

Annual Report on Effectiveness of Categorical Programs, 2014-15

This annual report summarizes the major efforts, outcomes, and implications for 2014-15 priorities for several state and federal categorical programs funded during the 2014-16 school year. For additional information, please contact Elena Cabrera, Director of Categorical Programs & Grants at 916-294-9000, extension 104630.

The programs listed in this report are included in the SPSA (Single Plan for Student Achievement). Schools analyze data and program results to draw conclusions about the effectiveness of their programs as part of the annual plan-revising process. Single Plan Student Achievement (SPSA) plans are under revision and will come to the Board for approval in November 2014.

This report covers the following programs:

- I. Title I, Part A
- II. Title II-A, Improving Teacher Quality
- III. Title III Limited English Proficient Student Program

I. Title I, Part A: \$3,034,223 w/carryover \$3,695,479

FCUSD Title I school sites increased from seven to ten for the 2014-2015 school years. Title I provides set-asides for district-wide programs for homeless, preschool, interventions, drop-out prevention, community day school (truancy abatement), family support services, professional development, and parental choice. Student achievement and success in English-language arts (ELA), mathematics, language development, and grade level achievement in content curriculum are the primary goals for Title I. The schools' SPSA (Single Plan for Student Achievement) included the action and strategies for each of the identified schools goals to support student progress and support professional development. The schools' SPSA goals were aligned to the LCAP (Local Control Accountability Plan).

2014-15 Title I Expenditures	Projected	Actual \$2,369,196
Certificated	39%	28%
Classified	6%	4%
Parent Engagement Services & Staff	5%	1%
Benefits	9%	6%
Materials, supplies, software	5%	27%
Professional Development	4%	9%
Supplemental Educational Services (SES) Providers	7%	3%
Direct/indirect administration	15%	15%
Other (Homeless, Interventions, Collaboration)	10%	6%

The 2014-15 Accountability Progress Report showed that:

- Cordova Gardens Elementary with 67% poverty was identified and funded as a school wide Title I school for 2014-2015 school year.
- Cordova Meadows Elementary with 90% poverty is frozen at Year 3 of PI and continued to implement a Title I school wide program improvement plan, and offered school choice and supplemental services to eligible students.
- Cordova Villa Elementary with 91% poverty is frozen as Year 3 of PI and continued to implement a Title I school wide program improvement plan, and offered school choice and supplemental services to eligible students.
- Mills Middle with 82% poverty continued as Title I school wide Year 5+ of PI and is implementing the Program Improvement Corrective Action plan SPSA, offered school choice and supplemental services to eligible students.
- Mitchell Middle with 66% poverty was identified and funded as a school wide Title I school for 2014-2015 school year.
- Peter J. Shields Elementary with 81% poverty continued to be funded as a school wide Title I school for 2014-2015 school year.
- Rancho Cordova Elementary with 87% poverty is frozen at Year 4 of PI and continued implementing their Title I school wide improvement plan, offered school choice and supplemental services to eligible students.
- Williamson Elementary with 87% poverty is frozen at Year 4 of PI and continued implementing their Title I school wide improvement plan, offered school choice and supplemental services to eligible students.
- White Rock Elementary with 92% poverty continued as Title I school wide Year 5+ of PI and is implementing the Program Improvement Corrective Action plan SPSA, offered school choice and supplemental services to eligible students.
- Cordova High School with 67% poverty was identified and funded as a Targeted Assistance Title I school for 2014-2015.
- Folsom Cordova USD remained in Year 3+ of PI due to the CAASPP (CA Assessment of Student Performance and Progress) testing which did not provide for an AYP calculation.

The federal accountability system is based on the percentage of students who score at proficient or advanced on the California Standards Test in English-language arts and math. The District, schools, and subgroups must all meet AYP targets set by the state and approved by federal education officials.

Title I Initiative: DATA Analysis Software

Illuminate provides computer analysis of students' performance in local assessments in English language arts and math. FCUSD is implementing Common Core State Standards TK-12. The Title I schools will use local assessments to monitor student progress. The DPA in Math and ELA is implemented at every Folsom Cordova District School. Regular monitoring of student progress to guide instruction is facilitated with DPA.

