

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

School Year

2024-25

Date of Board Approval

June 25, 2025

LEA Name

Redwood City Elementary School District

CDS Code:

41-69005-6044531

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 III, PART A

Language Instruction for English Learners
and Immigrant Students

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.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

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.

The LEA strategically utilizes federal funds to supplement and enhance local priorities outlined in its Local Control and Accountability Plan (LCAP). Federal programs are aligned with the LEA's broader equity-focused strategy to accelerate learning for historically underserved student groups, particularly English learners (ELs), students living in poverty, foster youth, and students experiencing homelessness. Federal resources are intentionally layered to expand and deepen the impact of state-funded initiatives, in support of LCAP goals related to academic achievement, language development, student engagement, and social-emotional wellness.

Title I: Targeted Instructional Support for English Learners (Newcomers)

Use of Funds: The LEA prioritizes Title I funding for supplemental instructional support for English learners who have been in U.S. schools for less than three academic years. This support is provided by newcomer-specific instructional aides trained to provide access to scaffolded curriculum and literacy intervention opportunities.

Rationale & Evidence: Research confirms that early, targeted support in language and content instruction for newcomers increases English proficiency and academic success. Title I funds allow the LEA to provide intensive, individualized academic support that complements the core instructional program.

Title II: Professional Development to Improve Reading Achievement for ELs

Use of Funds: Title II funds are used to provide high-quality, research-based professional development for teachers, with a specific focus on improving reading achievement among English learners, with an intentional focus on reducing the number of Long Term English Learners. Training includes evidence-based reading strategies and integration of language development within content instruction.

Rationale & Evidence: Professional learning that is sustained, content-focused, and aligned with student needs has been shown to improve instructional practices and student outcomes (Learning Policy Institute, 2017). These professional development efforts align with LCAP priorities focused on increasing academic achievement and supporting ELs' progress toward reclassification.

Title III: Coaching and Tutoring for English Learners (LTELs and Newcomers)

Use of Funds: Title III funds are dedicated to instructional coaching for teachers of Long-Term English Learners (LTELs), English Learners and newcomer students. Additionally, Title III supports after-school and small-group tutoring specifically for ELs, designed to address both language acquisition and academic content gaps.

Rationale & Evidence: Research indicates that both LTELs and newcomers require differentiated, high-leverage instructional practices to make progress toward reclassification. Instructional coaching builds teacher capacity to deliver those practices, while targeted tutoring provides ELs with the additional instructional time they need to succeed. These efforts directly support the LEA's LCAP goal to increase EL achievement and reclassification rates.

Title IV: Mental Health Supports, Tutoring, and Enrichment for Unduplicated Middle School Students

Use of Funds: Title IV funds support expanded access to mental health services, academic tutoring, and enrichment field trips for unduplicated middle school students (including ELs, low-income students, and foster youth). These activities are designed to promote whole-child development, increase school engagement, and reduce barriers to academic success.

Rationale & Evidence: The CDC and CASEL emphasize the importance of integrating mental health services and enrichment opportunities to improve student well-being and academic engagement. Title IV funds allow the LEA to address non-academic factors that impact learning, aligning with LCAP priorities related to school climate, student engagement, and access to a broad course of study.

Conclusion:

The LEA's approach to using federal funds is intentional, equity-driven, and data-informed. Each funding stream is strategically leveraged to supplement, not supplant, local and state-funded efforts outlined in the LCAP. This ensures a coherent, comprehensive system of support that meets the academic, linguistic, and socio-emotional needs of the LEA's most vulnerable student populations.

The federal funds are used to supplement and enhance the larger goals in the LCAP and provide services that will support the district's overall goals. When reviewing the data, students who are from a disadvantaged population show greater needs than what can be provided during core instruction.

