

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

## LEA Name

Redlands Unified School District

## CDS Code:

36-67843-6108179

## Link to the LCAP:

*(optional)*

<https://www.redlandsusd.net/Page/90>

## 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.

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 district primarily utilizes federal funds to supplement and enhance student academic achievement needs through instructional support and comprehensive professional development of teachers. Funding also provides supplemental materials and supplies to support aligned instructional strategies within and beyond the school day. Key features reflected in the LCAP include:

1. Provide all stakeholders with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learner (EL), Foster Youth (FY), student experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.
2. All students will progress toward meeting standards in academics through tiered supports and services.
3. Redlands USD will continue to implement the actions which relate to teachers, materials, and facilities, in order to ensure that progress made within Goal 1, the Engagement of All Stakeholders, and in Goal 2, Tiered Academic Supports and Services, will be maintained over the next three years. These metrics will be evaluated using multiple measures on an annual basis to ensure maintenance of progress.

Redlands USD has integrated Title I, Title II, Title III, and Title IV into the Local Control Accountability Plan. In order to provide the extra supports needed for students who are not meeting grade level standards, the following strategies are supplementing the district's primary initiatives using federal funding.

I. Additional mathematics and science (STEM) instructional staff provide intervention support services through in-classroom and pull out small group support. Extended day is provided through before-, after, during- school opportunities aligned to site-based student needs. Supplemental materials at the sites include supplemental supplies, student resources, books/eBooks, and makerspace materials. In addition, software licenses are provided to support elementary literacy initiatives along with leveled readers. Parent outreach is a focus at the District and Site level. Parent Involvement monies are used to support parent educational opportunities and provide access for parents/guardians to participate in district and school events.

II. Title II funds supplement district funds used for professional development for teachers, principals, and other school leaders. Professional development is currently focused on closing the achievement gap and improving the performance of under-performing student groups. Areas of focus include: Multi-Tiered Supports and Services, Universal Design for Learning, Mathematics instructional strategies, Positive Behavioral Interventions and Supports, Social Emotional Learning and professional learning communities where teachers analyze data and plan instructional improvements to increase student success.

III. English Learner services are provided through classroom instructional support and coaching on the ELD framework, early literacy, and support for integrated and designated ELD. Instructional staff are participating in CAFE staff development training to ensure high quality instruction is occurring in all classrooms. Also, we are beginning exploration of a Dual Immersion program.

IV. The district is developing a framework for Multi-Tiered System of Supports (MTSS) with incorporation of Social and Emotional Learning (SEL) competencies, the Positive Behavior Intervention and Support framework, and standards based academic instruction and support. As part of the MTSS framework, professional development will provide support in universal assessments, best first instruction using Universal Design for Learning, and data collection, review, and program monitoring. Additionally, instructional and support staff will provide Tier II and III support for academic, social/emotional, and behavioral needs.

All site-level use of funding is determined through a comprehensive needs assessment through school-wide planning initiatives. Schools Plans for Student Achievement (SPSAs) are aligned to LCAP goals and actions and monitored through evaluation tools and annual program/budget review.

## 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 district has ongoing, regular monitoring of goals and actions for effectiveness, areas that need improvement, supplemental areas that can be supported by federal funding, as well as administrative staff support for planning, data analysis, and budget alignment. Once state and local funding resources are accounted for, federal funds are then used to layer the remaining unfunded activities using the most current regulations and guidance for the use of supplemental federal funds.

## 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.

Poverty criteria is addressed in the Redlands Unified School District Consolidated Application for Funding.



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

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

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

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

#### **Educator Equity**

ESSA SECTION 1112(b)(2)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Redlands Unified School District is committed to assuring equity for all students regardless of race or socioeconomic status. Several guidelines are followed during our hiring, placement, and tenure process to provide equal access to highly – qualified instruction and instructors. Only teachers deemed to be “Highly Qualified” under the ESSA guidelines are considered for employment. Our students are assigned to heterogeneously – grouped classrooms with every effort being made to have all student groups represented. To ensure continued equity as experienced teachers retire, the following strategies and practices are in place:.

