surveys parents for participation and feedback using the Title I Parent Surveys/Needs Assessment. At Title I schools, information meetings are held to review the content and effectiveness of the Title I Parent and Family Engagement Policy annually. Also, the Title I, SSC, and ELAC committee participants/members will participate in and provide input into the Local Educational Agency Plan, while reviewing the coordination of the District's programs that have family engagement components. Interested parents will participate in the Superintendent's Communication Committee (SCC), District Advisory Committee (DAC), and/or District English Learner Advisory Committee (DELAC), to learn more about and provide feedback on all Title I programs and budgets, not only on those related to parent and family engagement. Folsom Cordova Unified School District has a strong parent engagement outcome and many participate on parent and community leadership committees in the District, including the SSC/DAC, the DELAC, and the Community Advisory Committee (CAC). These parent and community leaders will be provided with extensive training and opportunities to provide input on a variety of District initiatives so that they can be provided with meaningful consultation on the quality and content of family engagement supports in the District. Various policies provide guidance to school sites and District offices to strengthen their parent and family engagement programs, and these policies will be reviewed annually in partnership with parents to ensure that there is stakeholder input in establishing the policies.

Communication:

Effective communication involves establishing multiple modes of communication between families, school, and District staff to address families' diverse needs and interests. To facilitate communication from schools to families, information will be provided through online postings and newsletters, with notices mailed home in a timely fashion and translated into languages parents can understand. Families will receive electronic messages/texts if they opt-in, and phone calls providing them with critical school information. In addition, parents will have access to an App as well as an online PowerSchool Parent Portal through which they can learn about their students' daily attendance, grades, test scores, English Learner status, graduation requirements, discipline records, transportation schedule, lunch application, health records, and contact information.

Facilitating the communication from parents to schools, parents will be provided with various opportunities for communicating with school and District staff. Through PowerSchool Parent Portal, parents can communicate with their children's teachers over email, while reviewing specific assignments for each class online. Families can also use traditional means of communicating with school and District staff by calling, visiting, and writing. Appointments to confer with schoolteachers and other staff will be made directly with each school through email, phone calls, or in person. Special accommodations will be made for communicating with families that have accessibility needs, with the Translation Services providing material in multiple languages at schools upon request, and with the needs of disabled, homeless, and foster families being considered and addressed at each school site in coordination with the Special Education, the Homeless Education Program, and the Foster Youth Education Program staff. Parents will be invited to complete an Annual School Climate Survey/Healthy Kids Survey for schools to be better informed about the needs of their families and the effectiveness of their family engagement programs. The results from this Survey will be published annually for all stakeholders to review at the school site.

FCUSD recently enrolled Migrant students are provided with instruction and support designed to further their achievement. Parents are conferred (with translation as needed) and opportunities to achieve success are made available to parents and their children.

Parent and family engagement is a priority for FCUSD. The 2022-2023 Local Control and Accountability Plan (LCAP) includes parent and family engagement as part of Goal 2. It was developed in conjunction with stakeholder feedback from parents and families as part of the LCAP process.

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.

Folsom Cordova Unified School District serves approximately 20,553 students. The District's Mission Statement is as follows: Folsom Cordova Unified School District is committed to providing excellence in educational programs that carry high expectations for each student's achievement and success. The district's vision statement is as follows:

- Guided by the highest expectations, Folsom Cordova Unified School District provides our students with a broad range of rigorous educational opportunities. Staff enables students to reach their full potential and successfully meet the demands and opportunities of a highly technological 21st Century.
- Students graduate with a core of knowledge and skills that become the building blocks for lifelong learning. They graduate with a positive attitude and the leadership, character, and academic skills necessary to excel in a global arena.
- Families are an integral part of the educational process. In recognition of this important role, family involvement is actively sought, encouraged, and welcomed.
- Business and community partnerships greatly enhance students' learning experiences and educational opportunities. Partnerships offer students opportunities to apply their learning to real-world situations.
- Schools serve as community hubs, places where the community gathers to celebrate and improve learning and to enjoy art, music, sports, public speaking, drama, and other school-related activities. The use of school facilities by the community is encouraged.
- School facilities are a reflection of the entire community. We provide students with the educational tools to meet the technological demands of the future and the social skills to function in a culturally diverse society.

Student Characteristics:

In all, over 80 languages other than English are spoken in the District. The District has over 2,600 students who are learning to speak English proficiently. Their primary language is Spanish, followed by a lower number of Telegu, Russian, Farsi, and Hindi. The District also has approximately 600 homeless students.

Folsom Cordova Unified School District holds high expectations for its students and implements strategies that support College and Career-Ready expectations for all students through effective instruction and leadership.

Distribution of Federal Funds:

Folsom Cordova Unified School District schools participating in programs funded through the state's consolidated application process are required to develop an (SPSA). The content of the SPSA must be aligned with goals for improving student achievement and address how funds will be used to improve academic performance. At each Title I school site, a duly formed SSC is required by law to annually write or update an SPSA and to conduct an annual comprehensive needs assessment to assist with the creation of a program that provides supplemental services and resources to assist its students in meeting grade-level standards. These school site expenditures are based on the priorities described in the SPSA and available funds. The supplemental services and resources are meant to support the achievement of the four LCAP goals:

1. All students will receive equitable instruction from highly qualified teachers and have access to a curriculum that promotes college and career readiness (State Priority 1)
2. Increase parent and student engagement and provide a safe, healthy, and positive learning environment with an intentional focus on historically marginalized and the most vulnerable student populations (State Priority 3, 5, and 6)
3. Provide all students with high-quality classroom instruction and access to a broad course of study (State Priority 2, 4, and 7)
4. Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations (State Priority 4 and 8)

Folsom Cordova Unified School District uses a composite measure to identify schools eligible for Title I funding: (a) the number of children in families receiving assistance under the California Work Opportunity and Responsibility to Kids (CalWORKs) program and (b) the number of children eligible for Free/Reduced Price Lunch programs. The District annually ranks schools based on the percentage of children from low-income families. The ranking of schools is used to establish school eligibility for Title I. Schools with poverty percentages of 50% or above are allocated Title I in FCUSD.

