

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

## LEA Name

Ferndale Unified School District

## CDS Code:

12753740000000

## Link to the LCAP:

*(optional)*

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## 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 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.

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.

Goal3 Action 8: 2.28 FTE Title 1 Instructional Aides to support low income students that have a need for intervention in the areas of Language Arts and Math.

Ferndale Unified School District uses our federal Title I funds to support learning through instructional paraprofessionals (aides) in classrooms. Elementary classrooms have an average of 1.5-2.5 hours daily of instructional support through an aide. The aides fulfill a significant role in improving student achievement. They are trained to support and augment the teacher's instruction in the classroom. The support of our classroom aides helps to ensure that students receive the greatest benefit from the learning activities that the teacher plans and puts into effect through individual and small group assistance.

Ferndale Elementary's site based Instructional Leadership Team meets quarterly to address school academic and climate goals. Team members facilitate high quality professional learning opportunities so all students have teachers who teach to the levels of rigor and depth required by the standards; research and support standards-aligned instructional resources; coordinate, support and guide the implementation of standards-aligned assessment systems to inform teaching; establish priorities for professional learning; and provide multiple measures accountability tools. In addition, the Leadership Team supports the full implementation of PBIS and restorative Practices throughout the campus.

## 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.

The allocation of Title 1 federal funds in the Ferndale Unified School District provides extended instruction targeting specific learning needs of students through small group and individual instruction in the classroom, and provides support in our intervention programs, 1:1 or small group direct instruction to identified students needing additional support.

Funding supports the Leadership Teams to research, monitor, and modify formative and summative multiple measures; and implement CCSS, monitor and alter local assessments, and organize professional development days for staff.

This allocation of Title 1 funds is in direct support of the goals outlined in the LCAP, as described below:

Goal 1: The District will provide a broad course of study that includes all subject areas applicable to TK-12 grade students including access to A-G courses, AP courses, Career Pathways opportunities, physical fitness courses and college readiness courses.

Goal 2: The District will provide the basic "core" program for all students including: appropriately credentialed teachers, standards (CCSS) aligned Instructional materials, school facilities in good repair, and learning/teaching support to facilitate Professional Development and access to current technology.

Goal 3: The District will increase achievement for all students, including the acquisition of English for English learners and a supportive, least restrictive environment for students receiving special education services.

Goal 4: The District will improve student engagement by maintaining a positive learning environment, encouraging parent participation and providing a safe school climate.

## 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.

We only have one Title 1 eligible school, Ferndale Elementary School, so a ranking system is not needed.

## **ESSA Provisions Not Addressed in the LCAP**

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

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

### **TITLE I, PART A**

#### **Educator Equity**

ESSA SECTION 1112(b)(2)

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

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

The Ferndale Unified School District has no disparities. All teachers meet the highly qualified criteria. Most single subjects only have one teacher and most TK-6 grade classes only have 1-2 classrooms. New teachers participate in the Teacher Induction Program and are mentored and coached by veteran teachers. When a new teacher is hired, experienced teachers and administrators provide continual support in all aspects of the profession.

#### **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).

The Ferndale Unified School District values parents and community members as partners. Current Board Policy includes a Parent Involvement Plan. The district encourages and supports active parent/caregiver involvement in their children's education. Parents are encouraged to volunteer in their child's classroom, and many do. Guests are invited to schedule a visit to observe. Administrators are easily accessible to all stakeholders. Teachers use a notification system, email, telephone calls and face to face communication on an ongoing basis to keep families abreast of their children's academic, behavioral, and social progress. Our TK – 6th grade site publishes a monthly newsletter. Our District and Site websites, along with Facebook page post announcements of upcoming events as well as pictures of events that recently occurred. Annually we survey parents and other stakeholders to determine the preferred method of communication so we can be sure are meeting the parents' needs.

The District held three different LCAP stakeholder input meetings at the school sites. Which included input from the School Site Council, the ELAC and other parent and staff groups.

Parent - teacher conferences are scheduled at the conclusion in the fall and spring, and additional conferences are often scheduled to keep parents / guardians informed. In addition to sending home information with CAASPP student assessment results, we share the information during the conferences and include website where parents can gain more information.

Student Study Team (SST) meetings with parents are conducted throughout the school year to discuss specific needs of students. When necessary, interpreters are provided for conferences and meetings. Our English learner population is 6.7% district wide. We make every attempt to translate materials such as Parent Surveys in Spanish. Also, we employ translators and interpreters to have staff at conferences and other parent meetings if translation is needed. Staff is supported from HCOE through the EL Coordinator who is readily accessible.

