

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

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

In collaboration with the office of Multi-Tiered System of Supports (MTSS), sites are offered trainings in Restorative Practices,

TITLE II, PART A

Title II, Part A Activities

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

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

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

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

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

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

Provision 2 Schools

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

Parent and Family Engagement

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

Describe how the LEA will carry out its responsibi

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

FUSD does not operate any Targeted Assistance Title I Programs.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Preschool Transition

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

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

Elementary to Middle School Transitions

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

Middle to High School Transitions

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

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

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

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

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district has prioritized the following in alignment with the Student Support and Academic Enrichment priority areas including providing students with access to a well-rounded education, i

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

LCAP Federal Addendum Actions and Services

LCAP GOAL 1: Increase Proficiency and Strategic Thinking

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

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

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

LCAP GOAL 2: Promote Multilingualism and Multiculturalism

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

- SBAC and ELPAC

2019-20 Actions/Services	Pupils to be served	2019-20 Estimated Cost	Federal Funding Source
Provide and distribute supplemental TK-12 ELD instructional materials including materials for ALD courses in middle and high schools and supplemental materials for EL/SpEd	English Learners Immigrant Students	\$6,793 \$49,826	Title III LEP

LEA GOAL 4: Cultivate Effective Teachers and Leaders

Metric(s) for monitoring the effectiveness of Actions

2019-20 Actions/Services	Pupils to be served	2019-20 Estimated Cost	Federal Funding Source
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Federal Programs Included in the LCAP Federal Addendum

Title I		Allocation
<input checked="" type="checkbox"/>	<p>Title I, Part A: Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.</p> <p>District Required and Authorized Reservations:</p> <p>Allocation to School Sites:</p>	<p>\$9,032,713</p> <p>\$2,567,486</p>
Title II		Allocation
<input checked="" type="checkbox"/>	<p>Title II, Part A Purpose: To increase the academic achievement of all students by helping schools: (1) improve teacher and principal quality through professional development and other activities, and (2) providing low-income and minority students greater access to effective teachers, principals, and other school leaders</p>	<p>\$1,190,983</p>
Title III		Allocation
<input checked="" type="checkbox"/>	<p>Title III English Learner Purpose: To ensure English learners attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students.</p>	<p>\$1,009,242</p>
<input checked="" type="checkbox"/>	<p>Title III Immigrant Purpose: To provide for enhanced instructional opportunities to ensure that immigrant students meet the same challenging grade level and graduation standards as all other students.</p>	<p>\$64,826</p>