1. Advertising for employment opportunities on Edjoin.
2. Structured induction program during year 1 and 2.
3. Individual mentors for all new staff.
4. Site grade level meetings.
5. Training and workshops to strengthen content knowledge and instructional strategies to all teachers.
6. Continue work to align systems of recruitment, hiring, induction, supervision, and professional development.
7. Provide ongoing support to all staff via program specialists and instructional coaches.

All teachers are expected to follow the same defined curriculum across the district. Department chairpersons and administrators, as well as teacher leaders, assist teachers with the implementation of the planned curriculum. Teachers work in a team atmosphere to provide support and service to all Title I eligible students. All current staff is highly qualified. Success will be measured by maintaining a 100% highly qualified staff as well as maintaining a high level of teacher retention supported by a supportive observation/evaluation model.

No ineffective or out-of-field teachers exist to calculate disparities.

Using the California Equity Tools, data was reviewed to look for trends in the distribution of inexperienced teachers working with minority and free and reduced lunch students. There was no direct correlation between schools with higher percentages of minority students and percentage of inexperienced teachers. The site with the highest percentage of minority students (Lugonia ES, 90.9%) had the third highest percentage of inexperienced teachers (10%). Our second highest percentage of minority students (Victoria ES, 90.6%) had the second lowest percentage of inexperienced teachers for elementary (3.7%). The sites with higher percentages of inexperienced teachers both had lower percentages of minority students (Mission ES, 82.4% and Arroyo Verde ES, 70.7%). The secondary site with the highest percentage of inexperienced teachers was our Continuation High School which also has the smallest staff (18 teachers), compared to the comprehensive High Schools with staffing at or near 100 teachers. Comparisons cannot be drawn between the staffing, and a historical review of the Continuation High School demonstrates a very lower turnover most years. The two elementary schools with the highest percentage of minority of students also have the highest percentages of Free and Reduced Lunch. Again, they are at the top and near the bottom of the ranking of inexperienced teachers. The schools out ranking Lugonia ES for inexperienced teachers had significantly lower Free and Reduced percentages (Mission ES, 70.8%, Arroyo Verde ES 51.5%). Again, no direct correlation can be drawn from between higher percentages of minority and free and reduced students and inexperienced teachers from the 17-18 data that is available for review. Moving forward the district will continue to review this data and look for trends across years to determine if conditions or policies contribute to a regular pattern of inexperienced teacher placement at high need schools.

## **Parent and Family Engagement**

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

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

There are no school identified for Comprehensive Support and Improvement.

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Redlands Unified School District will involve parents to serve on advisory committees at the school site level, English Learner Advisory Committee (ELAC) and the district level, District English Learner Advisory Committee (DELAC) and District African American Parent Advisory Council. Leadership and parent involvement training will continue to be offered for DELAC parent leaders and members. Adult courses including English as a Second Language (ESL), technology courses and continuing education courses will continue to be provided for parents and community members. RUSD provides increased parent/community involvement through the following activities:

- Parents access the Title I Parent Involvement Policy each year through the district website. It is available in English and Spanish.
- Parents participate in the implementation of the district's strategic plan and in revising the Local Control Accountability Plan.
- Parents are invited to participate in district curriculum adoption committees.
- Provide classes for parents to develop skills in working with their children and successfully partnering with the school site and classroom teacher; Implementation of the Latino Family Literacy Project at targeted K-5 schools and PTA School Smarts for K-12 parents.
- Conduct successful family involvement activities such as the annual "Power of Education" conference/parent workshops, the Multicultural Fair and DELAC meetings. Topics at these meeting and events include understanding academic standards, classroom rigor, state and local assessments and internet safety for students.
- Continue Plaza Comunitaria classes for parents in conjunction with the Mexican Consulate to complete coursework for diplomas, technology use and to learn English.
- Provide child care, interpretation and translation for advisory meetings/parent conferences.
- Provide refreshments, materials and supplies for parent training and workshops.
- Parents participate as classroom volunteers and serve on the Parent Advisory Committee for the district preschool program.
- Provide opportunities for parents to attend regional conferences/workshops related to the education of EL students with site EL Representatives and/or the EL Department staff.
- Provide parent workshops on a variety of educational topics with interpretation services. Topics are generated by survey results and meetings through School Site Council, English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC) and other parent surveys.
- Administrators, teachers and office staff conduct meetings and parent conferences that keep parents informed of student progress in multiple languages through in person interpretation or by using the Language Line service.
- Conduct a "Build a Home Library" event for EL parents in partnership with RUSD and Barnes & Noble.
- Support "Family Literacy" and "Family Math" nights at school sites.
- Conduct an annual parental needs assessment for future programs and parenting opportunities/training's.
- Conduct annual parent partnership survey to determine areas of strengths and needs for growth.
- Post community, district and school site informational flyers to parents online via Peachjar and Parent Square.
- District website will be maintained and provide, at a minimum, resources to families in English and Spanish.
- Provide family workshops on a variety of topics annually by the Family and Community Engagement specialists or FACE Team.