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 RCSD plans to use federal funding to supplement and enhance activities funded with state funds. The following are supplemental services that will be offered:

- Provide professional development to site administrators and teachers emphasizing strategies for working with English Learner students to ensure they are meeting grade-level and English Language Development Standards.
- Provide coaching, training, and feedback for teachers on a research-based model of teaching English Learners that works with students in grades k through 8 at high-priority sites to further develop academic language and content knowledge.
- Implement Social Emotional Instructional strategies for English Learners in the classroom to build student engagement opportunities that develop academic language, leading toward reclassification.
- Continue to implement strategies utilized in content-based literacy units as a supplemental method of instructional practice for the implementation of content-based units of study that focus on academic language development.
- Continue to deepen implementation of the current curricular programs, textbooks, and strategies with MTSS personnel identifying students who are not meeting grade level standards.
- Align curricular materials, interventions, including after-school programs, to data assessment results.
- Integrate technology tutoring as part of differentiated instruction, either during the school day or as part of after-school interventions.
- Provide supplemental instruction to newcomer students as part of either push-in or pull-out support with a classroom teacher or with instructional assistants.
- Provide parent engagement opportunities as part of evening classes that focus on how to best support students at home with mental health.
- Provide additional coaching for teachers at Hoover, Roosevelt, and MIT in the area of integrated and designated English Language Development instruction.

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.

The Redwood City School District's free and reduced lunch count is based on the percentage of students who qualify for free or reduced meals during the Base Year. The percentages are applied to the current year's enrollment to determine how many students qualify for free and reduced meals and therefore meet poverty criteria.

RCSD ranks all of its schools according to the percentage of poverty. The same measure of poverty is used for identifying eligible schools, ranking of each school based on the percentage of free and reduced students, and determining the allocation for each site.

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) – *Not Applicable to Charters and Single School Districts.*

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.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

RCSD works to ensure that all students are taught by effective, experienced, and fully credentialed teachers in the content area they teach. Each year the Department of Human Resources reviews each applicant to ensure all teachers have the credential and experience for their assigned placement. The Deputy Superintendent of Human Resource, the Assistant Superintendent of Educational Services and the principals meet to determine the teaching staff needs. At the meeting, all information is provided to ensure the District has the highly qualified teaching staff needed across the district. RCSD completes a comparability report to ensure there are no disparities across the sites.

RCSD provides additional support for teachers with internship and emergency credentials in the form of paid mentorships by effective veteran teachers and additional support by District staff development teachers. Schools with high numbers of low income/minority students have support from onsite coaches or outside organizations for professional learning experiences.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
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Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

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

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

The LEA and each school site ensure parents and families participate in jointly developing the site plans and the LCAP through a variety of meetings and parent/family workshops. Sites have School Site Councils, ELACs, Parent Advisory Committees, parent-teacher conferences, morning coffees with the principal, and school surveys, to name a few strategies to engage families and as part of their needs assessment in developing their School Site plan and monitoring the plan during the year.

The LEA has an LCAP Committee that includes members from throughout the district who consult and provide feedback to develop the LCAP. The Parent and Engagement Policy is reviewed annually at the Title I Parent Meetings in the Fall.

There is a Superintendent's Advisory Council and a DELAC provides input and feedback to the LCAP and district leadership.

The LEA Parent and Family Engagement Policy was developed in collaboration with parent and family representatives throughout the District as part of the LCAP Committee; the LCAP Committee includes members from site SSCs and school site ELACs. The LEA Parent and Family Engagement Policy ensures:

- Parents are positively engaged in their child's education by learning skills to use at home that support their child's academic achievement.

-The LEA provides parent and Superintendent Coffees at each school site to inform parents of District initiatives designed to meet the State academic standards and the assessments the LEA uses to assess progress toward those standards.

-Parents are informed of ways they can directly affect their child's learning by monitoring their child's progress through an online student portal, weekly homework folders, school and district newsletters and phone calls, and parent-teacher conferences.

-Teachers, staff, and administrators are trained in how to communicate with parents and the importance of the family-school connection.

-The SPSA's and the LCAP include parent involvement activities in literacy, math and SEL parent workshops that parents can use with their children at home. There are district or site-led parent workshops offered throughout the District. Parent and family engagement Funds are a part of the LCAP and align with the District and site goals to include federal, state, and local grant funds. Preschool programs have also benefited from these parent education classes.

-Annual parent surveys provide the LEA with information regarding parent education interests.

