

**Ferndale Unified School District
Board of Trustees**

Danella Barnes-Penman

Jerry Hansen

JoLynn Jorgensen

Cory Nunes

Corrie Pedrotti

**September 30, 2020
Special School Board Meeting**

**6:45 p.m. CLOSED SESSION
7:00 p.m. OPEN SESSION**

Ferndale High School- Mabel Lowry Library
1231 Main Street, Ferndale, CA 95536

Join Zoom Meeting

<https://us04web.zoom.us/j/72165595898?pwd=RTJ5aS9iY0xudDJjMFRWTEJPajMxdz09>

Meeting ID: 721 6559 5898

Passcode: 2K1psF

AGENDA

1.0 CALL TO ORDER

Notice: *Any writing, not exempt from public disclosure under Government Code Sections 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the Board is available for public inspection at Ferndale High School main office. (1231 Main Street, Ferndale, California).*

2.0 ADJUSTMENTS TO THE AGENDA

3.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS

Members of the public may comment on closed session agenda items. Action taken in closed session will be reported out in open session, if required by law. Individuals will have up to three (3) minutes to address closed session agenda items. The Board shall limit the total time for public comment on each item of discussion to twenty (20) minutes.

4.0 ADJOURN TO CLOSED SESSION

4.1 Public Employment: Pursuant to Government Code Section 54957

Classified Employment:

- FES Aides

Certificated Employment

- FES Temporary 5th Grade Teacher, .75 FTE

5.0 REGULAR SESSION RECONVENED

5.1 Report Action taken in Closed Session, if required by law.

6.0 FLAG SALUTE

7.0 PUBLIC COMMENT ON OPEN SESSION ITEMS

Members of the public may comment on open agenda items or any other item pertaining to Board business. Action may be taken on items listed as such. Individuals will have up to three (3) minutes to address matters pertaining to Board Business. The Board shall limit the total time for public comment on each item of discussion to twenty (20) minutes.

8.0 ACTION ITEMS *(The Board is asked to adopt/approve.)*

8.1 Approve Learning Continuity and Attendance Plan 2020-2021

9.0 ADJOURNMENT

NOTICE: Individuals requiring disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the District Superintendent in writing three (3) days prior to the meeting at the following address: 1231 Main Street, Ferndale, California.

Ferndale Unified School District

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

AGENDA ITEM # 8.1

DATE: September 30, 2020

SUBJECT:

2020-2021 Learning Continuity and Attendance Plan

DEPARTMENT/PROGRAM:

Administration/Business

ACTION REQUESTED:

Approve the 2020-2021 Learning Continuity and Attendance Plan and the 2020-2021 Federal Addendum to the LCAP

PREVIOUS STAFF/BOARD ACTION:

A public hearing on the LCP was held at the September 9, 2020, meeting.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

The Learning Continuity and Attendance Plan (Learning Continuity Plan) is a key part of the overall budget package for K-12 that seeks to address funding stability for schools while providing information at the local educational agency (LEA) level for how student learning continuity will be addressed during the COVID-19 crisis in the 2020–21 school year. The provisions for the plan were approved by the Governor and Legislature in June in SB 98 and can be found in *EC* Section 43509.

The Learning Continuity Plan is intended to balance the needs of all stakeholders, including educators, parents, students and community members, while both streamlining engagement and condensing several preexisting plans. In particular, it was important to combine (1) the intent behind Executive Order N-56-20, published in April 2020, which envisioned an off cycle Local Control and Accountability Plan (LCAP) due December 15th, and (2) the ongoing need for LEAs to formally plan to return to school in the midst of the uncertainty and of COVID-19, without requiring two plans. The Learning Continuity Plan replaces the LCAP for the 2020–21 school year.

The Learning Continuity Plan adoption timeline of September 30, 2020 is intended to ensure the Learning Continuity Plan is completed in the beginning of the 2020–21 school year. Additionally, the timeline is intended to allow for communication of decisions that will guide how instruction will occur during the 2020–21 school year. This includes in-person instruction, according to health guidance, and distance learning, while providing critical opportunities for stakeholder engagement.