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:

Targeted Assistance Schools:

The District's Title I Targeted Assistance Schools (TAS) participate in programs funded through the state's consolidated application process and are required to develop an SPSA. The SSC is responsible for the development, annual review, and update of this plan. The District requires the content of the SPSA to align with the LCAP goals for improving student achievement and to address how funds will be used to improve academic performance. TAS uses these funds only for programs that provide services to Title I-eligible students identified as having the greatest need for supplemental assistance. Eligible students are identified by the school as failing to meet the state's challenging academic achievement standards.

Categorical Programs and Grants Office provides the following assistance in collaboration with the Local Districts to support TAS:

- Assists schools in identifying eligible Title I students using multiple measures.
- Provides an SPSA template containing all of the required activities.
- Provides a checklist to ensure that the required activities are addressed in the plan.
- Monitors through the effective implementation of the plan.
- Disseminates the Annual Evaluation to determine the effectiveness of the plan.
- Provides workshops to parents on topics related to partnering with schools to support students' high academic achievement.
- Provides technical assistance and resources to develop and complete plan or assist schools in meeting the responsibility of providing identified Title I students the opportunity to meet the state's challenging academic achievement standards.

TAS are required to use the following procedures for identifying Title I-eligible students:

1. Use test results from a minimum of two reading/language arts and two mathematics assessment measures at each grade level to determine which students are performing below grade level. The use of multiple measures and information enables the teacher to make an informed decision about the achievement level of each student.
2. Analyze all achievement data collected for each student. Based on the analysis, identify each student, by name, who is performing below grade level in reading/language arts and/or mathematics, and who has been identified as being most at risk of failing to meet grade-level standards.
3. Identify a student as Title I-eligible if the student is judged to be performing below grade level in either reading/language arts or mathematics and is judged to be most at risk of failing to meet grade-level standards in reading/language arts or mathematics.
4. Document the school's Title I student identification procedures and submit the assessment measures and the roster of students identified to the Categorical Programs and Grants Office.

School-Wide Program Schools (SWP):

The following assistance is provided by the Categorical Programs and Grants Office in collaboration with the Elementary and Secondary Education Offices to support schools in Schoolwide Programs (SWP):

- Assists schools in identifying eligible Title I students using multiple measures.
- Provides an online SPSA template that addresses all required elements needed to upgrade the entire school's academic program.
- Provides technical assistance and resources to principals and their school staff, by conducting, on average, five planning meetings. School visits are held throughout the entire school year to analyze data, evaluate past action steps and activities, develop new action plans based on current data, and align all resources to support action plans.
- Works with Sacramento County Office of Education (SCOE) as the outside entity to provide technical assistance in addressing the required components in SWP.
- Hosts workshops and training that provide guidance, information, and tips to assist School Site Councils as they work to develop an effective SPSA designed to address the unique educational needs of students at their school sites.
- Provides schools and District a checklist to ensure that the elements of SWP are addressed in the plan.
- Assists schools in revising or reformatting their submitted plan to meet the components prior to obtaining Board approval.
- Instruct schools to review, evaluate, and revise the plan annually based on current student academic achievement data.
- Monitors the effective implementation of the plan.
- Disseminates the Annual Evaluation to determine the effectiveness of the plan.

- Provides workshops such as Parent Summits, to parents on topics related to partnering with schools' high academic achievement.

Neglected or Delinquent: N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Federal and State laws mandate that all school districts identify homeless students annually. The Folsom Cordova Unified School District uses the Student Affidavit of Residency Form to identify eligible homeless students and provide support services. During the 2022-2023 school year, the Folsom Cordova Unified School District identified and reported 578 (35%) students experiencing homelessness. The Student Affidavit of Residency Form establishes the parent/student's rights under the federal McKinney-Vento Homeless Assistance Act. Pursuant to the McKinney-Vento Homeless Assistance Act (42 USC. Sec. 11301 et seq.)

The education subtitle of the McKinney-Vento Act was reauthorized by Every Student Succeeds Act of 2015. This law entitles all homeless school-aged children equal access to the same free, appropriate public education that is provided to non-homeless students. Accordingly, schools and centers are required to identify homeless students, inform them of their rights, remove barriers to enrollment, attendance, or academic success, and not stigmatize homeless students.

Students are identified through the Student Affidavit of Residency Form and confirmed through the intake process. The Affidavit of Residency Form is required to be included in every enrollment packet and distributed to all students annually with emergency cards. Families self-identify their current nighttime residence on the form. Each school is required to have a designated person that provides the Student Affidavit of Residency forms to the Homeless Education Program for services. Parents can self-identify via the form at any time during the school year at their school site or directly with the Homeless Education Program.

Per federal law, all schools are responsible for the annual identification of homeless students. Therefore, the designated liaison and support staff shall ensure that Homeless Student Services in cooperation with the school site annually identifies all homeless students and accurately inputs student information, and indicates the nighttime residence in PowerSchool for accounting purposes. Additionally, each school site is required to provide public notice of the educational rights and protections of students experiencing homelessness.

In addition, the Homeless Liaison and program staff will support the identified specialized student population and work with school site staff to ensure compliance with district policy and federal mandates regarding:

1. Immediate Enrollment
2. Appropriate educational placement (e.g., school of origin); this provision is inclusive of preschool enrollment
3. Proper withdrawal from school, which includes timely awarding and transfer of credits (full or partial), records, and grades
4. Identification of all students experiencing homelessness
5. Awareness and training for school site staff on support to be provided to students and parents in transition
6. Consultation and collaboration with Counselors in the Homeless Education Program
7. Transportation assistance to the school of origin, even if the student becomes permanently housed during the school year

The Folsom Cordova Unified School District Homeless Education provides the following support to children, youth, and families:

- Facilitate school enrollment as needed to ensure compliance with district policy (e.g., school of origin rights) and equal access to educational and meal programs, as well as tutoring and other support services.
- Conduct professional development training for school personnel and community agencies regarding the educational rights and supports afforded to homeless students.
- Remove enrollment barriers, including barriers related to missed application or enrollment deadlines, fines, or fees; records required for enrollment, including immunization or other, required health records, proof of residency, or other documentation; or academic records, including documentation for credit transfer.
- Provide technical assistance to schools regarding the proper identification, enrollment, and service needs of students and families experiencing homelessness and educate on the importance of ensuring the privacy of student records, including information about a homeless child or youth's living situation. Provide assistance with transportation, backpacks, school supplies, hygiene kits, and emergency clothing/shoes.
- Provide medical, dental, and mental health referrals, in addition to other school/community services.
- Educate students and parents on their educational rights and promote parent participation in school-related activities.
- Assist unaccompanied youth with enrollment procedures, educational/vocational placement options, and linkage to community resources such as job placement services, post-secondary educational programs, and housing resources.
- Provide advocacy services for parents and students during school-related educational meetings, such as Every Child by Name (ECBN), Student Study Team (SST), Individualized Educational Program (IEP), and Student Attendance and Review Team (SART), or School Attendance Review Board (SARB) meetings.
- Participate in the mediation of school enrollment disputes.