Coordination of Title I and Other Initiatives: Interventions

Schools offered a wide variety of extended-day interventions, in keeping with Title I direction, to extend the instructional day whenever possible. Title I supported a district coordinator to provide assistance and data support for several push-in and extended day interventions, which were funded with state programs and Title I. The majority of interventions supported K-8 students however 9-12 grade students have also been supported with interventions in the area of Literacy and mathematics. There were more English-language arts interventions provided than mathematics. Summer school replacement classes were also provided during the 2014-15 school year.

Recommendations for 2015-16:

- Apply to become an Approved Supplemental Educational Services Provider (Tutoring)
- Facilitate data analysis sessions, small group, and one on one to principals and teachers.
- Implement Academic Coaches and Intervention Teachers to monitor student progress and develop school systems that support multi-tiered systems of support that focus on eliminating achievement gaps in ELA and Math.
- Implement i-Ready to provide diagnostic assessment information to target student learning.
- Continue extended day intervention sessions up to six weeks to improve processing of time cards and for evaluation purposes
- Continue to offer assistance at the middle and high school levels to ensure that all students have access to academic interventions
- Continue to coordinate and prioritize efforts using multiple funding sources to make the most of limited intervention funds.

Title I Staff Development

Teachers at Title I schools have coordinated staff development including one or more of the following:

- Two monthly meetings on curriculum (instructional delivery, focus on pacing & assessment)
- In-service for new teachers
- Lead teacher in-service and support of teams, grade levels, and/or individuals
- Common Core PDA
- Pilot and program review of new curriculum adoption options
- Site-determined in-service
- Grade level collaboration meetings
- Data Analysis and Illuminate Training
- PLC Training
- Data Collaboration and Every Child by Name Collaborations, three times minimum annually
- Lexia Core 5 Training
- i-Ready Training
- SIPPS Training
- GLAD Training
- Program Monitoring –monthly district professional development

Coordination of programs to support Title I families:

A set aside from Title I provides for the coordination of community-based programs that focus on the needs of Title I students and their families.

- Homeless Services Education Services Liaison and team coordinate with community service agencies, such as shelters, food banks, outreach organizations, welfare and housing agencies, health departments and faith based organizations to provide resources. Awareness activities are provided for school staff. With the help of generous donors in 2014-2015 Homeless Services provided multiple Kohls shopping trips, Payless Shoe Drives, hundreds of students received Holiday Outreach, backpacks and school supplies, countless hygiene kits, hoodies, sock and underwear.
- The ASES-STARS After School Program, under Director of Before & After School Programs and Family Involvement served approximately 500 students each day after school at nine campuses in Rancho Cordova.
- State & Federal Preschool Programs operate at twelve sites in the District serving families eligible through income or other risk factors. Approximately 490 children aged 3 and 4 years attended the three hour preschool programs during morning or afternoon sessions throughout the school year.
- The School Readiness Program promotes a child's kindergarten readiness by engaging parents in readiness activities with their children, by ensuring that children are healthy and ready for school, and by strengthening communications between parents, child care providers, and schools. School Readiness served more than 500 families and over 1000 individuals in the range of strategies offered through the grant.
- The Cordova Student Union (CSU) at Cordova High School provides computer access, academic support, homework assistance, supper, and enrichment activities after school until 5:00 p.m. In 2014-15, more than 150 students enrolled in the CSU, and 50 additional students visited during the year.
- FCUSD provides Parent Summits designed to gather parent and stakeholder input to strengthen student success and eliminate achievement gaps student population in addition the Parent Summits serve as a professional develop opportunity to deepen parent engagement and build stronger school program understanding. Director of Categorical Programs and Grants designed the Parent Summit with in collaboration from School Improvement and Parent Engagement. The targeted audience is all parents FCUSD PK-adult with an emphasis on parents of Title I and EL students.
- For 2015-2016 the support for families through Title I will prioritize targeted instruction, strategic intervention, and parent engagement PK-Adult. Parents who have been involved and engaged in Preschool programs will be connected to school age parent organization such as, ELAC/DELAC (English Learner Advisory Committee) , DAC/Title I (District Advisory Committee), SSC (School Site Council), and other school parents groups to support greater student achievement and improve outcomes. Additionally, Title I will support the purchase of i-Ready as an intervention tool to target student achievement gaps.