FISCAL IMPLICATIONS:

Revisions as suggested by HCOE or CDE must be approved by the board.

CONTACT PERSON(S):

Denise Grinsell, Business Manager
Beth Anderson, Superintendent

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ferndale Unified School District	Beth Anderson Superintendent	banderson@ferndalek12.org (707) 786-5900

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The COVID-19 pandemic has affected the entire Ferndale community and altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to students and school staff and their families.

The closure of schools impacted many students and families by initially decreasing access to basic services. The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges such as food insecurity, access to childcare and access to technology/connectivity. Families and students were also impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning were also disrupted.

Ferndale Unified is a small, rural district with one high school and one TK-8 school. The district serves approximately 450 students, 150 high school students and 300 elementary school students. 53.3% of students in the district are socioeconomically disadvantaged, 6.7% are English Learners, and less than 1% are foster youth or homeless youth.

In developing the Learning Continuity and Attendance Plan, FUSD acknowledges the pandemic's disproportionate impacts on students and families who were already experiencing inequitable outcomes. These students include socioeconomically disadvantaged students, English learners and students with disabilities. We identified the issues that made distance learning a challenge for our students and educators. Connectivity and device availability were not large issues for our district and we were able to provide all families in need with devices and connectivity options. Additionally, food service continued through the school year with a seamless summer nutrition program that allowed us to provide breakfast and lunch daily for all students during the school closure. The major challenges during the distance learning in March-June of 2019 were attendance issues among students and a lack of assignment completion across grade levels. Additionally, competing IEP

amendments as well as changes to Speech Therapy, Counseling and EL services due to no in person learning was a difficult process. The district worked to provide these services through distance learning but noted this is an area that needs improvement if the district must re-enter in to a full distance learning model.

Over the summer, the school board voted to return to in person learning and district administration with input from all stakeholders worked with the Humboldt County Department of Public Health and the Humboldt County Office of Education to submit School Site Specific Protection Plans for both of our school sites and a return to learning plan for both sites. The SSSPPs can found on the school website at ferndalek12.org. These plans met all the requirements from Humboldt County Public Health for our sites to return to in person learning on August 31, 2020. In addition site administration and staff worked together to come up with plans for a school day that would incorporate a distance learning option for families who need that option for high risk reasons. Also, as the pandemic is fluid, we are prepared to move into full distance learning if needed. Input sessions, information sessions and surveys were offered to all families and staff in the district and were made available in Spanish as well as English as all EI and non-English speaking families in the district at this time are Spanish speaking. All decisions and procedures during the 2020 school site closure to students and for the start of the 2020-2021 school year were communicated through mail, email and social media.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Ferndale Unified's efforts to solicit stakeholder feedback to inform the district's School Site Specific Protection Plan, In person and distance learning options and the Learning Continuity and Attendance Plan began in June and have continued throughout the development process. The district's planning process toward the reopening of schools began with guidance from the Humboldt County Office of Education and the Humboldt County Department of Public Health. Engaging in outreach and surveying stakeholders has provided and continues to provide valuable input to inform the district's planning in Academics, Attendance & Engagement, Culture & Climate, District Communication, Nutrition Services, and Public Health. As the 2019-20 academic year came to a close and throughout the summer, the district administered surveys to families to gain their feedback on distance learning and options for the fall. These surveys were made available in English and Spanish and administered via email, text message and social media through our all call system. A total of 220 families responded to the survey and detailed results can be found in various board packets. We also held staff and parent input meetings during July through Zoom and took input and provided updated information from CDE, HCOE and HCDPH. We also had an input session for Spanish speaking parents and families. The district's efforts to engage stakeholders in providing input to the Learning Continuity and Attendance Plan began early so that the information received would meaningfully inform plan development. From the surveys in June and July and input sessions in July as well as input sessions at the August board meeting and from parent emails and phone calls throughout the summer, the district gained a lot of valid input prior to engaging in plan revisions during leading up to and following the public hearing in early September.

[A description of the options provided for remote participation in public meetings and public hearings.]