The LEA ensures the LEA Parent and Family Engagement Policy is distributed annually as part of the Back to School Packet. Upon registering their child each year, parents are prompted to read and acknowledge receipt of the Policy. Hard copies of the Policy are available at all sites in the school office.

If sites in RCSD have been identified for Additional Targeted Support and Improvement (ATSI), each site will meet with its community members to share the information on the subgroup that is consistently underperforming. This information will be shared with both the SSC and the ELAC, as well as the parents and families of the subgroups. The school will partner with the educational partners to further develop a school-level plan to improve the targeted areas. For example, the attendance of homeless youth was targeted, and a site plan was developed with the SSC/ELAC and community members. The Director of Student Services from the LEA and the Assistant Superintendent will work with each site to develop a plan to assist the site's homeless youth. The site will implement interventions using the LEA-provided research-based interventions.

The LEA works with all staff to address the importance of and the value of parents as equal partners. The Superintendent works with an LEA Advisory Community. The Assistant Superintendent works with the LCAP Committee and MTSS Leadership Team; the Director of the Multilingual English Learner Department meets with the DELAC; and each site hosts meetings for SSC/ELAC, PTO, and PTA to share this message.

The SELPA shares information with families of students with disabilities multiple times a year. Parent input guides the LEA and its work through meetings and the annual Climate Survey/Healthy Kids results. Support for families (interpreters in sign language or Spanish) is provided as needed at every family meeting.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and

local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))

3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, 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; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA Parent and Family Engagement Policy is distributed annually as part of the Back to School packet that all families must complete and sign. The LEA ensures that all families, including Multilingual learners, parents and family members with disabilities, and parents and family members of migratory children are provided with either a written hard copy or an online written version of the LEA Parent and Family Engagement Policy.

Site Parent Involvement Policies are written and updated annually as part of the Site School Site Council with ELAC members.

The principals and teachers will...

- Ensure the parents are aware of Title I programs and requirements and their rights as parents at an annual meeting and other meetings during flexible meeting times for parents.
 - Provide opportunities for parents and guardians to engage with their children and other families in the areas of literacy, mathematics, technology, and other content areas to increase parent participation in the schools and in their child's education
- Improve positive relationships between students, parents and staff. Leverage services from community schools to be shared by non-community schools.
- Provide translation to parents and community members at meetings. Principals will communicate social functions and opportunities to volunteer in the monthly communication to families in English and Spanish. LEA technology tools will provide translation to families in multiple languages.
- Ensure the School Site Council, ELAC, DELAC and PAC will review the SPSAs/LCAP/Site and District Parent Involvement Policy and Site Parent Teacher Compacts that include a description and explanation of the curriculum in use at the school and the forms of assessments used to measure progress and the expected state achievement levels.
 - Involve parents in an organized, ongoing, timely way in the planning, review, and improvement of the school's Title I program and parent policy.
 - Ensure parents receive training in the area of Parent-Teacher conferences so that the importance of the Parent School Compact, student progress, and ideas for meaningful participation are addressed.

The LEA works with all staff at various meetings to address the importance of and the value of parents as equal partners. The Superintendent works with an LEA Advisory Community. The Assistant Superintendent works with the LCAP Committee; the Director of the EL Department meets with the DELAC; and each site hosts meetings for SSC/ELAC, PTO/PTA to share this message. The Site Leadership Teams that includes parents, completes a survey discussing ways to improve family engagement, and each parent completes a climate survey for the LEA to understand parent perspectives on family engagement. The LEA Climate Survey informed the LEA of ways parents felt the best methods of communication and engagements were most helpful. Finally, the Community Liaison works with the

Community School and After-school Program Director hosting meetings at various sites on ways to engage families. These are provided to families, staff members and district office personnel.

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 Redwood City Schools receiving Title I funds are considered School-wide Program. The sites use funds available to carry out services and actions supplemental to the amount of funds that would, in the absence of Title I funds, be made available from non-Federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency. (There are no Targeted Assistance School Programs).

