

LCAP Federal Addendum System

Instructions, Strategy, and Alignment

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 Every Student Succeeds Act (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.

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 LEA must address the Strategy and Alignment prompts provided below. Please 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.

Response from Fall River Joint Unified:

The LEA's strategy for using federal funds to supplement and enhance local priorities funded with state funds would lead to the major goal of the LCAP: The Fall River Joint Unified School District's major goal in the LCAP is to strive to get 100% of our students to graduate "College and Career Ready," with an underlying goal of having all students becoming proficient in the areas of English Language Arts and Mathematics on the SBAC assessment. A secondary goal is that Federal funds are used to assist all

students to gain additional proficiency as measured by the CASSPP, ELPAC, and various local assessments/measures. The district is using federal funds to achieve this goal in the following ways:

- 1) ELA literacy. Both elementary school sites have a reading specialist teacher who offers intervention reading support to identified students. A Title I coordinator is also partially funded through these federal dollars.
- 2) Alternative education: Paraprofessionals are funded through these federal monies to assist alternative education students in academic support, as well as other areas.
- 3) Transportation: This is partially funded for students whose families have determined a different school of choice for their child. These federal dollars are used to pay for the cost of transporting students to another district school.
- 4) Assessments and testing supplies: Identifying and implementing instructional strategies, based on assessment results, will help improve student learning. At-risk students will be identified and targeted to receive additional support.
- 5) Classroom supplies: Daily planning materials, including agendas and calendars, are provided to assist with student organization skills.
- 6) Foster Youth Training: District personnel attend professional development training to gain and understand ways to better support our foster youth students' needs.

The LEA uses funding provided from Title II, Part A, to pay for a percentage of an elementary teacher's salary. This helps keep class sizes below the Class Size Reduction ratio. Smaller class sizes allow teachers to provide more individualized instruction and to address achievement gaps and provide intervention activities for low performing students.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Response from Fall River Joint Unified:

Efforts the LEA will take to align the use of federal funds are numerous. The LEA offers reading intervention programs by funding a Title I Reading Specialist teachers at both elementary sites. Intervention strategies for low level students in the area of ELA are also implemented. Due to the high percentage of qualifying students, these programs meet various needs of many students, not simply identified ones. Alternative education is supported by funding paraprofessionals to provide academic support. English Learner students receive support through the LCAP as well. The LEA also uses Title I funds to help pay for the cost of transporting students between the two elementary school sites. Classroom and assessment supplies are also purchased with Federal funds. All Federal expenditures are directly aligned with State and local funds.

Instructions, Strategy, and Alignment Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Carolyn Garrigus

Contact Phone and Optional Extension

530-335-2220

Optional Extension

Contact Email

cgarrigus@frjUSD.org

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

LCAP Federal Addendum System

Title I, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Parent and Family Engagement

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

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

Response from Fall River Joint Unified:

The LEA will carry out its responsibility under this Section by addressing student and parent engagement practices. Parent and family engagement is extremely important to our LEA. Ongoing efforts, sometimes met with minimal attendance or concern, are always practiced. This unwritten goal is evident in the overall LCAP process, from personal interviews to parent surveys, through ongoing communication regarding school activities. Ongoing efforts are made to insure a "school community" is in place which offers support services for many student needs, including social, emotional, and mental.

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

Response from Fall River Joint Unified:

The LEA will use various strategies to encourage and implement effective parent and family practices. Efforts are made to fully communicate opportunities for parent involvement, often through technology (phone calls, internet and emails, Now in its fourth year, a parent survey is sent to determine their reflection on the schools. Parents are encouraged to visit and volunteer in classrooms. Many parents are active in School

Site Councils, the DELAC, Booster's Clubs, and advisory boards. Input is gained, considered, and when possible, used to make improvements throughout the LEA.

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.

Response from Fall River Joint Unified:

The main components of this program are our Community Day Schools, which provide small group instruction, differentiated to the individual learner's goal. Students are provided with a small teacher to student ratio thus increasing the odds for successful completion of credits. The Community Day Schools have an average class size of 6 students. A low percentage of our Community Day School students graduate each year as most of them transfer to the LEA's other alternative program, the continuation school. Our LEA's two comprehensive elementary schools also serve many neglected and/or delinquent children in their settings. Due to the small size of our district, staff members have frequent conversations among themselves and with site administration to identify students from poverty or trauma. "Behavior paraprofessionals" are employed at both elementary sites, as well as a district-wide school counselor, to insure students needs are met. Student support is evident in our secondary sites as well. The LEA feels students have abundant resources to insure their success.