All public and staff input sessions were available through zoom link and teleconference. Notification of these meetings and the information needed to join were sent through email, mail, text message and social media. All messages were sent in Spanish to Spanish speaking families.

[A summary of the feedback provided by specific stakeholder groups.]

All stakeholder groups had the following concerns in common: Increased communication from teachers regarding distance learning requirements and schedules; an option for synchronous learning, especially synchronous instruction. Parent and staff survey results suggested that 85% of families in the district and 80% of teachers in the district preferred in person instruction if possible. The majority of those surveyed also requested 5 day a week in person instruction. Stakeholders represented students with IEPs and other supports voiced concern over ensuring those supports remained in place in the most true to the plan form if distance learning is in place. Additionally, members from most stakeholder groups shared their concerns over PPE, sanitizing procedures and cohort planning.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

All aspects of the Learning Continuity and Attendance Plan were influenced by stakeholder input as all areas of concerns were addressed in our School Site Specific Protection Plans (as monitored by the county office of education and the county public health department) and the specific site plans for in person and distance learning models.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Based on the survey results suggesting that 85% of families in the district and 80% of teachers in the district preferred in person instruction if possible, the district moved forward throughout the summer with planning for in person instruction. Coordination with the Humboldt County Department of Public Health, the Humboldt County Office of Education, the Ferndale Unified Teacher's Association and input from all stakeholders, the district worked to create the required School Site Specific Protection Plans and an MOU between the district and the teacher's association. In order to meet all suggestions and guidelines for safely re-opening schools many things had to be considered and planned carefully for both Ferndale Elementary School and Ferndale High School. On August 31, 2020, Ferndale Elementary (TK-8) began the school year with 221 in person/on site students and Ferndale High School (9-12) began the school year with 128 in person/on site

learners. In order to also serve students whose families requested distance learning due to risk factors in their home environment, the school schedules were designed to meet the required daily instructional minutes for 2020-2021 (K = 180 minutes daily, 1-3 = 230 minutes daily, 4-12 = 240 minutes daily) with an earlier than usual release time at both sites to provide an opportunity for added assasinate for distance learners from 1:15-3:15 pm daily. Additional changes that had to be made were smaller classroom/cohort sizes, directional movement in the hallways, students staying in their classroom cohorts for lunch and recess, a reduction to 2 periods a day instead of 4 periods a day (block schedule) for the middle school, and a reduction from 7 periods a day to 4 periods a day at the high school (semester broken into two 4 period quarters). Also, additional cleaning and sanitizing were scheduled throughout the day, all students and staff are required to wear masks while at school, social distancing of 3-6 feet is maintained between student work stations, hand washing and sanitizing were increased throughout the day, and outdoor eating and instructional spaces were created. Masks, face shields and protective barriers were provided to all staff and masks are available for any students who need them. Also, symptom and temperature check stations are required for entry into the school buildings every morning. Initial assessment for learning loss helped teachers to plan for additional instruction needed as well as arrange for intervention and support where needed. The smaller class sizes due to social distancing requirements will also support students with learning loss. These smaller class sizes did require additional teaching staff at the elementary school. All other supports are in place in the in person and distance learning school days for students (math intervention, IEP accommodations and supports, EL support and instruction, and OT and Speech Therapy support. Additionally, all teachers are instructing their in person learners on the use of the digital learning platforms that will be used should a cohort or school quarantine or closure be necessary.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Face coverings (masks and face shields)	TBD	No
Increased supply of hand soap and hand sanitizer. Hand sanitizer dispensers.	TBD	No
Thermometers for temperature check/health screening of students and staff.	TBD	No
Disinfecting materials and supplies (Disinfecting spray, Disinfecting liquid, disinfecting wipes, towels, gloves, etc.)	TBD	No
Signage, posters, floor decals for marking social distancing, unidirectional moment, exit/entry points, reminding students and staff to social distance, wear masks, wash/sanitize hands	TBD	No

Description	Total Funds	Contributing
Increased HVAC filter replacements and purchase of air filter and purifying devices for certain spaces	TBD	No
Plexiglass and plastic to provide barriers when close contact is likely	TBD	No
Additional supplies to limit sharing supplies/objects	TBD	No

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Synchronous Learning: Synchronous learning is any type of learning that takes place in real time where a group of students are engaging in learning simultaneously and through live instruction and interaction.