The Language Assessment Center also serves as a Parent Resource Center where personnel will facilitate communication between the sites, district and parents, as needed.

## **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.

School-wide Title 1 programs complete an annual comprehensive needs assessment to progress monitor and update the school program in order to ensure all students, particularly those who are not yet achieving grade level standards, demonstrate proficiency of achievement. In addition, all sites bi-annually review the effectiveness of site programs through School Plans for Student Achievement (SPSA) progress monitoring protocols. All goals and actions in SPSAs are aligned to the evidenced-based practices in the LCAP, however are based on site-level planning, data analysis, and student needs to determine implementation.

They are currently no Neglected and Delinquent Programs within the district.

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:**

Student progress will be measured based on the grade level proficiency benchmarks. Students who fall below grade level proficiency will be eligible for Title I services. In addition to teacher administered assessments, quarterly universal screeners for proficiency in reading will be used for K-5 students in determining eligibility. Students who fall below grade level will be eligible and a rank-order system based on a priority of highest to lowest need in conjunction with multiple other objective data sources will be used (ESGI, Lexia results, benchmark results, Running Record results and correlated Lexile Scores). K-5 students who fall below grade level math proficiency will be eligible to receive supplemental support in math. Such results will be used to determine eligibility in conjunction with multiple other objective data sources (ESGI, universal screeners, Dreambox/Mathia assessments, diagnostic, formative, and benchmark assessments). A rank-order system based on a priority of highest to lowest need will be utilized. If eligible, middle schools will serve eligible students in grades 6-8 who score below proficient on Reading and Math state assessments in conjunction with multiple other objective data sources (Lexile scores, reading levels, etc.). A rank-order system based on a priority of highest to lowest need will be utilized.

Title I funds will be used in targeted assistance schools only for programs that provide services to eligible children identified as having the greatest need for special assistance. School staff, in consultation with the district, will base the selection of eligible students on the basis of multiple, educationally related, objective criteria established by the district and supplemented by the school as well as sound professional judgment. Children who are economically disadvantaged, children with disabilities, migrant children, and limited English proficient children will be eligible for services on the same basis as other children. Each targeted assistance school may supplement these criteria and select, from among its eligible children, those who are in greatest need for Part A assistance.

In determining students who are to participate in Title I Targeted Assistance Schools, priority is given to those in greatest need. Principals, classroom teachers, and the Tier II Elementary Intervention Teachers will work together to decide who most needs additional help and should be invited to receive Title I services. Targeted assistance services will be provided to a select group of students--those identified as failing, or most at risk of failing, to meet the State's challenging content and student performance standards--rather than for overall school improvement, as in school-wide programs. Like school-wide program schools, the goal of targeted assistance schools will be to improve teaching and learning to enable Part A participants to meet the challenging State performance standards that all children are expected to master.

**Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Redlands Unified School District strives to provide quality education, opportunities, and services to children and youth facing homelessness. Homeless students have the right to go to school, no matter where they live or how long they have lived there. They have the right to start school immediately, even if they are missing records and documents normally required for enrollment and/or attend the neighborhood school closest to where they currently live, or attend their school of origin. For families who qualify, the McKinney-Vento program can provide additional support for students who are experiencing barriers because of challenging financial circumstances. The Redlands Unified School District works in collaboration with local school districts to ensure that homeless students are enrolled in and attend school, have opportunities to receive needed assistance, and are given the opportunities to succeed in all areas of school life, including academics, athletics, clubs, and events.