RCSD ensures the school-wide program includes the following components as per ESSA and Title I requirements:

(A) A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children) that is based on local and state achievement results of children in relation to the State academic content standards and the State

student academic achievement standards

(B) School-wide reform strategies that —

(i) provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement,

(ii) use effective methods and instructional strategies that are based on scientifically based research that,

(a) strengthen the core academic program in the school;

(b) increase the amount and quality of learning time, such as providing an extended school year and before and after school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and

(c) include strategies for meeting the educational needs of historically underserved populations;

(iii) include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population

of any program that is included in the school-wide program, which may include counseling, pupil services, and mentoring services and address how the school will determine if such needs have been met and are consistent with, and are designed to

implement, the State and local improvement plans.

(C) Instruction by highly qualified teachers given high-quality and ongoing professional development including for, principals and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to

meet the State's student academic achievement standards.

(D) Strategies to increase parental involvement

(E) Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

(F) Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

(G) Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance which shall include measures to ensure that

students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

(H) Coordination and integration of Federal, State, and local services and programs, including programs such as violence prevention programs and nutrition 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:

TAS: N/A
RCSD does not have any Targeted Assistance Schools.

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:

Upon enrollment to the district, the LEA informs parents or guardians of homeless children and youth of educational and related opportunities to participate in the education of their children. The LEA has adopted policies and practices to ensure the homeless children are not stigmatized or segregated on the basis of their homeless status.

The LEA has a designated liaison who ensures the homeless youth are identified, enrolled in schools, provided with or have access to preschool, health care, dental care, mental health, housing, transportation, and other appropriate services. At times, assistance is provided to students who move so that the student may continue their education in the school of origin. The LEA-designated liaison monitors the attendance of the homeless youth and meets with families as needed. District personnel are provided with technical assistance and information relative to support for the homeless youth.

The LEA has reserved funds for homeless youth to provide transportation and after-school services as needed. In the Bay Area, local homeless shelters are often full, and some students are placed at shelters in a neighboring district. Some students are provided with transportation so they can stay at their school site. The LEA also provides students with after-school placement to the extent possible. In this way, homeless youth have the support needed in an after-school program, including transportation to and from the after-school program.

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 LEA has developed a system for transitions to ensure academic achievement across grade levels.

Preschool to TK/Kindergarten: The LEA works closely with the preschool program to ensure a smooth transition to the TK-8 program. The preschool director meets the Assistant Superintendent to discuss alignment. One notable alignment is the articulation across grade levels using high operational practices and strategies for preschool through third grade. The integrated content-based units of study model aligns instructional strategies for ELs to develop academic language while learning content.

Grade Five to Grade Six for TK-5 students: Grade five students are given a math placement assessment to determine which students can be placed in an accelerated math course during the middle school years. Students have options for

their math courses at some of the middle schools. Elective and course enrichment surveys are conducted by the administrators of incoming 6th-grade students.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA has developed a system for transitions to ensure academic achievement across grade levels.

Grade Eight to High School: The LEA will continue to administer placement tests in reading and mathematics to provide additional data points to Sequoia Union High School District and to comply with State legislation (SB 359). The LEA will continue to assign staffing to oversee the administration of the assessment and the collection of data.

For the past five years, the LEA and the Sequoia Union High District have collaborated to promote clear communication with all stakeholders regarding the transition to high school. These activities include, but are not limited to:

- Orientation presentations by high school counselors for students to learn about the high schools, college and career pathways, support systems, and extra-curricular opportunities.
- District Liason provides outreach and specialized parent sessions for 8th-grade Spanish-speaking families new to the middle school to high school transition.
- Parent meetings for families with students in grades 6-8 to explain the academic and social components of the transition to high school.
- Pre-testing meetings for teachers and administrators to clarify the course placement process, college and career pathways, and the directions for placement testing.
- Post-testing meetings for teachers and administrators to review the testing data for each student.
- Vertical alignment meetings for middle and high school teachers in ELA and math to communicate about standards and curriculum.
- IEP transition meetings for students receiving special education services.

Both school districts have planned and scheduled the same events for the school calendar to assist parents in the transitions.

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:

(A) Assist schools in identifying and serving gifted and talented students

RCSD hosts a specific school for students in grades 3-8 that offers an educational experience of a compacted curriculum intended to serve high-achieving students. RCSD identifies students by assessing all 2nd graders using the CogAT assessment test. This assessment is conducted in their classroom at their current school on a regular school day. In addition, RCSD offers districtwide electives to all interested students, grades 4 - 8, with a particular outreach to the historically underserved students and schools. The electives are of high quality, allowing all interested students to participate before, during, or after school. The funding for these electives is provided by the district, freeing up the financial resources at the school sites.

