

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

## School Year

2024-2025

## Date of Board Approval

September 24, 2024

## LEA Name

Fremont Union High School District

## CDS Code:

43694680000000

## Link to the LCAP:

*(optional)*

<https://www.fuhisd.org/academics/accountability/lcap>

## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

### TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

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

## Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Strategy

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

A Schoolwide Program is in place for Title I. Both Title II and Title III funds are used to supplement FUHSD efforts on behalf of students and teachers. Goal 1 of the FUHSD LCAP is to sustain generally high student performance while ensuring high levels of learning from every student as evidenced by graduation rate, achievement of A-G requirements, performance on the CAASPP. This goal incorporates metrics and actions in support of students who are English Language Learners, low-income students and Foster Youth (Title I and Title III).

Metric: by student group, increase to 100% the percentage of students who meet A-G requirements by the time they graduate; by student group, increase to 100% the percentage of students who graduate.

Action: Continue to sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide a program targeted to English Language Learners, low-income students and Foster Youth through targeted participation in Academic Foundations course sections to improve course passage and A-G completion.

Students who are English Language Learners (Title III)

Metric: increase to 100% the percentage of English Learners (ELs) who reach and maintain English Learner Progress Indicator (ELPI) Level 4 or progress at least one ELPI level as measured by the English Language Proficiency Assessments for California (ELPAC); increase English Learner reclassification rate to 100%.

Action: Sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide a program targeted to English Learners at each school. This action is principally directed toward English Learners at Fremont High School in coordination with their performance on the English Learner Progress Indicator on the dashboard. In addition, as described in the Title III plan,

- Continue to provide workshops for teachers to examine an asset-based pedagogical mindset for English Learners and to deepen two key high-leverage principles for EL instruction: incorporating all 4 language domains in every lesson and understanding and addressing language demands.
- Curriculum Leads will continue to work with teachers to emphasize the incorporation of the two high-leverage principles stated above into ELD and Sheltered lessons. Also, when providing content area professional development, Curriculum Leads will pay particular attention to lessons that incorporate the four language domains and the use of language objectives.

Goal 2 of the FUHSD LCAP states that all students will have access to a guaranteed and viable curriculum designed to help them pursue their passions and interests while preparing them for college and careers, as evidenced by metrics associated with least restrictive environment, Advanced Placement, college and career readiness. This goal incorporates the action in support of Professional Growth and Improvement of our teachers (Title II).

Action: Provide ongoing and targeted support to teachers to expand their use of the Schoology Learning Management System, Student Data Analytics System, and adapting to Artificial Intelligence within education through professional development and course-alike team coaching to integrate technology and communication tools across content areas.

## 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.

Title I, II and III are the federal grant program funds that are received by the FUHSD. During the 2023-24 school year they were used to supplement the following efforts that are supported primarily by local funds.

Goal 1 and Title I funds: Targeted participation in Academic Foundations and interventions focused on course passage, graduation and A-G completion. Academic Foundations is an elective course through which identified students will acquire the skills to be academically and social-emotionally successful in high school and in their post-secondary path. Through explicit teaching and monitoring of their 4-year plan, students will develop study and organizational strategies and increase confidence in their ability to succeed. Student profile includes those who have experienced academic

challenges in elementary and middle school, students who are homeless, foster youth, English Learners, or economically disadvantaged and migrant students.

Goal 1 and Title III funds: Professional development to support Integrated English Language Development (ELD) teachers in Math, Science, ELA and Social Studies across the district to have the opportunity to experience examples of how to scaffold one or more of the language domains (i.e., reading, writing, speaking, listening); have an opportunity to share ideas and ask questions in a roundtable format with colleagues; and have time to apply learnings by working individually, with a colleague, or with a facilitator. The Coordinator of Curriculum and the EL Instructional Lead facilitated roundtables for Sheltered (Integrated ELD) teachers in English, Science and Social Studies (16 participants). The EL Instruction Lead initiated various coaching relationships with teachers to provide ongoing support and collaboration. Release days for cross-site ELD 2 and 3 teams took place in the Fall and will continue into the Spring. A release day for Sheltered English teachers took place in February to explore how to "shelterized" a year-long curriculum for English Learners (5 participants). Four sheltered Algebra 1 teachers met 3 times in the Fall to consider what are essential learning objectives for the course and will create "EL-accessible" lessons when they continue to meet in the Spring.

Goal 2 and Title II funds: the FUHSD served 19 Induction eligible teachers and 38 teachers total

## ESSA Provisions Addressed Within the LCAP

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

### TITLE I, PART A

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

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 ( <i>as applicable</i> )

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

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

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

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 ( <i>as applicable</i> )

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

### Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

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

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

### TITLE I, PART A

#### Poverty Criteria

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

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

On June 1, 2021 the Board of Trustees approved a Schoolwide Plan (SWP) Waiver and authorized the Superintendent to utilize Title I funds to operate as a SWP School based on the criteria that SWP is the best way to serve the student population.



## ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

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

### TITLE I, PART A

#### Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

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

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

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Our review of teachers, their years of experience, state of evaluation and courses taught did not uncover that any students were being taught at higher rates by ineffective, inexperienced, or out of field teachers.

- Are low-income students taught at higher rates than other students by ineffective/misassigned teachers? Of the 502.4 total teaching FTE there were 506 clear, 11 out-of-field, 2 intern, and 8 ineffective credentials. Our review did not uncover that any students were being taught at high rates by these teachers.
- Are low-income students taught at higher rates than other students by out-of-field teachers? Our review did not uncover that any students were being taught at high rates by these teachers.
- Are low-income students taught at higher rates than other students by inexperienced teachers? Review of our field of teachers shows that less than 10% are within their first 1-2 years of teaching. Given the structure of a 7-period day in a comprehensive high school there is no clustering of low-income students within the classrooms of any type of teacher in particular.

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

Term	Definition
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Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> <li>• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or</li> <li>• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)</li> <li>• An individual who holds no credential, permit, or authorization to teach in California.</li> </ul> <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> <li>• <b>Provisional Internship Permits,</b></li> <li>• <b>Short-Term Staff Permits</b></li> <li>• <b>Variable Term Waivers</b></li> </ul> <p><b>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</b></p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> <li>• General Education Limited Assignment Permit (GELAP)</li> <li>• Special Education Limited Assignment Permit (SELAP)</li> <li>• <b>Short-Term Waivers</b></li> <li>• <b>Emergency English Learner or Bilingual Authorization Permits</b></li> </ul> <p><b>Local Assignment Options</b> (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

## Parent and Family Engagement

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

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

N/A Neither Fremont High School nor the other four comprehensive campuses in the FUHSD are currently considered CSI or TSI.

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:**

Regular parent and family engagement occurs through School Site Council, school-site English Learner Advisory Councils, District English Learners Advisory Council, PTSA, Los Padres, and the Collaborative Committee for School Linked Services.

During the 2023-2024 school year, the FEC continued to meet and function as the District "LCAP Committee", representing parents and classified, certificated and administrative staff from each comprehensive site including a parent of a student with a disability. An initial meeting was held on March 19, 2024, and a second meeting was conducted on May 14, 2024.

Across the district there is a focus on providing written materials/communications in our dominant languages, Spanish and Mandarin. Los Padres meetings are conducted in Spanish, translation is provided during Guidance nights and other school events for parents.

**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.

Schoolwide Program (SWP): a program entitled Academic Foundations has been developed to support students who enter at 9th grade and are identified as needing additional support due to failing or most at risk of failing to meet state

academic standards. It serves a combination of students who are Long-term English Learners (LTEL), have experienced academic challenges in elementary and middle school, students who are homeless, foster youth, or economically disadvantaged and migrant students.

Targeted Support Programs: N/A

Neglected or delinquent: N/A

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:**

Operating a schoolwide program.

**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:**

When a student who is homeless enters the FUHSD, or meets the criteria of homelessness at anytime during their enrollment, their status is confirmed through the District Enrollment Center. This is an expedited process to ensure timely enrollment. The Director of Educational Options oversees implementation of the reservation funds and coordinates with the sites at the start of each academic year and periodically throughout the year to ensure that students receive supplies related to their academic progress including personal needs. Another aspect of enrollment that is unique to students who are homeless, the Educational Options School Counselor reviews their transcript and coordinates an academic plan with the school-site school counselor who is designated to support students who are homeless. The school site school counselor holds check-in meetings with the student over the course of the year. The Educational Options SC and designated site SCs meet during the school year to discuss any updates in the law and monitor District supports including course selection, post-secondary options, and social supports necessary for student success in high school. Site specific activities to support students who are homeless are monitored throughout the school year through the school plan process.

Reservation funds for students who are homeless include the following:

- Assistance to homeless families and students from District Enrollment Office and the Educational Options School Counselor
- Support for transportation including if the student is remaining at their school of origin
- Funds for students who are homeless as defined by the McKinney-Vento Act to purchase school supplies, hygiene kits, other necessities, fees associated with College Board exams, and costs associated with activities including graduation.

Highlights of our services for students who are homeless include:

- Teachers' salaries for reading and academic intervention classes
- Parent and Community Liaison position
- Additional Student Conduct Liaison position
- Additional CTE classes above average # allocated to other schools
- Teachers' salaries and materials for summer bridge classes
- AVID or AVID-like interventions at all schools
- Lower class sizes in Algebra
- Academic Foundations courses

While not directly funded through reservation funds for students who are homeless, the FUHSD has School Linked Services in place and the Specialist reaches out to each family to coordinate social services through the County including mental health.

### **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.

N/A

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

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The administrative, guidance, English Language Development and Academic Foundation teams work with the feeder middle schools to identify students based on the criteria above. Information is also provided during guidance presentations in order to incorporate parent input. Students are identified based on their academic progress in middle school and performance on the CAASPP, specifically English/Language Arts and Mathematics; English Language Development status including Long-term English Learners (LTELs) including performance on the ELPAC and local assessments used for reclassification; and performance that is at risk of failing due to academic, social-emotional and executive function skills.