#### Procedures for Identifying Homeless Students and Families

1. Student residency questionnaire shall be included in all enrollment packets.
2. Enrolling staff shall immediately refer homeless students and families to the district homeless liaison.
3. The district homeless liaison shall work with homeless families/guardians or unaccompanied youth to assess needs including school selection, transportation, academic needs, and other essential needs such as food, clothing, and shelter.
4. The district homeless liaison shall ensure academic needs of homeless students or unaccompanied youth are met, including expediting screenings/testing, arranging for tutoring, transportation, etc.
5. The district homeless liaison shall determine the feasibility of transportation and inform parents/guardians or unaccompanied youth of the decision.

### **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.

At this time Title 1 funds are not used to support early childhood programs.

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

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

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

Redlands Unified School District assist students and families in transition from early childhood programs, such as preschool programs to local elementary school programs as well as to and from middle and high schools. Strategies to assist students in transition include:

- Informing families of necessary readiness skills at kindergarten registration.
- Offering a preschool program that collaborates with kindergarten teachers regarding state standards.
- A collaborative effort between school personnel and district personnel in examining State's Standards in Pre-K and Kindergarten.
- Providing opportunities for elementary school personnel to meet with middle school personnel to discuss student transition.
- Providing opportunities for parents to meet with guidance counselors and appropriate staff at meetings to discuss school transitions

A substantial focus on middle to high school, and high school to postsecondary education is included in the District's LCAP.

## **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:**

The programs and services for gifted and talented learners in Redlands Unified School District are based on the belief that every child deserves the opportunity to develop his/her full potential. These programs and services for advanced learners include:

- Seek out and include students from all cultural, linguistic and economic backgrounds.
- Develop intellect and creativity, support their interests, and guide them in building leadership skills and positive self concept.
- Provide appropriately, differentiated services and program options which meet the academic, social, and emotional needs of students through; cluster grouping, flexible grouping in academic subjects, extended day school programs in the visual/performing arts and science, and summer programs.
- Ensure our teachers are trained and ready to meet the challenge of teaching the gifted learner in the regular classroom by a strong professional development program.
- Help parents nurture their students' gifts and talents in the home and in collaboration with the school and district through general parent information site meetings throughout the year as well as offering through California Association for the Gifted and the San Bernardino County Office of Education.

The programs and services are provided to offer differentiated opportunities for learning that are aligned with abilities and talents of individual students. This is accomplished through flexible/cluster grouping, a developed flexible curriculum that meets individual student needs, and stimulating and challenging methods of study. These areas help cultivate students' abilities to think critically, experiment, and foster self-direction, independence, leadership, and creativity.

The above services are embedded within each grade level's curriculum, although formal identification of gifted students occurs at the end of 3rd grade. Teachers have and will continue to receive training in differentiation, with a focus on flexible grouping. It is during this time that students can be asked to go deeper into the subject matter being studied. With the support of parent volunteers and site staff, each school site can provide additional or extended day programs, such as Math Olympiad, Odyssey of the Mind, Destination Imagination, etc., as enrichment learning opportunities for all students to participate.

At this time Title I monies are not used to support the school library program.

## **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:**

Redlands Unified offers professional development, from a variety of funding sources, that is geared towards the various roles and stages of growth of the adult professional learner. With a District lens focused on academic achievement, and using our state and local data as a guide, we have shaped our Title II professional growth opportunities to enhance student achievement and meet the social-emotional needs of our learners. Title II has been used for the professional development of teachers, school site leaders, assistant principals, and site principals. Our professional development plan, and its activities, are shaped by District data which includes employee and public input. We value the voice of our LCAP stakeholders and use their feedback to shape our annual and multi-year professional development work.

We have looked at our students' academic and social-emotional needs and attempted to address these areas via a comprehensive professional development plan. Such trainings, within our program, included subject matter areas to enhance content instruction (e.g. instructional strategies in mathematics, leveled literacy, science across the grade spans, CSTEM training, physics). We also focused our training on student interventions within a Multi-Tiered System of Supports and Services (MTSS) framework and within a Positive Behavioral Interventions and Supports (PBIS) structure. Student data analysis led to a districtwide instructional improvement plan (e.g. a focus on math training across the grades). Concerns expressed by our LCAP advisory group, and Board of Education direction, helped us to determine the need to examine student equity, as a district, at all schools. We trained all site administrators monthly on cultural proficiency via a consulting group. We also trained administrators, new to the district, and site teacher leaders on student equity via a national consultant who is an expert in this area.

