

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

School Year

2024-25

Date of Board Approval

06/18/2024

LEA Name

Romoland School District

CDS Code:

33 67231 0000000

Link to the LCAP:

(optional)

<https://www.romoland.net/Page/230>

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.)

Title I, Part A
Title II, Part A
Title III, Part A
Title IV, Part A

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.

Federal categorical funds are considered within the context of all LCAP and School Plan for Student Achievement (SPSA) goals and actions, and funds are aligned based on needs per the review of performance data. Federal funds are used to supplement and enhance local goals and actions. Annually, performance data for all LCAP and SPSA goals and educational partner input about district and school improvement needs are analyzed. The District LCAP Team analyzes all data and educational partner input to then revise LCAP and SPSA goals and actions for the following year. Federal funds are considered a part of the development process for LCAP and SPSAs. There is always a strategic focus on federal funds resulting in a return on the investment with student performance increasing. Title I is strategically focused on improving student achievement, and the majority of funds are provided to all schools in the district to make strategic SPSA goals for student achievement in five areas: English language arts, math, English learner (EL) achievement, attendance, and safe & engaging learning environment. District Title I funds are primarily used for offering interventions for students, staff professional learning opportunities, community engagement clerks and outreach activities, private school student support, and meeting homeless student needs. Title II funds are strategically used to support new teacher induction professional development, as well as literacy and dyslexia treatment via professional development for teachers, and school administrator professional development. Title III English Learner funds are primarily provided to school sites for strategic SPSA planning to meet their SPSA Goal 3 for English learners' language development; the funds are used in the following ways: EL parent/guardian and community engagement, EL program professional development for staff, supplemental instructional materials for ELs, and extended learning time interventions and enrichment activities for ELs. Title III Immigrant funds are used for district-wide direct service one-on-one outreach to immigrant students and their families, as well as family resource materials. Title IV is used to support district-wide mental health therapy support for students, as well as expanded middle school college and career electives, and instructional technology professional learning for teachers.

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.

Alignment of federal funds with activities funded by state and local funds occurs through the LCAP annual review process. All SPSAs are aligned with the goals of the LCAP. The District LCAP Team of educational partners meets three times per school year to analyze performance data for all LCAP goals and SPSA goals. Additionally, there are school site-based LCAP/SPSA teams of educational partners who analyze school performance data and provide recommendations for strategic actions to continue improving LCAP and SPSA services and support for students. Our District Advisory Council (DAC) and District English Learner Advisory Council (DELAC) also meet thrice yearly to review district data and provide input on strategic actions. Federal categorical funds are considered within the context of all LCAP and SPSA goals and actions, and funds are aligned based on the needs per the performance data.

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.

Free and Reduced Price Meal student data from the Romoland School District CALPADS Fall 1 2023-24 report will be used to identify schools for eligibility. All six schools in the district currently meet the eligibility criteria to receive Title I funds.

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:

- All six of our schools in the Romoland School District meet the poverty criteria to receive Title I funds.
- All schools maintain equally experienced teachers.
- All teachers in the district are certified to teach in the field in which they are teaching.
- Romoland School District is one of the few growing districts in Riverside County; Due to growth we annually have open teaching positions; For open teaching positions, we get numerous applicants with multiple years of teaching experience; We have a rigorous interview process, and we are able to hire talented and experienced teachers to fill our open teaching positions.
- Minority and low-income students encompass the majority of students in our schools, and across all schools, they are taught by equally experienced, effective, and in-field teachers.

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.