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.

Response from Fall River Joint Unified:

School employees, in consultation with parents, paraprofessionals, and personnel, provide small group instruction, differentiated to the individual learner's goal. This is offered through the LEA's Community Day Schools. Students are provided with a small student to teacher ratio, thus increasing the odds for successful completion of credits. The Community Day Schools have an average class size of 6 students. A low percentage of our Community Day School students graduate each year as most of them transfer to the LEA's other alternative program, the continuation school. Our LEA's two comprehensive elementary schools also serve many neglected and/or delinquent children in their settings. Due to the small size of our district, staff members have frequent conversations among themselves and with site administration to identify students from poverty or trauma. "Behavior paraprofessionals" are employed at both elementary sites, as well as a district-wide school counselor, to insure students needs are met. Student support is evident in our secondary sites as well. The LEA feels students have abundant resources to insure their success.

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.).

Response from Fall River Joint Unified:

The services the LEA will provide homeless children and youths are the LEA provides transportation support for homeless students when needed to continue attendance at their school of origin. If parents of homeless students cannot afford fuel to transport their students to school, the LEA will provide this for them. The LEA will also provide clothing, including team sports and PE attire, as well as shoes, undergarment wear, and winter jackets. Toiletries are provided for homeless students as well. School supplies, including backpacks, lunch sacks, and water bottles are also provided. Free breakfasts, lunches, and snacks are provided to all Homeless Children. Academic progress is monitored and tutoring provided to insure student success; if Homeless students are struggling, a plan is created to support their growth and success. Title I, Part A Reservation Funds for Homeless students are used to transport students from home to school throughout the year.

Homeless students also receive the same academic opportunities as other students. After school tutoring, schedule adjustments, supplies, and adjusted deadlines are examples of additional support services for homeless students.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Response from Fall River Joint Unified:

The LEA has no early childhood education 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.

Response from Fall River Joint Unified:

Strategies leading to effective transitions between elementary and secondary schools are ongoing. Elementary schools utilize the same grading and grade reporting system as the junior-senior high schools. Middle school classes are "departmentalized" at the sixth grade level to prepare students for the transition. Student agendas are used to help students prepare for the transition to the next level. Sixth grade students

visit the junior-senior high schools in the spring for an awareness presentation. Secondary administrators hold a meeting with sixth grade students and families to assist with the transition process. Prior to the start of the school year all incoming junior high students come to an afternoon orientation. A Gear-Up counselor works to assist with the transition between the schools as well.

A number of supports are made to assist with the preparation for the transition from high school to postsecondary education including:

- 1) Academic counseling. The LEA's counselor and secondary administrators are participants of the County-wide college-to-career counseling consortium, which provides direction and focus to secondary school counseling practices. The LEA now "tracks" graduates to determine post-secondary success. The LEA counselor holds individual academic planning with all students, leading to a four year Action Plan for college or career. During their sophomore year, all students participate in California Colleges Education Planning process to insure college and career awareness. All students in the eighth and ninth grade take the PSAT to determine aptitudes; and all eleventh grade students take the ASVAB. The SAT and ACT are offered in the district as well.
- 2) Career Days are held at each secondary site, featuring professionals from colleges and the workplace to share information. Guest speakers regarding careers, colleges, trade schools, and the military also frequent classrooms for more specific presentations. Concurrent enrollment opportunities exist with the local community college, which has a satellite campus at one of the local high schools. Dual enrollment opportunities exist for some students as well.
- 3) As a graduation requirement, all seniors must complete a "Senior Project," which includes a career component. A Workability Program is offered to students with an Individualized Education Plan, to help develop career or workplace skills. Students are connected with local businesses, which may lead to part time employment under "work experience" or summer employment.
- 4) FFA and other leadership opportunities are offered to all students.
- 5) College and Career visitations are offered for students to gain understanding and familiarization with post secondary and career opportunities.
- 6) Student and parent meetings are held for each grade level to insure parents gain understanding about post secondary opportunities. During students senior year, financial aide nights are held to provide insight to the costs of attending college and assistance available. A county-wide competition is held to insure all students complete their FAFSA; one of our schools was recognized in this the competition.

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.

Response from Fall River Joint Unified:

The LEA does not use any funds to identify and serve gifted and talented students. Funds are used to purchase Chromebooks for student use at elementary sites.