To meet teacher needs, we conducted a week of training for new instructors during summer. This pre-service session helped them to learn our curriculum, our intervention programs, and our district technological instructional tools. We offered voluntary, paid trainings for teachers, during summer break, winter break, and spring break on a broad range of topics that aligned to critical areas of teaching and learning within Redlands Unified. These trainings were a response to educator and learner needs after the pandemic.

Examples of teacher trainings offered to staff during student vacation periods included "Accelerating Learning," "AVID," "Improving Cultural Proficiency and Cross-Cultural Communication," "Introduction to the California English Learner Roadmap," "Universal Design for Learning," "Social Emotional Behavior and Classroom Practices," "Building Emotional Resilience," "Safe and Positive Classroom Practices," "Equality through Equity," and "Applied Positive Psychology."

We were back in session for this full academic year, but we did have to alter our professional development delivery model from historical practice post-pandemic. Going back to a "normal" year, we planned a full staff development schedule of trainings. Historically, we offered a good majority of trainings via substitute teacher release. Teachers were subbed out of class to attend most training sessions. However this year, like a majority of California school districts, we encountered a severe shortage of substitute teachers. At times we didn't have enough substitute teachers to cover teacher illnesses let alone teacher trainings. Late Fall and early Winter were the hardest times to procure substitutes; people were still getting sick from COVID as well as other illnesses. We adapted and we were able to offer some trainings afterschool over multiple days (e.g. "Universal Design for Learning" training, tech trainings on various instructional tools - ArcGIS, Ed Puzzle, Canva, Flipgrid, Kami, Discovery Ed streaming, etc.). Some topics had to be postponed, but then were able to be offered later in the year (CSTEM math trainings, special education co-teaching, AVID, Equity training). We also negotiated a pay increase to substitute pay, as did many districts which helped as well. By the spring, we were once again able to offer teachers training via substitutes.

During the substitute shortage, we sought to offer additional teacher training via an online professional development tool. The District purchased a subscription to an online resource and made it available to all certificated staff. Using District funds, these staff members were offered a stipend for participating in six hours of online training on their own time. Teachers could self select training modules in their areas of interest (classroom management, intervention techniques, tech tools, etc.). This voluntary professional growth opportunity was well received. Over 1000 of our 1300 certificated staff members completed this voluntary training opportunity.

Data also shaped our training for our classified employees. Using District funding sources, training for classified employees centered on matters pertinent to their needs (resume building, interview skills, etc.) These employees were offered a variety of workshops throughout the year that were applicable to their positions. For example, we have a Districtwide initiative on safety, thus classified campus security, districtwide, received training on matters applicable to their positions ( school security and active shooter scenarios).

Annually, we evaluate where we need to press our District's professional development offerings. This year we saw a need to further train our novice school leaders. Due to a growing number of new administrators to our District, we recognized a need for all site admin (principals and assistant principals) to receive a review of basic introduction to District procedures and practices. District administrators, in turn, created a three day training that was offered during non-school days. All site admin were required to attend this "Admin Academy." All sessions were presented by our own central office administrators. Topics included "Positive Discipline," "School Compliance" matters, "Using Assessment



Data,” and “Courageous Evaluation Conversations.” We will be offering this Admin Academy again to any new administrators who join our team. To further our school leaders’ growth, administrators were offered the opportunities to learn about “Restorative Practices” which is an alternative to traditional disciplinary actions that center on punishment for misbehavior and breaking rules. Participating administrators received training also on how to conduct restorative circles which are a useful practice to build school community. Furthermore, all principals spent the past year learning about “Cultural Proficiency.” Finally, to raise our team’s technological skills, we offered administrators the opportunity to take an extended after work course to become “ISTE Certified.” ISTE is the “International Society for Technology in Education” and is regarded as the premiere technological group for educators in the country.