- Provide assistance to specialized populations of homeless students, including preschoolers, homeless teen parents, children with special needs, and unaccompanied youth.
- Assist with the identification of students who may be eligible for the state Assembly Bill (AB) 1806 graduation exception.

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.

Transition from Early Childhood Education Preschool Programs:

Folsom Cordova Unified School District Early Childhood Education Programs administer an assessment of children's learning strengths and needs. Articulation and a smooth transition from prekindergarten to kindergarten are critical to learners' continued educational success. Articulation and transition are the responsibility of both the sending early education program and the receiving elementary school.

Preschool children enrolled in Early Childhood Education Programs will maintain a file. The file will alert elementary schools that the entering student has attended a Folsom Cordova Unified School District Early Childhood Education Program prior to enrolling in the elementary school.

The file will contain:

- A copy of the child's Pre-K Developmental Profile
- A signed copy of the Permission to Transfer Preschool Information to Elementary School form
- Each pupil's preschool folder shall be kept with the elementary school's cumulative record folder in accordance with district policy
- Each pupil transitioning from Special Education preschool services will also have the Individualized Education Program (IEP) information in the cumulative record folder
- The child's preschool experience will be recorded on the cumulative record in school history in the student information system, PowerSchool

Folsom Cordova Unified School District provide a Kinder Camp program over the summer to entering Kindergarten students who have not yet attended PreK. The program is specially designed to prepare children for entering school in the fall. Mornings are filled with readiness lessons in math, language arts, STEM, and art. Children are engaged in school-day routines, small-group instruction, hands-on centers, and activities to further develop fine motor and social skills.

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:

Middle School Transition:

Middle schools provide orientation days prior to the beginning of school to support elementary school students' transition to middle school. Students become familiar with the campus, receive their textbooks, and learn how to get involved in activities and sports. Students will engage in team-building activities to get to know their classmates, faculty, and staff. Some middle schools extend orientation over a few days and include academic preparation for English language arts and math, study skills, and formative assessment.

High School Transition:

High schools provide orientation days prior to the beginning of school to support middle school students' transition to high school. Students become familiar with the campus, receive their instructional materials, and learn how to get involved in activities and sports. High school summer bridge programs build student academic preparation for the English Language Arts and Math A-G courses, introduce college and career readiness skills, and provide social-emotional supports to assist with the transition from middle school to high school. The transition programs help students make connections, build relationships, and ease the transition for students into high school.

Concurrent Enrollment:

Folsom Cordova Unified School District has entered into agreements with the community colleges to expand concurrent enrollment opportunities for high school students. These courses may meet graduation requirements, add an enriched curriculum, and offer additional options for high school students who are pursuing a high school diploma, career preparation, and a smooth transition to college.

College and Free Application for Federal Student Aid (FAFSA)/Dream Act Application Support:

Folsom Cordova Unified School District high schools offer site application events and provide access to electronic devices and counselor supports so that students can apply for college in one location with personalized guidance. High schools open their libraries and career center as a place where students gather to plan for their futures. A unique space that is dedicated to getting the conversation started to put students on the path to college and career.

College and Career Readiness:

Folsom Cordova Unified School District high schools offer students a robust menu of Career Technical Education (CTE) pathways, dual enrollment, International Baccalaureate (IB) school options, and broad Advanced Placement (AP) courses of study. Enrolled students are provided with a college and career curriculum. Students have opportunities to learn the fundamentals of college life as well as career awareness and training. Internship and work-readiness training such as: creating a resume, learning financial literacy, preparing for interviews, and correctly filling out job applications is also provided.

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:

Folsom Cordova Unified School District schools may choose to use funds to support their efforts to provide gifted/talented students with access to high-quality differentiated instruction that addresses their unique talents and advances their achievement. Additionally, funds may be used to provide staff access to professional learning opportunities that focus on such specific instructional practices as differentiated instruction, enrichment, acceleration, and curriculum compacting. School funding can be used to increase the site's ability to refer/identify and serve students who are historically underrepresented in gifted and talented programs, i.e., low-income, African American, Latino, and English learners. Accordingly, funds can be used to increase gifted/talented learners' access to and engagement in high-quality educational opportunities that prepare them for rigorous coursework and advance their college and career readiness. Folsom Cordova Unified School District provides numerous opportunities for students to take part in advanced learning activities during and beyond the school day in areas such as History Day, Visual and Performing Arts (VAPA) expositions, and Science Technology Engineering and Math (STEM) fairs.

Folsom Cordova Unified School District Categorical Programs and Grants Office promotes diverse library collections:

- To support the California State Standards and frameworks
- To provide appropriate age and grade level materials
- To support language needs
- To provide for all students' culturally diverse needs

Schools use Title I funds to purchase supplemental instructional materials, technology licensing, subscriptions, culturally relevant instructional materials, library books, reference materials, leveled readers, and software licenses. Additionally, Title I funds are used to support leveled readers for small group differentiated instruction, classroom libraries, and professional development for the teachers on how to use these materials.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Folsom Cordova Unified School District does not participate in Title I, Part D.

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

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.