(B) Assist schools in developing effective school library programs to provide students with an opportunity to develop digital literacy skills and improve academic achievement

RCSD promotes the use of site funds from this program to supplement the daily school library program with opportunities for after-school enrichment that provide students with time to further enhance their digital literacy skills and improve academic achievement. The LEA provides supplemental funding as per site needs, targeting the highest needs sites.

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:

N/A for Redwood City School District

Formal Agreements ESSA SECTION 1423(2)

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:

N/A for Redwood City School District

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:

N/A for Redwood City School District

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:

N/A for Redwood City School District

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:

N/A for Redwood City School District

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:

N/A for Redwood City School District

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:

N/A for Redwood City School District

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A for Redwood City School District

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:

N/A for Redwood City School District

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:

N/A for Redwood City School District

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:

N/A for Redwood City School District

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:

N/A for Redwood City School District

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:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

RCSD has a system of professional growth and improvement that includes teachers from the induction program to veteran teachers, including principals, other school leaders. RCSD has invested in the professional development of its staff and focuses its work on the essential elements of high-quality professional learning that cut across specific content knowledge, pedagogical skills, and dispositions. The professional standards guide the work and include: data, content, and pedagogy, equity, design and structure, collaboration and shared accountability, adequate resources, and alignment and coherence. In addition, all staff take part in the required mandatory reporting and other federally required professional development through online modules at the start of each school year.

Induction Program

The Induction Program serves two functions: it is the second tier of the teacher credentialing system and provides comprehensive support to eligible beginning teachers. The objectives include: develop habits of mind expected in the teaching profession; meet the needs of students; increase teacher retention; and continue professional growth through the application of knowledge and skills acquired in the credential program. The mentor observes the participating teacher and gives feedback on specific standards outlined in CSTPs, meets weekly to work through cycles of inquiry based on student data and SMART goals. Participating teachers attend professional development as part of the induction program on topics including: Understanding the CSTPs, Classroom Management, Teaching Language Learners, and Instructional and Behavioral Strategies in working with Special Needs students. All induction teachers are invited to other optional after-school professional development.

Veteran Teachers and those New to the District (Not in the Induction Program)

Veteran teachers receive training in strategic use of data to improve instruction, collaboration through professional learning communities, technology in the classroom, equity, and implementation of the Common Core State Standards. All teachers, new and veteran, receive training and professional development in Integrated English Language Development and Universal Design Learning. In addition, RCSD implements the train-the-trainer model or District Lead Learner model. The District is calling on the rich and varied expertise of its own staff. The Staff Development team works with veteran teachers to practice effective practices and strengthen their expertise. The teachers then support other teachers along with the Staff Development team. In this way, RCSD continues to develop capacity in the teaching staff.

Principals and Other School Leaders

Principals attend the same professional development offerings as the classroom teachers to ensure an understanding of the expectations for teaching and learning. Principals are provided with opportunities to develop their understanding in a collaborative environment. New principals are further supported by an assigned mentor, typically a retired principal who meets monthly with the new principals. There are monthly trainings for new principals based on their interests and needs. All principals and leaders are assigned a District Administrator to ensure ongoing support. Finally, the principals

participate in annual retreats both at the end of the year and at the beginning of each school year to further their expertise. The focus for the school year will be understanding the implementation of the CA EL Roadmap and CA ELA/ELD Standards and the new Standards for the Teaching Profession. The trainings may also include assistance in the development of the Single Plans for Student Achievement, budget development and monitoring, faculty evaluations, the instruction of English Learners, and the Special Education population.

Classified Personnel

Classified personnel meet regularly with their department Directors to learn more specifically about their assigned responsibilities. All classified staff are provided with professional development through small-group or like-position collaboration time. The content is determined by the Directors using state and local regulations as well as observations of personnel.