In summary, the goal of all of Redlands’ Title II professional development offerings is to increase student academic achievement and learner engagement. Annually, we evaluate where we need to expand our District’s professional development offerings. We use training evaluations, LCAP data, teacher surveys, principal feedback, and a variety of student data to annually shape a new cycle of professional development for the coming academic year. This past year we saw a need to further teacher training in content as well as the social-emotional needs of students. School leaders required cultural proficiency training as well as new technological skills. In the next academic year, we will shape our professional development program from multiple data points to again provide a well-rounded offering of growth opportunities to staff.

### **Prioritizing Funding**

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

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

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

The District analyzes multiple data sources including California’s state school accountability dashboard, as well as its Local Control Accountability Plan targets, to determine annual professional development activities which support its schools including those requiring comprehensive and targeted support. Analysis occurs during the District’s LCAP cycle of renewal with the LCAP advisory group as well as during weekly Educational Services Division meetings, monthly principal meetings, and regular District English Learner Advisory Committee (DELAC) meetings. The District utilizes state and local data to monitor and evaluate student progress in relation to its LCAP goals and state targets. Professional growth goals are derived from the noted data sources. The District has just participated in a year-long process with the San Bernardino County Superintendent of Schools to further our work in implementing our Multi-Tiered System of Support (MTSS) plan. This plan is for us to provide more comprehensive support and targeted assistance to schools in a more articulated, specific manner.

### **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:**

Redlands supports its professional development work via the Districts' "Continual School Improvement Model." This continuous work cycle is a model focused on student academic achievement. We plan, instruct, monitor student progress, offer interventions, collect data and begin the cycle again. LCAP program goals, and their subsequent activities, guide this continuous improvement cycle of work. In relation to professional development, we set goals, train our professionals, monitor implementation, analyze data, and determine new professional development goals based on results. Data on professional growth initiatives comes from a variety of sources: participant evaluations, principal ratings, classroom observations, and required monthly school visits by District staff. Teacher input, for future district professional development opportunities, also offers key feedback. Our LCAP stakeholders also offer crucial input into district goals and professional growth activities through their annual cycle of LCAP development. All of our various data points guide program implementation and shape future professional development goals and activities.

As an example, the District trained site leaders on cultural proficiency and equity matters in a monthly format throughout the academic year. Site admin was previously trained on an electronic classroom observation tool which furthered our use of data, in a consistent format, to determine program implementation of District initiatives across our schools. Next year we will combine our cultural proficiency training when using our data collection tool to conduct "equity walks" at all of our campuses.

Summary data from these walks will be used, within our Continual School Improvement Model, to determine districtwide programmatic needs and areas to target with new professional development goals. The cycle of school observations and data collection will begin anew each year and continue to shape our professional development goals each academic year. Such strategic goal setting and planning drive funding allocations, from the appropriate budgetary sources, for District initiatives in alignment with our LCAP goals. Redlands sees that such budgeting must be immersed into our Continual School Improvement Model as it is crucial for program implementation of professional development 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.

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

The Redlands Unified School District (RUSD) has developed a professional development plan for staff, teachers, principals, administrators, other school leaders and community-based personnel to ensure that full and consistent standards-based ELD instruction is taking place at all grades levels. This plan includes a review of local and state EL data, ELPAC assessments and task types, connections between the ELA/ELD Framework and the ELD standards, the use of the new EL Roadmap, Integrated and Designated ELD and the most effective evidence-based instructional strategies and programs. The design and structure of professional development will align with our LCAP goals and be provided by district personnel and consultants. All site principals will have the opportunity to review the ELD standards, Integrated and Designated ELD and the ELPAC state assessment prior to the teaching staff or along with their staff. All kindergarten through twelfth grade teachers, including Special Education teachers, will have the opportunity to receive a on-going EL training days in the district during, including compensation. In addition, hourly school site EL intervention teachers will be invited to attend training on Lexia English and the EL Roadmap, including compensation if applicable. All training will focus on sustained learning and improved practices around Integrated and Designated ELD, the ELD standards, Lexia English, the CA EL Roadmap, Dual Language Immersion, EL classroom strategies and ELPAC task types.