Lead Teachers:

Lead Teachers (English Language Arts/English Language Development (ELA/ELD), Mathematics, Science, Social Science, and Technology) are hired to build teacher capacity surrounding content and grade-level standards. The emphasis is on providing professional development and in-class teacher support for the development of effective practices that increase student understanding and success. Lead Teachers facilitate the unpacking of the guaranteed and viable curriculum in order to ensure that all students have an equal opportunity to learn. The goal of a Lead Teacher is to ensure that all students will have access to an effective or highly effective teacher, and access to the same content, knowledge, and skills in each section or class.

Administrator Professional Development and Capacity Building:

Folsom Cordova Unified School District supports the PLC and RTI Academy Training for administrators. Research shows that successful principals collaborate, communicate, and share responsibility with their teachers and staff. They understand the job has evolved to one that puts instructional leadership first.

Capacity Building for Teacher and Administrator Growth and Development:

Professional Development system-GoSignMeUp is a professional learning management system used by Folsom Cordova Unified School District as well as the Sacramento Office of Education (SCOE). GoSignMeUp featured workshops offer educators diverse learning opportunities, including in-person, virtual, and blended learning professional development.

Induction for Teachers, Principals, and other School Leaders:

The Induction Program supports the growth and development of general education, Multiple Subject, or Single Subject preliminary credentialed teachers through a mentor model while simultaneously fulfilling Commission on Teacher Credentialing (CTC) guidelines for obtaining a clear credential. Induction Coaches provide intensive and individualized support that is aligned with current district initiatives and goals leading toward accelerating new teacher practice.

Salary Credit:

Folsom Cordova Unified School District provides opportunities for teachers to engage in professional learning and growth sessions and workshops.

Professional Development Opportunities:

Folsom Cordova Unified School District supports teachers, administrators, and aspiring teachers in developing and refining their profession. Support includes SCOE workshops, consultants, training (Epoch Education, Solution Tree, Core Collaborative), and instructional material to support professional learning.

Folsom Cordova Unified School District supports paraprofessionals and teaching assistants with professional development.

Program Monitor and Content Area Coaches provide guidance and support on effective practices for student progress monitoring.

Categorical Programs and Grants and Curriculum and Instruction collaborate with Lead Teachers to host and plan ongoing training for teachers. PD is designed to be student-focused and supported by data and student needs. PD includes best practices for first instruction, classroom management, cultural responsiveness, and SEL.

Guided Language Acquisition Design (GLAD), EL Rise, Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), Lexia English, and Renaissance/Edmentum workshops for Teachers

Workshops are offered to provide an orientation to Folsom Cordova Unified School District as well as specific break-out sessions designed to support the success of individuals to teach. The institutes provide an opportunity for teachers to receive direction and guidance in setting up their classrooms and learning about Folsom Cordova Unified School District policy and initiatives.

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:

Folsom Cordova Unified School District has an unduplicated student count of 7563 (37%). We receive supplemental, not concentration, Local Control Funding Formula (LCFF) funds from the California Department of Education (CDE). The priority is to ensure that all students have access to meeting grade-level standards and graduate college and are career-ready. This requires that we identify and address learning gaps swiftly and accurately. The need to have in-house ongoing professional development has been critical to the growth of all students. There is much work to be done to close the achievement gap. The prioritization of funding is to build teacher efficacy in order to ensure that all students receive high-quality first instruction.

The District's priority is hiring support staff, funding workshops, and creating growth opportunities with Title II funds with a specific emphasis on English Learners, socio-economically disadvantaged students, and students with disabilities, as well as support for social-emotional learning.

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.

Evaluation Data:

Folsom Cordova Unified School District reviews and depends on evaluation data as it relates to continuous improvement by sharing and consulting around outcome data from the employee development and support evaluation system. Data represent indicators of the multiple measures evaluation system, including for teachers and school leaders, evidence and ratings from classroom observations, artifacts and evidence of effective leadership, instructional and professional growth objectives data, stakeholder feedback, data-based objectives of student and educator achievement, and performance data as well as final overall evaluation ratings and comments. Professional learning and leadership analytic staff provide annual measures of program outcomes of teachers and leader program participants compared to similar non-program participants. This data is used to guide programmatic changes and professional development for program staff.

In addition to evaluation data, staff regularly conducts post-session and end-of-program feedback surveys and outcome reporting (including all school leader and administrator induction programs). This data is used in consultation with program staff to ensure continuous improvement for present and future participants.

GoSignMeUp is the central data warehouse for all professional development programs. GoSignMeUp is used to capture real-time data on teacher and leader professional development attendance, completion, and program focus.

Finally, for targeted programs, Human Resources staff conducts in-depth assessments of program outcomes. Certificated staff/teachers are observed and evaluated every other year to collect and rate evidence of their teaching competencies. Additionally, all administrators who conduct annual evaluations are trained/calibrated annually on the accuracy of their teacher observation ratings, and evidence of school leader practice is audited annually for quality. Teacher Induction participants' evaluation data are compared with similar non-participant teachers to determine the quality of program outcomes.

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:

Folsom Cordova Unified School District prioritizes Title III English Learner Program funds to increase efficacy for teachers, paraprofessionals, school support staff, district, and school site administrators through capacity building that supports the English Learners in meeting or exceeding English Language Development (ELD) benchmarks (increase one proficiency level per year) and meet grade-level content standards equal to or greater than grade-level peers.

The FCUSD Curriculum and Instruction and Categorical Programs directors have worked collaboratively to provide specific professional development (PD) focused on English Learners for all district professionals including certificated staff and paraeducators, counselors, teachers, and administrators. FCUSD will provide ongoing training to affect EL achievement and to ensure the implementation of evidence-based practices and strategies. The CA EL Roadmap's vision and principles are fundamental precepts embedded in our professional learning.

All district PDs are developed under the following beliefs:

- All FCUSD staff share responsibilities for multilingual learners, including students who are English learners.
- Universal Supports/Tier I instruction includes Integrated ELD in all content areas and daily Designated ELD.
- The use of formative and summative data in order to influence instructional decisions and monitor student progress.