- Most resembles a real classroom
- Learners can ask questions and receive feedback simultaneously
- Allows for collaboration between students
- Teachers can provide immediate feedback, assessment, and make adjustments as needed
- Synchronous learning can occur using computer interaction through Google Classroom or video.

Asynchronous Learning: Asynchronous learning occurs separately and without real-time interaction.

- Directly aligned to live learning and instruction
- Feedback and opportunities for questions come later
- Students can absorb content at their own pace
- Provides opportunities for students to develop questions and reflections on learning
- Allows for more flexibility in scheduling

- Asynchronous learning can occur through classwork, videos, group work, or with other support from a teacher.

Ferndale Unified's distance learning plan will include a combination of synchronous and asynchronous learning. The district acknowledges that distance learning is challenging and does not envision students, teachers, and parents/guardians sitting in front of a screen all day long. The district's planned distance learning model is flexible and has balance between synchronous and asynchronous learning and between whole class and small group support.

As noted in the stakeholder feedback section, community input reflected some dissatisfaction with the distance learning model implemented from March-June. District staff have, in their own reflections, identified a number of areas in which significant improvements were needed. Daily, live instruction and interaction was a key area for improvement in the spring, with asynchronous learning being the primary model. The parents and families have strongly voiced their desire to see their teachers provide students the full classroom experience, including peer to peer interaction when possible. The requirement for daily, live instruction has been affirmed by Senate Bill 98. If full distance learning is needed again, Ferndale High School and Ferndale Elementary School will be offering consistent, daily, live instruction for every student with the option of participating through recorded instruction later. The option to later view recorded instruction is critical in supporting the different needs of learners, some of whom need to watch instruction over again as well as the individual needs of families during a shelter in place type order. The district believes that all students should receive the minimum required minutes of instruction and student support per day, which shall include both scheduled synchronous and asynchronous instruction. In addition to direct, live instruction every day for every student, a key expectation of the district's plan is teacher availability to students outside of that time. Access and availability is acknowledged as a key element enabling students to fully access the curriculum regardless of the mode of instruction. Whether at a distance or in-person, students - and family members - need consistent and reliable access to teacher support. This includes maintaining open communication channels and identified times at which support can be obtained.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

At this time the district has purchased additional Chromebooks to allow for a 1-to-1 device ratio so all students can be assigned a device for in person and/or distance learning. Additionally, during the closure in the spring, all students who needed assistance with connectivity were provided with hot spots for distance learning. The only barrier with connectivity are the few families who live where the only available internet connectivity is through satellite internet and we have had some issues with streaming and Zoom for those families. Hot spots were provided for families who could go to another residence to do school work or the school libraries were made available for wireless access as needed. We will continue to reach out to families with connectivity concerns and provide connectivity as needed should another transition to full distance learning be necessary.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

The instructional plan is to meet the minimum instructional minutes of instruction that includes either synchronous and asynchronous instruction, including interaction with peers and support check-ins. Attendance will be taken in Aeries in both scenarios. Regular instruction,

check-ins and assessments, plus information logged in from several daily "checking for understanding activities/discussions" as well as assignment completion and correctness will be used to monitor attendance, engagement and academic progress.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Teachers were encouraged to attend distance learning training through the Humboldt County Office of Education and the SHIFT conference. A lead teacher from each site attended the SHIFT training on distance learning and shared their learning with the rest of the staff. With the focus on returning to in person instruction, teachers worked to incorporate their distance learning tools into the classroom. This includes Google Classroom, Zoom, online textbooks and learning tools and school email. Teachers can request additional professional development and upon approval can attend sessions to improve their distance learning instructional model.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Altered schedules allow for in-person teaching from the beginning of school until 1 each day at both sites. Synchronous learning happens through students zooming in to the in person classes. If a shift to full distance learning happens, teachers will teach from their classrooms and all students will zoom in for synchronous learning. From 1:45 until 3:15 daily, teachers assist distance learning students through Zoom meetings, email, and telephone. RSP teachers, the EL teacher, intervention teachers and teachers aides assist distance learners throughout the school day to provide supports and accommodations as directed by individual student learning plans.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