Advancement

RCSD believes personnel are most effective when they are up to date on responsibilities. There are opportunities for advancement within a site and in the district. Directors work with staff to set goals for their professional advancement. Many staff members have risen through the ranks into leadership positions.

Evaluation of the systems of professional growth and improvement is reviewed and adjustments are made to ensure continuous improvement.

RCSD reviews staff surveys to determine the effectiveness of the PD sessions and determines next steps based on feedback of topic interests. RCSD Directors review their department goals and determine student growth in CCSS as another measure of PD effectiveness. Additionally, student assessment results indicate areas of strength and need for PD. The evaluation system allows for adjustments midyear. For example, Foster Youth or SPED attendance data leads to discussions on student engagement for subgroups.

This work is ongoing.

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).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Redwood City School District prioritizes funds to sites identified as needing Targeted Assistance using the CA Dashboard. The sites will receive more intensive support and coaching through a series of professional development and instructional coaching and from the Staff Development personnel and Directors of programs as needed.

The LEA conducts weekly site observations to collect evidence of program implementation and meets monthly with the Targeted Assistance sites to review progress as per local formative and summative assessments. The assistance will be determined as per the progress monitoring and data collective of evidence of site observations using a calibrated observation tool.

The Healthy Kids Climate districtwide results were reviewed by the LCAP committee. Site results were shared with each school's School Site Committee and Leadership Team as a component of the data review, both validating and establishing needs statements for the goals and alignment of actions and services.

The Coordinator of Data and Assessment regularly collects and analyzes data at the district and site levels. The data is shared at the district and site level for Leadership and SSC to review to ensure that the actions and services, chosen to address findings identified are producing the desired results.

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:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

In conjunction with the California Dashboard, RCSD has, and will continue to, develop internal assessments that measure student learning and growth in the areas of language arts and mathematics. The Coordinator of Data and Assessment works in collaboration with the Educational Services team to provide updated, ongoing data sets to each site in these subject areas, and in the areas of attendance, behavior, and social-emotional components (such as school safety, suspensions, mental health). English Learner Progress is highlighted. This data will be provided and analyzed each trimester in site-based meetings.

Each site maintains an MTSS Leadership team that reviews district-provided data as well as site-collected data. The MTSS Teacher on Special Assignment (TOSA), assigned to each school, is responsible for gathering site-based data to bring to these regularly scheduled meetings. Students who do not show evidence of success in the Tier I academic or behavioral systems will be identified by the MTSS TOSA and may be referred to the site SCREEN team for further discussion and recommendations for Tier II or Tier III supports.

While all sites engage in continuous improvement efforts, selected sites will be supported more deeply, with district office or outside (e.g. Stanford University) partnerships. The problems of practice at each site will address either reading or math achievement, English Learner language growth and academic success, and/or the social/emotional/behavioral (climate) needs at their site. Foundational to all of this work is the district's commitment to equity and the mission, vision, and beliefs of the RCSD School Board.

RCSD also consults with their principals and Cabinet members during weekly meetings to follow the progress of the provided professional learning experiences. Coaching and workshops are provided to sites as needed. The LEA administers an annual needs assessment to teaching staff and site administrators regarding professional development experiences and needs.

RCSD aligns all federal, state, and local funds to Board Goals to ensure a common focus and work on shared work across the district. The alignment of the LCAP Goals to SPSA documents remains at the core of our continuous improvement efforts to make sure the work and funding is linked for more cohesive improvements for faculty and ultimately students.

At times, outside consultants are brought in to provide more intensive professional learning and coaching support on specific areas of need. The consultants also survey the participants, conduct classroom walkthroughs on progress toward goals, and listen to the feedback from the teachers, administrators, and other staff leaders. These results also lead to modifications for areas of need and goals. The consultants are directly connected to LCAP Goals and overall plans for aligned funding and activities.

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.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA will provide effective professional development to classroom teachers, principals, and other school leaders for the academic achievement of English Learners.

The RCSD provides district-wide professional development to ensure teachers have the skills, knowledge, and materials to provide high quality language instruction to English Language Learners, including immigrant youth. More targeted assistance will be provided to English Learners to supplement the core instruction.