Professional Development designed to have a positive impact on teacher performance and provide experiences beyond one-day or short-term workshops include:

- Summer PD: This workshop focused on Dual Identified English learners and at-risk English Learners. Sessions were designed to improve the instructional and assessment of English Learners with disabilities. Sessions were designed to improve the understanding of the frameworks (such as Universal Design for Learning), scaffolds, strategies, and differentiation to increase educator subject-matter access and knowledge.
- PD for Educators: This professional development provided educators, paraprofessionals, and administrators sessions to understand and implement curricular resources specific to ELs (Benchmark ELA/ELD, Amplify ELA/ELD, and Lexia English). Other EL sessions focused on specific instructional and engagement strategies to support English language proficiency, increasing teacher knowledge and or teaching skills.

Examples of professional development topics focused on English Learners provided at both the district and site levels:

- Enhancing the understanding of the unique needs of diverse English learners and multilingual students and strategies to meet them at their point of need to improve instruction.
- Focus on FCUSD Best Practice #1 Asset-Based approach: Examining classroom environments that value multilingualism as an asset within the school to have a positive impact on learning.
- Focus on FCUSD Best Practice #2 Daily Designated ELD: Collaborating with educators of English learners to target and differentiate instruction to develop high levels of academic language proficiency and ensure adequate yearly progress.
- Focus on FCUSD Best Practice #3 Integrated ELD: Facilitating and demonstrating alongside educators universal and leveled supports that provide English learners and multilingual students with meaningful access to core content.
- Focus on FCUSD Best Practice #4: Monitoring our English learners and multilingual students to identify needed interventions and program improvements.

In addition to these PDs, the Categorical Programs, Director works directly with site administrators to tailor professional development to meet the needs of English learners and multilingual students at their individual sites.

Furthermore, FCUSD English Language Development Curriculum Specialists (Lead Teachers) provide job-embedded measures that advance teacher understanding of strategies to improve EL academic and language achievement. Supplemental job-embedded supports include small group instruction intended to improve English language proficiency and engaging with PLCs (Professional Learning Communities) to analyze formative assessments to adjust classroom lessons and practices (strategies, differentiation, scaffolds, and interventions) based on student data. In addition, the use of summative data such as CA Dashboard to set long-term site goals.

Funding Summer Professional Development

- Professional Development, Saturday Schools, Focus on Dual Identified English Learners, Target Audience: Administrators and Educators.
- Title III Funded Staff -- Provide family training activities to support program and learning, -- Assist the instructional services designed to support immigrant students, -- Support site personnel including classroom educators and paraprofessionals to enhance the implementation of language programs and services; as well as assisting in the development of materials to support language acquisition.

Professional development will include the following:

1. Newly adopted curriculum, leveraging the digital resources
2. Lesson planning and design that supports Multi-Tiered Systems of Support (MTSS)
3. Analysis of ELD Standards
4. Designated and Integrated ELD
5. The essential components of Integrated ELD
6. Instructional implications of English Proficiency Assessments of California (ELPAC), modeling the integration of ELPAC task types with adopted ELD and English Language Arts (ELA) curricula
7. Foundational Literacy-SIPPS, Rosetta Stone, and Lexia Training
8. PBIS-Positive Behavioral Interventions and Supports
9. Evidence-Based Teaching Strategies (emphasis on High-Utility Vocabulary Development, Informational Text Reading, and Writing, Academic Interactions, and Academic Vocabulary)
10. English Learner Instructional Approaches (Active Listening, Extended Communication, and Oral Summarizing)
11. English Learner program monitoring and data analysis to inform instruction and targeted intervention
12. GLAD and Culturally Responsive Teaching and Learning training for K-12 Teachers
13. Participation in California Association for Bilingual Education (CABE) or a similar English Learner focus conference to access current best practices led by leading researchers and consultants
14. Social Emotional Learning (SEL) such as Restorative Practices and developing staff to foster culturally responsive classrooms and schools

2022-2023 Folsom Cordova Unified School District enrolled 2,699 (13%) English Learners.

Folsom Cordova Unified School District will fund Intervention Teachers to support instruction for students including English Learners not yet meeting grade-level standards. Title III supplements professional development by funding, Curriculum Specialists (Lead Teachers), PLC Coaches, and Program Monitors to provide school-based professional development, which addresses all levels of English Learners, including Newcomers and Long-Term English Learners (LTELs). The support positions provide professional development and facilitate Designated and Integrated ELD lesson planning during and outside the instructional day. The support positions provide model lessons and coaching with individual teachers to co-plan, teach, and reflect on Designated and Integrated ELD lessons.

Folsom Cordova Unified School District will also allocate Title III funding for teachers (including support staff) to attend English Learner program professional development sessions and engage in Designated or Integrated ELD lesson planning during or outside the instructional day. GLAD Training will continue to be multi-funded (Title I, Title II, and Title III) for K-12 teachers. The purpose of the District-wide professional development is to enhance staff capacity to understand and implement curricula, formative and summative assessment practices and measures, and instructional strategies for English Learners.

Parent engagement continues to be a priority for Folsom Cordova Unified School District. Title III will be used to fund English Learners' parent outreach and engagement to ensure parents are equal partners in the education of their children, support Parent Summits, Early Parent/Teacher Conferencing, technology access, and support training to ensure parents of English Learners are an integral, engaged part in the education of their children and in their path to English proficiency and academic success. Parents will receive training and information on the reclassification criteria, curriculum adoptions in ELA and Math, Edmentum, Renaissance, Chromebooks, Rosetta Stone, Lexia, ELD, Academic Vocabulary, college and career readiness, and ways they can support language, literacy, and numeracy of English Learners at home.

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:

Folsom Cordova Unified School District (FCUSD) provides immigrant students and their families with a variety of services and supports to enhance language, academic, social, and emotional development. We collaborate with community partners to ensure we are able to meet the diverse needs of this population. We utilize the best practices for Multilingual Learners, which are in alignment with the CA EL Roadmap.