All students who need them can receive hotspots and devices to access synchronous instruction, recorded instruction, Google Classrooms and online programs as needed. General ed. and resource teachers collaborate to plan and evaluate the online, paper, and Zoom meeting results, as they are completed by students receiving differentiated and integrated ELD instruction. English Learners are invited to extra individual and small group instructional support Zoom meetings that are held for students to access designated and integrated ELD instruction. RSP teachers create accommodations and supports as well as assignments at each student's level to supplement the weekly general education assignments for differentiated and integrated lessons. Teachers hold office hours and/or check-in times Monday through Friday to help support students who have additional questions or need extra guidance. This includes phone calls and/or email contact. Students with a 504 or receiving services through an IEP, low income students, Homeless and Foster Youth, and English Learners are all served by having extra staff assigned or available to them. Support staff is sometimes scheduled through regular Zoom time. But more often, School Psychologist, Counselors, Speech Therapist and other resource staff members hold additional sessions to provide services for students and individual families based on their needs or Individual Educational Program. All students can schedule on site visits as needed for speech therapy, IEP supports and accommodations, connectivity, counseling, etc.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Chromebook purchases	TBD	Yes
Charger replacements for Chromebooks	TBD	Yes
Hot spot devices purchase	TBD	Yes
Hot spot data purchases	TBD	Yes
Online/distance learning tools and platforms	TBD	Yes
Professional Development for Distance Learning instructional methods/tools	TBD	Yes
Technology purchases for staff use to enhance distance learning (microphones, cameras, headsets, etc.)	TBD	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Students will complete formative/pre-assessments at the start of school to determine baselines so that staff can assess each students' learning status and plan accordingly to provide appropriate instruction to address learning loss and move forward with attainment of current

year standards. Assessments used may include, but are not limited to: NWEA assessments, CAASPP Interim assessments, Grade level shared assessments and individual teacher created assessments.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Intervention teachers, small group instruction, teacher aide and tutor support can all assist in the general education teachers' strategies to address learning loss and achievement gaps.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Growth from baseline will be the primary measure of effectiveness.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Actions will be determined throughout the school year as assessment results are analyzed and Instructional Leadership Teams can meet to make decisions for best addressing learning loss in wither the in person or distance learning model.	TBD	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The school counselors, administrators and other support staff members held additional lessons online to provide services for students and individual families based on their social emotional needs during the school closure in the Spring of 2020. Counselors and administrators also competed home visits to offer additional support when needed. For the Fall of 2020, the school counselors are designing new virtual supports and resources for distance learning students and families. This may include a individual and small group sessions as appropriate as well as links to additional programs and support through our county office of education. In person students will continue to receive counseling services on site to support social and emotional well-being.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

With our small schools and class sizes, teachers know their students well and have the ability to address the academic or social/emotional needs as they arise. Students do not "fall through the cracks" in Ferndale schools, which is one of the strengths of the district. Family training for Zoom access and Google Classroom was provided in the Spring of 2020. Follow up phone calls (with a Spanish speaking translator when needed) were conducted to ensure apps and processes were fully understood by parents who spoke only Spanish. Special arrangements for technology, meals, class meetings and work exchanges were made and deliveries were arranged when needed. Teachers and administrators regularly contacted families of students who were not engaging with distance learning in the Spring to ensure connectivity and technology needs were met, to offer instruction for technology apps as needed and to ensure that all supports (EL, IEP, mental health, etc.) were in place and could be accessed. Surveys for the planning of the 2020-2021 school year were delivered through email, mail and social media links to allow all families to give input in English or Spanish. The schedule and procedures for the upcoming year was shared, along with options and recommendations for families who feel they need a different instructional model. Regular check-ins and follow-ups during the 2020-2021 school year will reinforce that attendance and learning are being monitored and there are expectations for success.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Our regularly planned menus will be served for school breakfasts and lunches and will be provided in person and for pick-up and delivery for distance learners for the 2020-21 school year. Meal pick up times and locations will be communicated to parents via the all call system.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.03%	417,027