Title I, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Carolyn Garrigus

Contact Phone and Optional Extension

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Optional Extension

Contact Email

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LCAP Federal Addendum System

Title I, Part A, Educator Equity

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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Educator Equity

ESSA SECTION 1112(b)(2)

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

Response from Fall River Joint Unified:

The LEA provides support intervention for our low-income and minority students taught by the same credentialed teachers that instruct all other students. Our intervention and RSP teachers are all highly qualified as are our paraprofessionals who provide support as well. Our LEA has additional paraprofessionals assigned to students that are significantly at-risk and minority students at each comprehensive school.

Fall River JUSD is located in a rural part of the state. It is difficult to recruit teachers to our area. When we have a teacher that is ineffective, inexperienced or out- field, we work closely with them to provide them with a one-on-one coach and partner them with an instructional leader. We work diligently to have all our our teachers teaching in their field of expertise. All schools within our LEA are very similar in the percentage of minority students as well as students facing economic hardships. Staffing disparities are not a concern for the LEA.

Title I, Part A, Educator Equity Contact

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LCAP Federal Addendum System

Title II, Part A

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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.

Response from Fall River Joint Unified:

The LEA's systems of professional growth and improvement is quite dependent on outside support and instruction. Areas for professional development are determined by administrative staff, with input from both certificated and classified employees. Many of these decisions are determined by CASSPP results. After analysis, professional development topics are put in place and coordinated with Shasta County Office of Education, who offers many relevant and outstanding opportunities throughout the school year. Many PD ideas are shared and planned through the county Co-Operative (a consortium of districts throughout the county to insure all LEA needs are met). Other outside opportunities are considered throughout the year as the need arises. This includes curricular strategies, trauma informed practices, special education, and training for specific subgroups, including Native and ELD students. Technology is a priority in the LEA; training opportunities have been held throughout the district as well. School board member also attend trainings to remain current in practices.

New teachers in the LEA also participate in the Teacher Alliance Induction Program, which provides support to first and second year teachers. All administrators belong to the Association of California School

Administrators and receive support and guidance as well.

District schools operate on a "shortened" Friday to create collaboration time. A collaboration schedule is created to determine dates and activities to be shared throughout the year.

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).

Response from Fall River Joint Unified:

The LEA encompasses a large geographic area (1300 square miles) and serves 9 schools, including two comprehensive elementary schools, two comprehensive jr-sr high schools, two continuation schools, two community day schools, and a special education center. Most of the students in the outlying areas of the LEA commute to school by bus. Efforts are ongoing to insure all students throughout the LEA are receiving the same opportunities through equity. Our district is committed to equity. Several years ago, all employees participated in a district-wide Equity training; the effects are still being felt and practices still being used. Decisions are made with emphasis on what will be best for all students, including those of poverty and limited abilities. As an example, ALL students receive their own ChromeBook and efforts are made to provide internet connection outside of school. To date, 61% of our district's students are low income; the LEA's primary goal of the LCAP is to insure 100% of ALL students graduate college and/or career ready.

Support and improvement activities through the LEA are targeted to challenge achieving students and remediate/support those who struggle. Personnel has been added to insure ALL students are supported. This includes counseling services at our secondary and alternative education sites, behavior paraprofessionals at our elementary sites, and numerous paraprofessionals to assist subgroups.

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.

Response from Fall River Joint Unified:

Each year, the district, as well as each school, does a complete analysis of CAASPP and ELPAC data results. This includes comparison of results from previous years. Once obtained, , specific areas are chosen to receive intensive instruction and support. Other data that is used includes site specific assessments; for example, Accelerated Math and Reading, Northwest Evaluation Association (MAP Testing), Math Facts in a Flash, Systematic Instruction in Phonologics and Phonics,(SIPPS), and Keyboarding Without Tears. Professional development opportunities which surface throughout the school year are also considered.

Title II, Part A Contact

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Carolyn Garrigus

Contact Phone and Optional Extension

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Contact Email

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LCAP Federal Addendum System

Title IV, Part A

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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.

Response from Fall River Joint Unified:

Title IV, Part A funding will be spent on purchasing and/or upgrading ChromeBooks for effective use of technology. A district-wide goal of providing each student in grades 7-12 with their own personal ChromeBook for use both in school and out, has been maintained. This also enables the district to provide

equity to all students. ChromeBooks are also used at school sites for students in grades 4-6 as an introduction to keyboarding and research skills, as well as technological support programs.

Title IV, Part A Contact

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