- English Language Development (ELD) Intervention Teachers (support newcomer, refugee, and or new to country immigrant students) Provide Enhanced opportunities for Immigrant Students:
- ELD Coaches provide supplemental support to enhance the teaching of new arrival, refugee, and immigrant students
- ELD Coaches provide extra support during ELD or core classes by providing supplemental services such as in-class tutorials and mentoring sessions to access core content, introduction to the educational system and civics education, attendance outreach support, wellness visit to support engagement and connectivity, and tutoring and intervention support
- ELD Coaches may also provide job-embedded coaching with data formative collection and analysis, lesson planning with embedded scaffolds and supports for newcomer and Immigrant students, lesson modeling and study with reflection on student language proficiency, and implications to inform next steps.
- Professional Development with Dr. Eugenia Flores-Mora designed specifically for teachers and paraprofessionals of newcomers, under schooled students (SIFE), immigrant ELs, and ELD Coaches.
- Materials, Software, and Technology Support Provided for Immigrant Students:
- Lexia English, SIPPS, and other supplemental supports
- Supplemental district materials to support language learning
- Personalized basic computer education for students and parents to enhance proficiency in classroom engagement (training to include computer care, logging into platforms, and creating email accounts)

District Resources for Families: Although the district website provides a centralized space with information, links, and calendar events and information is available in multiple languages including Spanish, Russian, Ukrainian, Farsi, Dari, and Pashto. We know our immigrant families may need workshops, materials, and information delivered differently. The district uses district resources and replicates workshops targeting immigrant communities.

Folsom Cordova Unified School District will provide District-wide professional development to enhance teacher and administrator capacity to provide the best instructional opportunities for immigrant children and youth. The Categorical Programs and Grants Office in collaboration with Instructional divisions will provide professional development to teachers of Newcomers on the following:

1. Immigration and resettlement experience of Immigrant Newcomers
2. Newcomer ELD instructional resources
3. Newcomer curricular resources
4. Professional development and support with aligning the curricular materials to the Newcomer ELD lessons
5. Instructional strategies/approaches:
 - a. Small group, differentiated Designated, and Integrated ELD instruction
 - b. Science Technology Engineering and Mathematics (STEM) and Project-based learning
 - c. School Connectedness and Community Building Activities
 - d. Creating and publishing English Language Development (ELD) statements and objectives
 - e. Academic Vocabulary and Academic Discussion
 - f. Social-Emotional Learning Strategies
 - g. Syntax-Sentence Frames/Starters
 - h. Language Models/Non-Models
 - i. English Language Development (ELD) Checklists - Student Progress Forms
 - j. Multimedia Presentations
 - k. Student Oral Presentations
 - l. Presentation rubrics and criteria charts

Folsom Cordova Unified School District Title III Immigrant Program is used to employ Bilingual Instructional Aides to support recent Refugee students with the instructional and socio-emotional needs of the growing Immigrant Newcomer student population at elementary, middle, and high schools with a high Immigrant Newcomer student population. These positions will provide supplemental specialized support to Newcomer students and their parents above and beyond core academic services.

Additionally, Folsom Cordova Unified School District Title III Immigrant Program funds will provide Title III Immigrant Newcomers Extended Learning to Immigrant Newcomer students to provide enhanced, accelerated ELD with hands-on STEM and multimedia learning experiences. Immigrant Newcomer students will receive strategically planned, interactive ELD lessons based on the ELD standards that integrate listening, speaking, reading, and writing.

Folsom Cordova Unified School District Title III Immigrant Program also funds Adult ELD and English as a Second Language (ESL) classes for Newcomer parents. They are offered during the day as well as in the evening to ensure parents can access a schedule that fits.

Lastly, Folsom Cordova Unified School District Title III Immigrant funds Saturday Language School for Spanish-speaking students and language intervention and support for immigrant students. The program is designed to support native speakers to maintain and advance their home language through content vocabulary, language conventions, reading, writing, listening, and speaking.

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:

The Categorical Programs Department in collaboration with Curriculum and Instruction Department requires that state and federal guidelines for all identified ELs be met.

At a minimum, each site is responsible for implementing both Designated and Integrated ELD. Designated ELD, a protected time within the school day, provides students with focused instruction in developing the English language. During the designated time, teachers utilize specific instructional strategies utilizing the CA ELD Standards. Integrated ELD supports are embedded into lessons in order for ELs to access, engage, and participate in core content throughout the day.

Through monthly Professional Development, Categorical Programs Director provides training and support to guide schools on the expectation of programs and services for ELs. All sessions address:

- Access -- English Learners have access to first (tier 1) instruction, daily Designated and Integrated English Language Development instruction, and are provided with differentiation, scaffolding, and other strategies for academic success. Sites routinely monitor student progress in core content and language acquisition and respond to the specific learning needs of the students.
- Instruction -- All teachers will design instruction and create learning environments that meet English Learner's individualized needs.
- Ownership -- Principals, teachers, and support staff take ownership of the language and academic achievement of all of their English Learners.

School Site Accountability for Language Acquisition

Assistant Superintendent of Education Services, Directors of Curriculum and Instruction, and Categorical Director collaboratively coordinate efforts to ensure training, implementation, and educational partners are actively addressing the needs of ELs.

Evidence of ELD implementation for language acquisition:

- Formal and informal classroom observations
- Evidence of use of language strategies as a result of professional development
- Evidence of language objectives
- Use of academic language practice through language/sentence frames during classroom instruction and discussion
- PLC deliberate planning for EL academic and language needs
- Formative assessment and summative assessment

Additional Support to Meet Achievement Goals

Office of Language Acquisition Coaching Cycles through English Language Instructional Resource Teachers supports sites through job-embedded coaching:

- Assist classroom educators to refine lessons with effective scaffolds, strategies, and differentiation in order for ELs to have access to and meaningfully participate in core content
- Enhanced targeted small group support through a push-in integrated model to meet the needs of ELs (formative assessments analysis, planning lessons with differentiation, scaffolding, and instructional strategies)
- Plan with PLCs and or site leaders for professional development tailored to the unique needs of ELs
- Provide students with their data in order to develop personal academic goals
- Provide outreach and support for student attendance
- Outreach to support students' social-emotional learning

Site Accountability for Meeting Achievement Goals

In order to support schools in meeting achievement goals for ELs, sites are expected to utilize:

- Their SPSA goals
- Integrated Multi-Tiered Systems of Support (IMTSS) process to support ELs with academic and attendance achievement expectations
- Professional Learning Communities (PLCs) to monitor the long-term language and academic progress of ELs using ELPAC and SBAC ELA data

To strategically increase the English language proficiency and academic success of English Learners, Folsom Cordova Unified School District will implement programs, services, and supports for English Learners. The District's comprehensive ELD program for English Learners, consisting of both Designated and Integrated ELD incorporates a Multi-Tiered System of Supports (MTSS) for English Learners to achieve English fluency and academic success.