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Supplemental and Concentration funds were used at Ferndale HS to provide .17 FTE (1 period) of College and Career Readiness (formerly AVID) and College and Career Readiness training, .34 FTE (2 periods) of Financial Management, .17 FTE (1 period) Math Intervention and 1.2 FTE of Counseling at the middle school and high school levels for social/emotional support for students. These services helped the student and families to understand both high school graduation and college entrance requirements. The counselor met with all unduplicated students and parents at least once each school year to update requirements, review the student's academic and career path, and to provide information regarding financial support for postsecondary education. These services are all geared towards assisting students to meet the high school graduation requirements and career/college readiness after 12th grade. The counseling support also helped encourage student

attendance, increased students' positive perception of their school/education and encouraged a positive school climate. Additionally, the AP Testing Fees were paid by the District to remove any economic barriers that may prevent a student from participating in the testing. At Ferndale Elementary School, Supplemental and Concentration funds were primarily used to support EL students in the acquisition of the English language and support within their Core Classes. A 1.0 FTE Certificated EL teacher and 2 .495 FTE EL aides provided direct assistance to these students. Additionally, NWEA testing was used three times a year to assess the academic progress of these students and assist in identifying intervention needs by student group.

Additional technology was purchased and made available to unduplicated students for checkout/ borrowing to support their learning outside of the school day at the after school program and in the home. Districtwide we will increase/reinforce the technology available for instruction and student learning at all grade levels with the purchase of a combination of Laptops, Computers, Chromebooks and Ipads, Chrome Carts, and software programs; Accelerated Reader, Math IXL, Raz K, etc.. The District will contribute to the salary of a regional Foster Youth Liaison to serve the foster youth of the district for increased services and additional support. The District will provide CalSoap tutors at the middle and high school levels to support the academic development of unduplicated students.

The actions listed above were successful in providing the improved and additional services needed to help all students succeed in the District as we continue to adapt to an ever changing student demographics.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Supplemental and Concentration funds were used at Ferndale HS to provide .17 FTE (1 period) of College and Career Readiness (formerly AVID) and College and Career Readiness training, .34 FTE (2 periods) of Financial Management, .17 FTE (1 period) Math Intervention and 1.2 FTE of Counseling at the middle school and high school levels for social/emotional support for students. These services helped the student and families to understand both high school graduation and college entrance requirements. The counselor met with all unduplicated students and parents at least once each school year to update requirements, review the student's academic and career path, and to provide information regarding financial support for postsecondary education. These services are all geared towards assisting students to meet the high school graduation requirements and career/college readiness after 12th grade. The counseling support also helped encourage student attendance, increased students' positive perception of their school/education and encouraged a positive school climate. Additionally, the AP Testing Fees were paid by the District to remove any economic barriers that may prevent a student from participating in the testing.

At Ferndale Elementary School, Supplemental and Concentration funds were primarily used to support EL students in the acquisition of the English language and support within their Core Classes. A 1.0 FTE Certificated EL teacher and 2 .495 FTE EL aides provided direct assistance to these students. Additionally, NWEA testing was used three times a year to assess the academic progress of these students and assist in identifying intervention needs by student group.

Additional technology was purchased and made available to unduplicated students for checkout/ borrowing to support their learning outside of the school day at the after school program and in the home. Districtwide we will increase/reinforce the technology available for instruction and student learning at all grade levels with the purchase of a combination of Laptops, Computers, Chromebooks and Ipads, Chrome Carts, and software programs; Accelerated Reader, Math IXL, Raz K, etc.. The District will contribute to the salary of a regional Foster Youth Liaison to serve the foster youth of the district for increased services and additional support. The District will provide CalSoap tutors at the middle and high school levels to support the academic development of unduplicated students.

The actions listed above were successful in providing the improved and additional services needed to help all students succeed in the District as we continue to adapt to an ever changing student demographics.

**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)

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:

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.

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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.