Non-profit, Non-public Schools

Close to 100 non-profit, non-public schools in the area were contacted in the spring for possible participation in Title I. Of those contacted, one school, St. John Vianney, had eligible students. Funding was based on a per capita calculation prior to district set-asides.

Input from parents of Title I students

At Title I schools, active site councils have considerable input into the programs offered. Parents and staff at the sites are involved in the ongoing organization and planning of school programs that involve developing the school site plan, school-home compact, site parent policy, and participate in an annual Title I meeting held at each Title I school. Title I parents also participate in an annual Title I survey each fall and spring. Title I resource teachers are important contacts who convey parental priorities into the school policy arena. Parents new to the country and those who do not speak English fluently have access to bilingual aides and other school staff as well as Translation Services staff. The Latino Family Literacy Program, English Language Development classes at the neighborhood schools, and homework help are all outcomes of parental input making a difference.

II. Title II-A: Improving Teacher Quality: \$495,478 w/carryover \$900,088

Title II-A provides funding for increasing the quality of teachers, paraprofessionals, and principals. When the program first started, a staff survey of public and nonpublic school was conducted to prioritize the various allowable activities. Title II-A is the main engine that drives the District's comprehensive, staff development, and support program, called Professional Development Academy (PDA). Three non-public schools developed plans for their Title II-A funds and purchases were processed through the Categorical Programs & Grants department.

2014-15 Title II-A Expenditures	Projected	Actual \$636,181
Professional Development- Lead Teachers and Academic Coaches	65%	74%
Personnel Analyst and qualification of teachers	4%	3%
Private schools	5%	2%
Direct/indirect administration	15%	15%
Services and Materials	11%	6%

The Title II focus is on long-term professional development that includes the following:

- Consistent implementation of the CCSS throughout FCUSD;
- Effective utilization of the FCUSD data analysis system to plan for more effective instruction for all students;
- Consistent support for the instructional needs of English learners, socioeconomically disadvantaged students, and students with disabilities; and
- Follow-up professional development for teachers and administrators to support and deepen understanding of the CCSS, data analysis practices, and meeting the needs of students not yet proficient, including English learners, socioeconomically disadvantaged students, and students with disabilities.
- Develop an accountability system for professional development so that professional development is perceived as a critical component of moving FCUSD out of PI, improving educational outcomes for all students, and implementing the CCSS.
- Develop a professional development calendar that minimizes scheduling conflicts for teachers and administrators with multiple responsibilities.
- Find time for the lead teachers to collaborate on developing a consistent CCSS implementation plan District wide.

Professional Development via Site Coaching

	Main topics
Elem ELA/Math	Elementary Professional Development Cadre for all subject areas K-5. Common Core State Standards implementation for math and ELA. They offer professional development on the standards, instructional strategies, and how curriculum can be used as a tool to teach the CCSS.
Middle/ High ELA	Common Core State Standards Implementation - Informational text and argumentative writing, reading strategies. These teachers will become experts for their campus on Common Core across the content areas.
Sec Math	Training in the Common Core Standards, common assessments, data analysis, Hands on Equations, teacher support, MTSS strategies, credit recovery

III. Title III Limited English Proficient Student Program \$223,409 w/carryover, \$443,147

Title III funds are targeted to supplement Language instruction for limited-English-proficient and immigrant students.

2013-14 Title III, Expenditures	Projected	Actual \$300,526
Certificated	34%	2%
Classified	19%	11%
Benefits	11%	2%
Materials, supplies, software	7%	18%
Direct/indirect administration	2%	2%
Professional Development	23%	64%
Other (Sat. School facility costs, parent communication)	4%	1%

- FCUSD did not make all of the AMAO targets.
- Overall EL students are making progress in language proficiency.