- Additional teacher instructional coaching will be provided in grades 3-8 to ensure teachers are also working to prevent Long-term English Learner challenges in the district. Instructional strategies to develop academic language along with content acquisition will be implemented following consultation and coaching from an outside organization promoting academic discourse and student engagement.
- Instructional coaches will target their coaching to address the needs of English learners which include students with less than three years in US schools.
- Principals will be guided through what to identify in high-quality language instruction with a lens of learning for English Learners. The LEA will work with the principals in the area of literacy, including working with English Learners.
- Staff Development personnel will assist the principals with this work.
- A vendor that specializes in instruction and best practices for teachers of English Learners will be contracted to work with Designated and Integrated ELD instruction at the school sites to further enhance the academic achievement of language learners by coaching in strategies that promote language and content acquisition.

The LEA continues to support teachers and administrators in understanding the educational needs of the ELs served.

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.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA is committed to the following to ensure that immigrant children and youth are provided with enhanced educational opportunities.

- EL students will be identified, appropriately grouped for instruction, and receive designated ELD on a regular weekly basis. Results of state assessments will be used to group EL students appropriately for designated ELD instruction.
- EL students will be provided with materials, strategies, and groupings that support their learning of the grade-level academic standards in all subjects.
- Three newcomer teachers and 6 instructional assistants have been hired to serve newcomer students across the district. The teachers are placed at the sites that receive the largest number of newcomer students, and the instructional assistants are shared across the remaining sites. The newcomer students spend part of their day receiving designated intensive ELD, and part of their day mainstreamed into content area classrooms.
- As funding permits, summer school, as well as before and after school learning opportunities, will be offered for the immigrant children and youth.
- Provide Professional Development to Newcomer teachers and IA's that emphasize strategies for working with English Learners newly arrived to the U.S. in grades 3-8.
- A Newcomer TOSA will provide coaching for teachers in grades 3-8 to support the immigrant youth's adapt to the U.S. school system. The TOSA will ensure quality of instruction and curriculum, the development of "welcome" units, and outreach and training to newcomer students and their families.
- A Welcome Center is being developed in the registration office for newly enrolled newcomer students. The intent of a centralized, district-wide welcome center for newly-arrived English Learner students and families would be to provide a more consistent intake system that includes orienting and scheduling new students. This will systematize and streamline the process. It would also aim to act as a resource center for new students, providing information about the structure of US schools, and connecting students and families to school- and community-based resources.

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.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Staff Development coaches will work with teachers in developing expertise in providing Daily Designated ELD and Integrated ELD throughout the day. The Staff Development coaching will take place across the various language

programs offered in the LEA including, traditional Bilingual programs, Two-way Immersion programs, Specifically Designed Academic English Instruction, Structured English Immersion, and the English mainstream classes.

Professional development in designing content for Integrated ELD and instructional coaching provided by consultants for teachers in grades 3-8 will enhance the core program.

Parents will be informed of the various language program options as part of the registration process. Parents will be provided with specific workshops to ensure they have the knowledge to support their students at home.

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:

- (A) 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
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

English Learners will achieve English proficiency based on the State's English language proficiency assessment.

The LEA provides Designated and Integrated ELD instruction that takes place in grades K-8. Designated ELD is part of Targeted Instructional Grouping (TIG) time at each school.

Designated ELD is 150 minutes weekly to receive targeted instruction to meet their needs. English learners are grouped by English proficiency level based on ELPAC scores and performance on other assessments. English learners receive ELD instruction until they reach a proficient level of English proficiency.

RCSD ensures that all English language learners receive instruction that meets the essential features of Designated ELD:

Lessons of Intellectual Quality

Academic English Focus

Extended Language Interaction

Focus on Meaning and Forms

Formative Assessments to guide instruction

Results from the ELPAC will be reviewed to determine areas of need for students and provide initial planning for Designated ELD lessons. A supplemental ELD curriculum for grades k-8 is implemented to support English Learners in increasing English Language Proficiency. Professional development is provided to teachers, instructional assistants, and site administration.

English Learners meet the challenging State academic standards.