Folsom Cordova Unified School District will provide Title III Immigrant program funds for teachers (Program Monitors, ELA and Math Coaches, Intervention Teachers, and Academic Coaches) supplemental instructional resources to

support the delivery of high quality Designated and Integrated ELD instruction. Professional Development will be available during or outside the instructional workday, to enhance opportunities for teachers to plan effective Designated and Integrated ELD lessons that incorporate GLAD strategies, visual text, Academic Discussions, Academic Vocabulary, and formative assessments. As a priority, Folsom Cordova Unified School District supports teachers with developing lessons that engage English Learners in the structured use of academic language, academic discussions, targeted ELD support, and mastery of grade-level standards.

Folsom Cordova Unified School District enhances the instructional opportunities of immigrant students with the resources to build the families' capacity to support reading skills at home. Funds are used to implement a family reading program: Latino Family Literacy Project and backpacks. These programs help to build a home-school connection and foster relationships. Funds are also used to help provide academic support outside the normal school day.

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:

Folsom Cordova Unified School District will monitor student progress with careful data analysis using multiple measures including:

- Dashboard (CAASPP) English Language Arts and Math scores, English Language Proficiency Assessments for California (ELPAC)
- District local assessments Renaissance and Edmentum diagnostics (taken up to three times per year to track grade-level standards progress)
- Curriculum embedded assessments
- Teacher classroom use of formative and summative measures.

English learner progress will be monitored to ensure students are making adequate linguistic and academic progress.

Teachers, intervention staff, coaches, and administrators will utilize the data reports to:

1. Identify instructional needs of English Learners' students
2. Inform Designated and Integrated ELD instruction
3. Inform professional development needs
4. Inform targeted intervention programs

Folsom Cordova Unified School District Instruction and English Learner program support staff will conduct Designated and Integrated ELD professional development, model Designated and Integrated ELD lessons, data chats, use of digital tools, use of formative assessment tools, and differentiated instruction to support the enhancement of Designated and Integrated ELD instruction for English Learners. Classroom observations will be conducted regularly to monitor the overall implementation of providing professional development.

Site Accountability for Meeting Achievement Goals

In order to support schools in meeting achievement goals for ELs, sites are expected to utilize:

- Their SPSA goals
- Integrated Multi-Tiered Systems of Support (IMTSS) process to support ELs with academic and attendance achievement expectations
- Professional Learning Communities (PLCs) to monitor the long-term language and academic progress of ELs using ELPAC and SBAC ELA data.

Overall, the District will provide high-quality instructional programs for English Learners, Designated and Integrated ELD instruction, professional development, supplemental materials or resources, and intervention programs to ensure English Learners make progress in learning English as measured by the English Language Proficiency Assessments of California (ELPAC) Summative, achieve English fluency, and meet or exceed grade-level content standards as every student is expected to meet.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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:

Folsom Cordova Unified School District will use Title IV funds to support professional development in order to build the capacity of all staff and support platform access.

The Folsom Cordova Unified School District is diverse ethnically, racially, linguistically, and socio-economically. Children who attend our schools come from homes where families speak a variety of languages. Thirteen percent of our students are English Learners and over eighty languages are present in both Rancho Cordova and Folsom communities. The challenge of poverty is the reality for 34% of our families. Approximately seven thousand students qualify for free or reduced-price meals at school. This fact also indicates that these families face the issues that confront all who live in poverty: transportation problems, unemployment, instability in housing, and a lack of access to support resources. Recent data shows that 578 (3%) of the families in the district fit the definition of homeless. Most do not lack housing but are living in temporary housing, cohabiting with extended family or friends.

Folsom Cordova School District understands the challenges our students and their families face. The district has placed a priority on the importance of social-emotional learning and the role the schools play in providing an environment conducive to and supportive of such learning. All staff requires additional training in this area. The majority of this funding will be used to provide Social Emotional Learning training (SEL) to staff while engaging students in learning. The funding will help to support socio-emotional areas of professional development such as Positive Behavior Intervention and Support (PBIS) Training, Restorative Practices, and Implicit Bias Training for administrative, certificated, and classified staff to support efforts to improve school and district climate. Additionally, training will focus on support for the student groups identified by the California Dashboard as having disproportionate suspension rates and chronic absenteeism. The district will partner with Epoch Education to provide training and educational services for administrators, teachers, and support staff. These services will foster safe, healthy, supportive, and drug-free environments that support student academic achievement. The funds will also support climate coaches to assist the site staff with effective strategies and practices. Staff will be trained with culturally responsive teaching strategies to best engage diverse learners in our schools and classrooms.

The remainder of the funding will be utilized to provide access to a computer-based educational platform that fosters individual student growth in the areas of ELA and math. Each year, the professional development team will evaluate the program to determine overall effectiveness, next steps, and additional needs.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]

Quantitative

- Panorama SEL Student Surveys-An exclusive focus on helping school districts use data to improve student outcomes. By asking students to reflect on SEL through surveys, FCUSD can gather actionable data to prioritize support. Panorama's SEL survey helps educators emerge and improve SEL in four areas:
- Skills and Competencies
- Supports and Environment
- Well-Being
- CAASPP
- CalSchls/Healthy Kids

Qualitative

- Listening Circles - High school students shared their experience with race on campus and solutions for educators

What activities will be included within the support for a well-rounded education?