Using information provided in the Family Engagement Framework listed on the CDE website, and with the assistance of parents, the district will devote at least one hour of PD before the start of the year to educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, 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. Quarterly, principals will add Parent/Family Engagement to the staff meeting and School Site Council agendas to ensure there is effective staff outreach for parent involvement.

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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### **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.

The district has a counselor at each site as well as a Foster Youth Liaison and a Homeless Youth Liaison to direct and coordinate educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Ferndale Unified School District does not operate a Targeted Support Program. The District operates a Title I Schoolwide program. Teachers use formative and summative data to determine which students need additional support. The teachers and paraprofessionals provide individual or small group instruction to those students. The district also employs a Multi-tiered System of Supports. Special services staff (resource teachers, math specialist, reading specialist, speech therapist, English Learner teacher, and academic and social-emotional counselors) meet with administration and parents to review a variety of academic and/or social emotional data and information. The team determines needs and what types of supports best meet each student's needs. The classroom teachers and paraprofessionals provide many of those supports.

**Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The site principals along with the counselors and social worker provide support for our Homeless students. These staff members assist students and families with the following: enrollment (health records, residency requirements, birth certificates); regular attendance; community resource information and referrals; assistance with basic school supplies and clothing; and any other appropriate support for families to make students fully access their education. They assist school districts and staff with the following: establish school services that meet the basic needs of homeless students; bridge the gap between schools if a child moves; ensure that a full range of services is available; maintain contact with parents and/or guardians; assist with immediate enrollment and proper placement; provide parent education related to rights and resources; provide referrals to housing and other community agencies as appropriate; provide case management of identified students; and maintain contact with the County McKinney-Vento Homeless Liaison and Coordinator.

**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.

The elementary school TK/K teachers coordinate assessments, school visits and a transition program with the Ferndale Children's Center, the Humblest County Office of Education Early Beginnings program and other preschools in our area.

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) coordination with institutions of higher education, employers, and other local partners; and
- (B) 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:**

Ferndale Unified School District supports the transition of students entering Transitional Kindergarten and Kindergarten through numerous orientations. The first event is our Kindergarten Information Night and Orientation as well as visits from the Ferndale Children's Center Pre-K class. Families and students are invited to learn about the program, tour the school, meet the teachers and administration, and hear from current and former parents. Families who have registered for TK/Kindergarten for the upcoming year are invited to come to the school in May as an orientation day where students spend time in the TK/K classrooms, play on the playground and eat lunch in the cafeteria. A third orientation occurs in August. Children are scheduled to take the Kindergarten Screening Tool which is administered by the kindergarten teachers. Parents receive more information and have their questions answered at this time.

The transition from elementary school to middle school includes a visit and information day in the spring of 6th grade. Since the elementary and middle schools are on the same site, many transition activities happen throughout the 6th grade school year.

Ferndale middle school works closely with Ferndale High School to transition our 8th graders from our middle school to our high school. All 8th graders meet with high school counselors and identify the A-G requirements as they plan out their four year plan and come to an 8th grade tour and orientation day in late May and Freshmen Orientation in August before they begin their freshmen year.

The transition from elementary school to middle school includes a visit and information day in the spring of 6th grade. Since the elementary and middle schools are on the same site, many transition activities happen throughout the 6th grade school year. Ferndale middle school works closely with Ferndale High School to transition our 8th graders from our middle school to our high school. All 8th graders meet with high school counselors and identify the A-G requirements as they plan out their four year plan and come to an 8th grade tour and orientation day in late May and Freshmen Orientation in August before they begin their freshmen year.

Ferndale High School has an academic counselor, a College and Career Readiness course and a Financial Management course required for graduation. The counselor meets with each student and their parents once annually to review transcripts, A-G requirements and modify 4-year plans as needed. The counselor also schedules visits by representatives from different educational institutions, trade schools, military branches and representatives from the work force in our community. Additionally, representative visits from HSU and College of the Redwoods as well as the Cash for College event happen every year. Financial Aid and Scholarship events and one-on-one assistance are available on site. Finally, we arrange to take our students to HSU and College of the Redwoods every year for the "I have been admitted to College" events and assist with enrollment at both schools.

**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:**

None.