The FUHSD has a College/Career Access Pathway (CCAP) agreement in place with the Foothill-De Anza Community College District. The CCAP has provided an avenue for expanding Career Technical Education dual enrollment programs and afterschool concurrent enrollment courses offered on FUHSD campuses.

### **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:**

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.

Implementation of actions/services including: the work of the new teacher mentor program; site and district level PLCs; and Curriculum Leads to support and guide the efforts of individual teachers and PLCs. The FUHSD has a two-year, in-house induction program for new teachers.

Curriculum and Professional Development Teams. During each school's twice-weekly collaboration times, course-alike teams meet to discuss the essential questions:

- What do we want our students to know and be able to do?
- How will we know if they have learned it?
- What do skillful teachers do to help students learn it?
- What do we do if students don't learn it?
- What do we do if they have already learned it? Teams have the opportunity to select a compensated

Team Lead that guides the work of the team toward addressing these questions.

Once again, teams were encouraged to work over the summer with paid collaboration time to continue to address the 5 questions. Highlights of some of the recurring themes of the summer work:

- Aligning units of study
- Agreeing on essential student expectations within each unit of study
- Extending the number of common formative and summative assessments
- Examining student work to identify areas of focus for instruction
- Incorporating more Academic Language Production into our English Learner classes
- Developing rubrics for various modes of writing
- Refining Science and Engineering practices including Claim, Evidence, and Reasoning protocols

Curriculum Development and Team Coaching: Our District Curriculum Lead teachers held several workshops throughout the year for our district teachers. English Language Development (ELD) teachers come together regularly to continue to develop and align ELD curriculum.

Progress is measured by state and local assessments and metrics along with cycles of improvement completed by PLCs and through teacher conferences documenting their incorporation of professional development into their classroom practice. Administrators expand their practice through the opportunity to apply teacher professional development to their practice. The theme and work from retreat is extended over the course of each school year and reflected in Cabinet/ Principals meetings as one way to gauge ongoing progress. Together the curriculum leads, district and site administrators review and update professional development plans on an annual basis.

## 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:

N/A

## 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.

The LEA consults with paraeducators and specialized instructional support personnel through weekly collaboration and site based professional development. Parents are consulted through School Site Council for each school and committees/councils such as enrollment, wellness, and parent engagement.

The use of Title II funds is incorporated into the implementation of Goal 2: All students will have access to a guaranteed and viable curriculum designed to help them pursue their passions and interests while preparing them for college and careers.

## **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:**

Professional development for Integrated ELD teachers in Math, Science, ELA and Social Studies. English Language Development (ELD) teachers come together regularly to continue to develop and align ELD curriculum. Professional development and implementation through PLC meetings are focused on the balance of the four language domains (i.e., listening, speaking, reading, and writing) in their instruction; the key high-leverage principles for EL instruction of incorporating all 4 language domains in every lesson and understanding and addressing language demands; and examining an asset-based pedagogical mindset for 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.

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:**

Students who are immigrants and English Language Learners are supported through English Language Development and shelter courses at their home school. Title III funds are utilized to provide companion ELD courses to supplement participation in the core English instruction.

Shelter courses supplement the core by providing college-preparatory curriculum with a lower student to teacher ratio. The ELD Program Coordinator and Program Assistant at each school ensure that any additional support needed is provided to these students. School Linked Services is in place for community-based support.

### **Title III Programs and Activities**

ESSA SECTIONS 3116(b)(1)



Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

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:**

Title III funds are utilized to provide companion ELD courses to supplement participation in the core English instruction. Shelter courses supplement the core by providing college-preparatory curriculum with a lower student to teacher ratio.

**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:**

The District ELD Coordinator regularly meets with ELD and Shelter teachers from each site as well as gauges the progress of the site ELD Coordinators and Program Assistants. Accountability is gauged by implementation of the guaranteed and viable English Language curriculum that has been developed in collaboration between teachers and the ELD Coordinator. The ELD Coordinator monitors the reclassification rate, ongoing support to reclassified students, and progress of English Learners on the ELPAC and CAASPP. District Accountability is reported to the Board of Trustees throughout the school year and each site provides a report and presentation to the Board between February and April. Title III funds are utilized to provide companion ELD courses to supplement participation in the core English instruction. Shelter courses supplement the core by providing college-preparatory curriculum with a lower student to teacher ratio.

## **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:**

The FUHSD is focusing our use of Title IV funds on effective use of technology in schools. Beginning with the 2023-24 school year, the District has a contract with RMT Tech, LLC for Reach My Teach. This is a one-stop communication platform for school communities. The messaging occurs through email and text providing students and families to easily communicate with any staff member. The program is able to support seamless translation of over 130 languages. The ease of communicating in various platforms and languages with the click of one button has increased interactions between students, families and school staff.