[Enter a description of which activities will be included within the support for a well-rounded education]

- The Panorama student surveys will be administrated two times during the school year (Mid-September and the end of January). The Director of Social Emotional Learning and Equity or designee will lead Climate Facilitators in various activities to analyze data to inform site practices. Site administrators will be provided with PD to learn how to move from data to action.
- PBIS PD
- Restorative Justice Training-a select group of staff members will be invited to be trained in restorative practices for educators and conferencing from the International Institute of Restorative Practices.
- FCUSD Equity Leaders will provide Cultural Competency Training to both certificated and classified staff members
- FCUSD Equity Leaders will participate in PD and Planning sessions to design a work plan to address bias and inequities.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the program activities will be evaluated to determine future program planning]

- Student survey results will be evaluated year over year and summatively to measure growth.
- Quantify the number of employees attending restorative practices for educators and conferencing
- Throughout the school year, FCUSD Equity Leaders will review and adjust their work plans to address the needs of students and the community. The team will also document how their work is impacting students and how many individuals participate in training.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]

Link Crew: The goal of Link Crew is to train select upperclassmen to “link” incoming freshmen to events, traditions, and activities. Measurements/data points used: Panorama data, California Healthy Kids Survey data, suspension/discipline data.

WEB: 8th-grade WEB Leaders are mentors and student leaders who guide the 6th/7th graders to discover what it takes to be successful during the transition to middle school and help facilitate 6th/7th-grade success. Measurements/data points used: Panorama data, California Healthy Kids Survey data, suspension/discipline data.

PBIS: Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students’ behavioral, academic, social, emotional, and mental health.

- Incidents of disciplinary or behavioral incidents: This could include the number and severity of student suspensions, expulsions, or other disciplinary actions related to behavior and/or mental health issues.
- Rates of substance abuse: The rate of drug or alcohol use among students can be an indicator of unsafe or unhealthy school environments. Additional data points would include rates of students selling/using/possessing ATOD on school campuses.
- Availability and accessibility of mental health services: The extent to which students have access to mental health services and support can be a critical indicator of their overall well-being.
- Nutrition and physical activity:

School Climate and culture: The overall sense of community and connectedness within a school can be indicative of student well-being.

What activities will be included within the support for safety and health of students?

[Enter a description of the activities to be included within the support for safety and health of students]

- Health and Wellness Programs that promote healthy eating, physical activity, mental health, and substance abuse prevention
- o Friday Night Live/Club Live- These middle and high school clubs consist of enthusiastic youth, working in partnership with adults, to create powerful activities that improve the school and community. Students learn a variety of leadership skills while in a safe and engaging environment that allows them to carry out short and longer-term projects. They are committed to building healthy environments that are free of alcohol, tobacco, and drugs.
- o Folsom High BRO- This peer education club consists of high school students trained in substance abuse refusal skills, presentation delivery, and tobacco, alcohol, and other drugs so they can present prevention lessons to younger students throughout the district. Approximately 160 student leaders go to middle and elementary schools annually, serving as positive role models, to deliver a powerful message about making healthy choices.
 - Mental health services: counseling services, professional development for teachers and staff on identifying and addressing mental health concerns, and resources for families to help their children who are struggling with mental health.
- o Strengthening Families Program: a family-based prevention program designed to help families increase communication, build resilience, and enhance family relationships. It helps parents and youth develop skills to resist negative peer pressure, set goals, make better decisions, and improve communication.
 - Emergency planning and response: staff training to address physical and mental health emergencies along with emergency situations such as natural disasters and school shootings.
- o Stop the Bleed

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the activities will be evaluated to determine future program planning]

- Student survey results will be evaluated year over year and summatively to measure growth.
- Quantify the number of employees attending restorative practices for educators and conferencing.
- Throughout the school year, FCUSD Equity Leaders will review and adjust their work plans to address the needs of students and the community. The team will also document how their work is impacting students and how many individuals participate in training.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]

As staff work with the four guiding questions of a Professional Learning Community (PLC), technology and digital content that was once used as a supplement, is now necessary. As teachers work to support a diverse population of learners, technology is critical to the delivery of instruction, interaction with the curriculum, and efficient means for timely assessment and feedback. What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?

The standards for staff and student equipment, classroom infrastructure, and peripheral devices have been updated to support these needs.

Our standard for classroom audio-visual infrastructure has also shifted in the past few years. Teachers voiced a strong need for access to interactive displays in the classroom and flexibility of room arrangements. This feedback led to our current classroom standard of an Interactive Promethean Board on an adjustable mount with a Windows PC incorporated into the board. Roughly three-quarters of the district classrooms have this updated standard.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

[Enter a description of which activities will be included within the support of effective use of technology]

In regard to student devices, the return to in-person instruction two years ago led to a shift in this standard. Prior to the pandemic, we had student Chromebooks deployed on carts in every classroom.

Elementary sites felt that model was still the best option for them, while secondary sites felt strongly that it was time to move to a 1-1 model where devices were checked out to the students. This model at the secondary site is more cost-effective in that the number of devices needed to provide 37 in each classroom was greater than the number of students on campus (i.e., a high school with 70 classrooms would need 2,500+ devices for a cart-based model instead of 2000 devices for a 1-1 model).

At our middle and high school sites, we have higher-end classroom labs of desktops or laptops that support courses using more sophisticated software (Adobe Suite, etc.).

With the ever-evolving landscape of 21st-century technology, it is vital that students acquire the technology and information literacy skills necessary to navigate their world. Students and teachers need to be provided the opportunities and experiences to increase their skills in areas such as:

Media Balance and Well-Being, Privacy & Security, Digital Footprint & Identity, Relationships & Communication, Cyberbullying, Digital Drama & Hate Speech, and News & Media Literacy.

Current initiatives including the use of Common-Sense Media, Turnitin, Second Step curriculum, and Base Education as well as curriculum-specific lessons and discussions need to be augmented by an updated comprehensive plan.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the activities will be evaluated to determine future program planning]

Over the next two years, the Curriculum and Instruction Lead Teachers, Ed Tech Director along with site technology coaches will evaluate, plan and implement grade-level specific strategies to infuse the necessary skills into the classroom experiences.

These groups will utilize the guiding resources such as Common Core State Standards, NGSS Standards, 21st Century Skills, ISTE Nets Standards for Students and Teachers, and Curricular Adoptions to help determine what to focus on at each grade level and how to best naturally integrate skills into the curriculum. There will also be a focus on specific Digital Citizenship curriculum using programs such as Common Sense Media, Edpuzzle, Second Step & Base Education.

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

[Enter date of last conducted needs assessment]
February 2023 (Data Walks and Thought Exchange)

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
February 2022