Measures	2012-2013 PI YR 4	2013-2014 PI YR 5	2014-2015 PI YR 5+
AMAO 1	56.6%	56.9%	58.6%
Target	57.5%	59.0%	60.5%
Met	NO	NO	NO
AMAO 2 less than 5 yrs	24.4%	24.8%	25.3%
Target	21.4%	22.8%	24.2%
Met	YES	YES	YES
AMAO 2 5 yrs or more	44.8%	46.2%	50.6%
Target	47%	49%	50.9%
Met	NO	NO	NO

Staff development for teachers of English learners

Teachers of English learners received direct support from the Professional Development Academy from an English Language Development (ELD) Lead Teacher. The ELD Lead Teacher provided district teachers and paraprofessionals with assistance and training with a focus on effective strategies for English learners in English language mainstream classes. The lead teachers also provided one-to-one assistance to teachers of English learners in low-incidence situations and for English learners who were not succeeding in their programs.

In addition, School Program Monitors function as the person knowledgeable about ELD/SDAIE, contact with parents, compliance matters, and use of ELD materials and software.

Teachers without EL qualification were strongly encouraged to become qualified in 2007-08. In 2014-15, all of the District's approximately 800 teachers are EL qualified.

Input from English Learner Advisory Committees

Parents and employees of the District who are also parents of English learners are very supportive of the Community Heritage Language Programs for primary language literacy in Spanish, Russian and Ukrainian. They recognize the need for additional homework assistance in Spanish and Russian, particularly in algebra for students at Cordova High School. The 2014-15 DELAC has indicated interest in college and career readiness steps, bullying prevention, providing literacy support for EL parents to support their children with vocabulary development, technology, and homework support.

EL programs: 2013-14 and beyond

Goals for 2015-16 emphasize integrated ELD and designated ELD implementation of high-intensity ELD programs, expansion of the Latino Family Literacy program, continued use of ELD software, and improvement of student writing and academic language for mathematics. There is additional emphasis on staff development for bilingual aides in the areas of CCSS, student progress, assessing student learning, and questioning strategies.

- Fund Bilingual Instructional Assistants professional development
- Support for extended day interventions.
- Support for the Saturday Language Programs.
- Support for summer school program.
- Staff development; support English learner student achievement.
- Support Seal of Biliteracy to provide messaging for community and schools
- Continue GLAD Training districtwide

The Title III focus is on long-term professional development, supplemental material and supplemental instruction and support that include the following:

- Bilingual Instructional Assistants for school to provide students, staff, and parents with language support as well as connection to the school programs. Through BIA's the schools have been able to target students with direct support in student achievement
- Supplemental Instructional Materials and supplies have been provided to support ELD, Family Literacy, and interventions.
- 2015 Summer school for elementary students delivered high quality English Language arts and mathematics instruction for students identified as needs extra help. At risk elementary/secondary students received summer school learning.
- Professional development through staff, Lead teacher and through training opportunities were funded to support instructions for English Learners and student not yet proficient.
- Provide added staff or funding for translations, both oral and written.
- ELAC and DELAC parent committees are key to providing advice to the development of the school SPSA (Single Plan for Student Achievement).
- Students voluntarily attend Saturday Schools to receive additional academic assistance to further their academic success.
- Interventions, before and after school as well as "push in" have been funded to ensure that students are eliminating learning gaps with additional teaching and support.
- Staff collaboration to focus on data analysis and student progress monitoring has been supported.
- FCUSD Awarded 133 graduating high school students the State Seal of Biliteracy. Title III supported the certificates and medals for these outstanding students.
 - Cordova HS - 24
 - Folsom HS - 77
 - Vista del Lago HS - 31
 - Walnutwood - 1
 - Total: 133
- NOTE: FCUSD students are among the most Seal of Biliteracy Award recipients in the tri-county area.