## 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:**

Not applicable

### **Formal Agreements** ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and 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:**

Not applicable

### **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:**

Not applicable

### **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:**

Not applicable

### **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:**

Not applicable

**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:**

Not applicable

**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:**

Not applicable

**Parent and Family Involvement**

ESSA SECTION 1423(8)

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:**

Not applicable

**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:**

Not applicable

**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:**

Not applicable

**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:**

Not applicable

**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:**

Not applicable

## **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:**

Ferndale Unified understands the importance of professional growth and improvement at every level of the education system. The district's system of professional growth and improvement incorporates all of the standards identified in the California's Quality Professional Learning Standards (data, content and pedagogy, equity, design and structure, collaboration and shared accountability, resources, alignment and coherence) and includes the following components:

1. New Teacher Orientation and Support: All new teachers are provided with a mentor teacher by the district and complete the 2 year North Coast Induction Program.

2. Ongoing Professional Learning for Teachers and Support Staff: The equivalent of 3 additional work days for professional learning (PL) are written into the Collective Bargaining Agreement. Teachers and administrators engage in 3 full days of professional learning and additional hours on early release days throughout the year to improve efficacy in meeting the needs of all of our students and maintaining exemplary schools and programs. Classified employees also engage in professional learning as provided by the district. Professional learning opportunities for classified employees are determined through surveys, evaluations, and needs identified by the immediate supervisor. Professional Learning for certificated employees is directly linked to improving student outcomes and the schools' goals and mission. Instructional Leadership Teams and District-Level Teams disaggregate and analyze, by student group: student achievement on formative and summative assessments, attendance, and behavior data. After identifying needs, the team collaboratively creates PL modules. In order to determine the effectiveness of each PL, surveys are conducted to ensure continuous improvement. Administrators attend all relevant PL opportunities. They monitor the implementation of adult learning and its effect on student learning through classroom

visits. Actionable Feedback is provided to staff to ensure continuous improvement.

3. Professional Learning for Administrators: Administrators and coaches attend monthly district and county level meetings and trainings.

4. Professional Learning and Collaboration: Professional learning is the crucial means of sustaining and extending teachers' knowledge base and professional repertoire. Teachers are organized around strong teams, each guided by an Instructional Coach or Grade Level Lead. This model helps schools become stronger learning organizations and gives teachers the kind of supports that professionals in other knowledge-based, learning-intensive professions receive.

Throughout the district's system of professional growth and improvement, feedback is collected to evaluate the quality of the professional learning and the impact on student learning. Surveys are administered and feedback evaluated and adjustments are made. Administrators provide actionable feedback as they visit classrooms daily. Instructional Coaches use coaching tools with pre- and post- data to evaluate the effectiveness of the cycle. Student interim or formative data is collected and analyzed in professional learning collaborative meetings and acted upon in a continuous cycle of inquiry and improvement to ensure all students make progress as a result of adult \ actions.

### **Prioritizing Funding**

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

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

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

Ferndale Unified ensures that both schools receive equitable funding and support for student achievement. Effective teaching is the single largest factor in predicting achievement. Research indicates that the impact of having an effective teacher can be measured for four years after a student leaves that teacher's classroom. If teaching matters most; effective leadership matters next. Ferndale Unified is committed to ensuring that effective teaching and leadership are a top priority in each of its schools and the district office.

The District leaders annually evaluate the LCAP and the Addendum actions and services against the metrics identified to measure progress. Actions and services may be discontinued if found to be ineffective or enhanced if found to be promising in closing the achievement gap.

### **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:**

Student data drives the continuous improvement of activities supported under Title II, Part A. The California School Dashboard reports and tables are carefully analyzed to determine the growth made by students and areas of needed attention.

## **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:**

Not applicable

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

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

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

Not applicable

### **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.

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

Not applicable

### **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:

- (C) 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
- (D) meeting the challenging State academic standards.

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

Not applicable

## **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:**

Ferndale Unified applied for Title IV, Part A on the Consolidated Application. The district leaders in consultation with parents of the Parent Advisory Committee and the English Learner Parent Committee met to discuss the availability of the funds, the benefit of applying for the funds, and identified areas of need, and services and actions the funds can support.

Funds were allocated to improve student's academic achievement by improving school conditions for student learning, providing students with access to, and opportunity for, a well-rounded education for all students.

The suspension and expulsion data indicate there is a strong need in providing students at the middle and high school level with access to a well-rounded education including socio-emotional and behavior counseling. The district plans on providing additional school-based mental health services and counseling as a preventative measure. The students at the secondary level will benefit greatly from alcohol, tobacco, and other drug education programs.