Site and district administrators will provide evidence-based strategy training's to include meeting the needs of EL students in curriculum planning, monitoring programs and other programs to include Lexia English, differentiated instruction, coaching and walk-throughs, county sponsored EL training, institutes at the California Association for Bilingual Education (CABE) conference, Data Works, Ellevation and Common Core State Standards (CCSS). English Learner Site Representatives and EL Program Specialists serve as resource teachers with expertise in the areas of ELD, SDAIE and the ELPAC assessment. These EL Representatives and EL Specialists are given the opportunity to present short-term workshops to teachers on EL related topics at general staff meetings or district trainings. These EL representatives and EL Specialists will also attend trainings, conferences and workshops for professional growth.

The CA Department of Education, the English Learner Roadmap Policy, the CA ELD Standards, CABE PDS, local county offices and the Director of English Learners and Parent Engagement will all serve as resources that connect local and state priorities and needs to support professional development.

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

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

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

RUSD has an enhanced instructional focus for immigrant students and their families by providing opportunities for the following:

- Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children: District and/or Community Liaisons will host parent meetings at all schools. These meetings will cover a range of topics such as child literacy, parent involvement, and community resources.
- District English Learner Program Specialists and the Director of English Learners & Parent Engagement will provide training and support for teachers and classified staff regarding the needs of the district's newcomer population.
- District administrators and other school leaders will receive training on state and community resources and updated policies such as, AB 699.
- Continued partnership and resources through the Mexican consulate.
- The EL Department will actively participate in the district's annual conference/workshops for parents (Power of Education and Multicultural Fair), Plaza Comunitaria, and district DELAC/site SSC and ELAC trainings. Each group focuses on leveraging integral resources to support immigrant families.
- Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth is provided by the EL Program Specialists and Middle School/High School Support Teachers.
- Social-Emotional and Academic Counseling services will be available to all students in the district by the Elementary Counselors, the Academic Case Carriers, High School Counselors and RCSS team.
- Intervention support for immigrant tutors through classified and certificated hourly as needed.
- Newcomer materials and books will continue to be purchased for classroom use to embrace multiculturalism.
- Maintain the iLit intervention program at all high schools for newcomer students.
- Technology hardware and software (Lexia English) will be purchased to provide immigrant families quick access to online district, community and academic resources. A laptop checkout procedure will be established for families.
- Activities such as college workshops and field trips to local universities.
- Sustainability for funding will be monitored at the district level by the Director of English Learners and Parent Engagement.

### **Title III Programs and Activities**

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Innovative and supplemental programs to meet the needs of English Learners and develop academic proficiency at high levels will be explored, piloted, purchased and implemented by RUSD. Consultation and meetings will be held with educational and community groups to determine the success of supplemental programs. Such programs will be monitored by the Director of English Learners and Parent Engagement, site administrators and teachers as follows:

- Support of site EL Representative is provided at K-12 sites through district personnel.
- Supplemental collaboration time and professional development will be provided to teachers to review EL data, implement a robust ELA/ELD program that includes integrated and designated ELD.
- K-12 classroom teachers will be trained to offer first best instruction, focus on academic vocabulary, offer a consistent writing program and provide daily EL strategies to scaffold and support EL students at all proficiency levels.
- Supplemental student and teacher materials will be purchased to scaffold core and support EL classes.
- Provide daily K-5 grade level ELA core standards-based lessons aligned to Houghton Mifflin "Journeys." Grade 6 ELA core standards-based lessons are aligned to the Houghton Mifflin "Collections."
- Provide for daily reading intervention for grades 4-5 students who are at the intensive level including EL students Reading Intervention (Lexia) program..
- Hold intervention at sites before, during and after school, as needed.
- Provide daily 9-11 grade level ELA core standards-based lessons aligned to Pearson "My Perspectives," with ancillary materials used to support EL students. Grade 12 ELA core standards-based lessons are also aligned to the Expository Reading and Writing Course with teacher designed materials used to support EL students.
- Ensure and monitor all EL students by checking class lists, master schedules, lessons plans, proficiency levels, district benchmark assessment performance, and other assessment tools to measure student progress.
- Provide Credit-Recovery or support classes for grades 11-12 EL students to target assessment proficiency for graduation.
- Provide summer school opportunities for EL students focusing on specific targeted needs.
- Monitor student progress by SBAC, ELPAC, district benchmarks, and end of semester exams that are disaggregated by the EL student group. Utilize the CA State Dashboard and Five-by-Five charts to monitor student progress.
- Continue to use the EL data management system (Ellevation) to assist with progress monitoring, assessment results and identifying students for reclassification and intervention.
- Maintain academic records for all EL students through report cards, EL progress monitoring forms, district benchmarks and state assessments.