Throughout the day, K-8 teachers use content and language objectives to focus their instruction for English learners. This focus on objectives helps teachers make grade-level standards accessible to ELs. Teachers make appropriate adaptations to the state-adopted curriculum materials to focus content instruction on grade-level standards. They weave the language objective into their lessons, thereby increasing comprehension of content and providing language for students to convey their understanding of the content. Teachers use explicit vocabulary routines to embed the academic language of mathematics, science, social studies, and language arts into daily interactions with and among students. Teachers are provided with an online English Learner database to see progress on state and local assessments.

Specific strategies are provided for each student across content areas. The online tool will assist the teachers in identifying the most effective instructional supports for students to meet the challenging State academic standards.

In grades 6-8, English Learner students receive designated ELD instruction within an English Language Arts block or as a stand-alone period.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

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.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Well-Rounded Education

Based on the LCAP recommendations, the focus for the well-rounded education will be on supporting students and families with a specific focus in grades 6-8.

Field trips will be provided for the three schools with high levels of unduplicated students and with middle school students. Identified students will be prioritized to participate in after-school tutoring through the MTSS process in the areas of math and English Language Arts.

Effective Use of Technology in Schools

The reading assessment data indicates a need for supplemental reading online tools that include tutoring, independent reading practice and access to online resources.

Safe and Healthy Schools

Training and professional development for classified staff to develop skills working with students to teach about personal safety and healthy relationships.

Parent workshop sessions are held in the morning and evening to support parents in building skills to teach their children about safety and healthy relationships.

Evaluation of Actions

The Assistant Superintendent of Ed Services, the Coordinator of Data and Assessment, the Director of Student Services and Staff Development TOSAs will monitor technology integration and implementation of effective instructional practices through observations and survey information from principals to determine the impact of the actions. Adjustments will be provided as needed.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

By June of 2027, the LEA aims to reduce Chronic Absenteeism by 3% each year in all student groups across the LEA, specifically the African American Students and student groups at English learners at Clifford, Henry Ford.

Improve the Attendance rate by 2% each year in all groups.

Reduce suspensions by 0.5% for district and other subgroups: SED, ELs, Homeless, each year, and by 1% annually for African Americans, and Students with Disabilities, sub group of English Learners LTELs.

What activities will be included within the support for a well-rounded education?

The focus for the well-rounded education will be supporting students in fieldtrips and after-school tutoring in Math and English Language Arts.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

As part of the LCAP process, each activity supplemented from Title IV funds will be reviewed using attendance data for parent workshops, site level data on number of students and families that participate in supplemental parent sessions, parent, student and staff surveys, review of chronic absenteeism and suspensions for significant sub groups in grades 6-8 and student surveys for students in grades 4-8.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Healthy Kids Survey: This is the first year to administer this survey, and therefore, this is baseline data:

In general, RCSD Spring 2025 results show a favorable response across most of the topics for all grade levels.

I feel close to people at school, favorable response=70%

4th-5th: 64%

6th-8th: 67%

I am happy at school, favorable response=62%

4th-5th: 70%

6th-8th: 54%

The teachers at this school treat students fairly favorabl response=66%

5th: 82%

6th-8th: 53%

I feel safe at school, favorable response=66%

4th-5th: 80%

6th-8th: 72%

What activities will be included within the support for safety and health of students?

Training and professional development for classified staff to develop skills working with students to teach about personal safety and healthy relationships.
Parent workshop sessions for in the morning and evening are offered to support parents in building skills to teach their children about safety skills and healthy relationships.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

As part of the LCAP review process, data will be collected once per year on the number of classified staff participating in the instructional workshops. A survey will be conducted at the conclusion of the sessions to determine ongoing needs in supporting students to teach about personal safety and healthy relationships at school.

The new Healthy Kids survey will be reviewed with a focus on climate and school culture for students in grades 6-8 for all significant subgroups.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Increase the percent of English learner students in grades 3-8 meeting or exceeding standard in ELA to 20% and in Math to 16% as measure by 2023 to 2024 CAASPP testing for students in grades 3-8.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

The reading assessment data indicates a need for supplemental reading online tools that include tutoring, independent reading practice and access to online resources.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Through the LCAP process reading data for students who are reading significantly below grade level at the sites participating in the online tools will be reviewed.

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

March 13, 2025

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
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