## **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.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

RUSD provides high quality language instruction to increase English proficiency and academic achievement in the core academic subjects. Achieving English proficiency begins with priority on the placement of English Learners in rigorous academic classroom settings appropriate to their language proficiency, grade level and academic needs. Administrators and teachers will have the opportunity to review EL data, EL placement, teacher rosters and master schedules. Under the guidance of the site administrator and EL Department personnel, school sites will determine appropriate solutions to address needs of newcomers, LTEL's and any EL student not making adequate academic proficiency growth. The District English Learner Master Plan is continuously updated and outlines the goals and action steps to ensure English language proficiency and academic achievement. The EL Master plan will continue to be updated led by the Director of English Learners and Parent Engagement as programs and policies continue to evolve and change. The district and all school sites will meet local and state long-term goals and academic standards by ensuring the following:

- State-approved and district adopted English Language Arts and English Language Development curriculum is in place.
- Journeys Language Workshop is used daily as an ELD support program to meet the needs of English Learners in grades K-5 who are achieving below mastery of the English Language Arts standards. Online support and resources for teachers are available.
- An adaptive technology reading intervention program will be implemented to support the language development of English Learners in grades K-5 who are below grade level standard. (Lexia)
- English 3D is the district adopted ELD supplemental material program for grades 6-10.
- Pearson My Perspectives support materials and EL Program components will be implemented to support ELD Grades 9-12.
- Teachers in core content areas have been trained, as needed, to use evidence-based EL strategies.
- Summer school will be provided for selected students to extend learning opportunities.
- Provide and monitor systematic, explicit ELD instruction daily for K-12 students at all sites. The Progress Adviser software program will be updated and used by site administration to monitor and respond to EL instruction.
- Ensure all EL students receive ELD curriculum using the district adopted instructional materials and ancillary support material.
- Provide planning time for K-12 teachers, coaches, and coordinators of EL students to develop ELD materials that align with the ELD standards and Common Core State Standards (CCSS) instructional materials, including training for implementation.
- Support evidenced-based research best practices for reading comprehension and writing, including the use of alternative core materials with emphasis on academic language and vocabulary development.
- Provide strategic and intensive intervention programs that support EL students designated as at-risk of not meeting benchmarks or proficiency levels
- Use and monitor district placement criteria, SBAC, ELPAC and benchmark data to place EL students in the appropriate core, ELD, or intervention programs. Local and state assessments will also be used to evaluate program effectiveness.
- Meet with students to review test results, develop goals, and provide access to ELPAC practice tests.
- Analyze disaggregated data from state, district, and school assessments on a monthly basis during PLC meetings to determine specific needs and targeted instruction to meet the needs of EL students.
- Provide professional development to teachers by prioritizing training to school sites not meeting EL subgroup proficiency targets.
- Provide extra duty pay to teachers and support staff to provide additional ELD instruction, intervention and support for administering state assessments.
- Summer school will be provided for EL students to extend learning opportunities in middle school and high school.

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

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

Title IV, Part A of ESSA is intended to improve students' academic achievement by increasing the capacity of the district and schools to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology to improve the academic achievement and digital literacy for all students. To that end, the Redlands Unified School District is proposing the following cross cutting activities to provide additional supplemental services and programs dependent on available funding:

Supplementing professional development and resources for developing and supporting a Multi-Tiered System of Supports (MTSS). This system will meet the needs of all students in Academics, Behavior, and in Social and Emotional Learning (SEL). A five year plan will be developed and implemented by staff to ensure implementation of Universal Screeners, Universal Design for Learning, definitions of Tier I, II, and III supports in all areas, as well as development of resources and personal to support district wide needs. Current progress includes: district leadership team engaged in on-going professional development in the area of MTSS, collection of current resources and interventions available at all school sites, review of academic, discipline and attendance data, resource gap analysis, and development of job descriptions and staff to meet the needs of identified areas of need.