- School Engagement/Foster Youth Liaison plans and facilitates district-wide community engagement events
- District Parent/Guardian Resource Center supported by the district's School Engagement/Foster Youth Liaison
- School site-based Community Engagement Clerks for outreach and communication with parents/guardians
- Communications Coordinator manages district communication platforms and district messaging
- Parent Institute for Quality Education (PIQE) courses for parents/guardians offered to all parents/guardians in the district
- Early Childhood Education (ECE) program monthly parent engagement sessions
- Childcare offered for parent/guardian evening learning events
- Parent-teacher-student fall conferences
- School-based parent & family learning events offered throughout the year, topics include: State Standards, home-based math instructional methods, home-based literacy instructional methods, technology skills
- One-on-one outreach sessions for parents/guardians of immigrant students to inform them about the K-12 and college education system in California and teach advocacy
- Digital Marquees at each school site to present school and district information 24/7 in English and Spanish to keep parents/guardians and the community informed about school events and offerings at each school site
- English Learner Advisory Committee (ELAC) with parent/guardian members; meetings throughout the year
- District English Learner Advisory Committee (DELAC) with parent/guardian members; meetings three times per year
- School Site Councils (SSC) at each school site with parent/guardian members; meetings throughout the year at each school site
- District Advisory Committee (DAC) with parent/guardian members; meetings three times per year
- District LCAP Team with parent/guardian members; meetings three times per year
- School LCAP/SPSA Teams with parent/guardian members; meetings three times per year per school
- ECE LCAP/Program Team with parent/guardian members; meetings three times per year
- Pastries with the Principal meetings and all parents/guardians invited to attend; meetings throughout the year at each school
- Site-based parent & family engagement events, such as literacy night, math night, movie night, band and choir concerts, dances, festivals, etc.
- Annual Community LCAP Survey
- Parent Ambassador Program
- Parent book studies
- At all ELAC, DELAC, SSC, DAC, and LCAP Team meetings, parent/guardians are presented accountability monitoring data for LCAP and SPSA metrics; their feedback and data analysis is sought and welcomed
- Messaging is provided to parents/guardians through: district and school websites, social media (Facebook, Instagram, and Twitter), robocalls, emails, Parent Square digital flyer posts, text messaging, marquee messages, and banners/posters
- Annual professional development for all district staff on the utility of contributions of parents/guardians, and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent programs, and build ties between parents/guardians and the school; Director of Educational Services is the trainer of trainers for all site administrators and department administrators. Once they receive training, they provide the professional development to all staff at their school site or in their department.
- Provide translation services to parents with limited English proficiency when providing information and school reports
- Provide opportunities for the informed participation of parents and family members with disabilities by providing reasonable accommodations (sign-language interpreters, etc.) to parents and family members
- Special accommodations are made for communicating with families that have accessibility needs or other special needs which make corresponding with the school difficult
- Provide opportunities for the informed participation of parents and family members of migratory children by meeting with parents and family members before students are away from school for an extended period of time and once the students return to school after an extended absence to help parents help their child(ren) overcome educational disruption
- The DAC and DELAC committees (comprised of parent/guardian and staff members) work collaboratively to annually review, update, and adopt the District Parent/Guardian and Family Engagement Policy and Plan during one of their meetings each school year; District Parent/Guardian and Family Engagement Policy and Plan was developed jointly with, agreed on with, and distributed to, parents/guardians through the Annual Notification process each fall at the beginning of the school year, meaning that all students' parents/guardians receive a copy of the Policy. It is also available on the district website.

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:

- School Engagement/Foster Youth Liaison plans and facilitates district-wide community engagement events
- District Parent/Guardian Resource Center supported by the district's School Engagement/Foster Youth Liaison
- School site-based Community Engagement Clerks for outreach and communication with parents/guardians
- Communications Coordinator manages district communication platforms and district messaging
- Parent Institute for Quality Education (PIQE) courses for parents/guardians offered to all parents/guardians in the district
- Early Childhood Education (ECE) program monthly parent engagement classes
- Childcare offered for parent/guardian evening learning events
- Parent-teacher-student fall conferences
- School-based parent & family learning events offered throughout the year, topics include: State Standards, home-based math instructional methods, home-based literacy instructional methods, technology skills
- One-on-one outreach sessions for parents/guardians of immigrant students to inform them about the K-12 and college education system in California and teach advocacy
- Digital Marquees at each school site to present school and district information 24/7 in English and Spanish to keep parents/guardians and the community informed about school events and offerings at each school site
- English Learner Advisory Committee (ELAC) with parent/guardian members; meetings throughout the year
- District English Learner Advisory Committee (DELAC) with parent/guardian members; meetings three times per year
- School Site Councils (SSC) at each school site with parent/guardian members; meetings throughout the year at each school site
- District Advisory Committee (DAC) with parent/guardian members; meetings three times per year
- District LCAP Team with parent/guardian members; meetings three times per year
- School LCAP/SPSA Teams with parent/guardian members; meetings three times per year per school
- ECE LCAP/Grant Team with parent/guardian members; meetings three times per year
- Pastries with the Principal meetings and all parents/guardians invited to attend; meetings throughout the year at each school
- Site-based parent & family engagement events, such as literacy night, math night, movie night, band and choir concerts, dances, festivals, etc.
- Annual Community LCAP Survey
- Parent Ambassador Program
- Parent book studies
- At all ELAC, DELAC, SSC, DAC, and LCAP Team meetings, parent/guardians are presented accountability monitoring data for LCAP and SPSA metrics; their feedback and data analysis is sought and welcomed
- Messaging is provided to parents/guardians through: district and school websites, social media (Facebook, Instagram, and Twitter), robocalls, emails, Parent Square digital flyer posts, text messaging, marquee messages, and banners/posters
- Annual professional development for all district staff on the utility of contributions of parents/guardians, and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent programs, and build ties between parents/guardians and the school; Director of Educational Services is the trainer of trainers for all site administrators and department administrators. Once they receive training, they provide the professional development to all staff at their school site or in their department.
- Provide translation services to parents with limited English proficiency when providing information and school reports
- Provide opportunities for the informed participation of parents and family members with disabilities by providing reasonable accommodations (sign-language interpreters, etc.) to parents and family members
- Special accommodations are made for communicating with families that have accessibility needs or other special needs which make corresponding with the school difficult
- Provide opportunities for the informed participation of parents and family members of migratory children by meeting with parents and family members before students are away from school for an extended period of time and once the students return to school after an extended absence to help parents help their child(ren) overcome educational disruption
- The DAC and DELAC committees (comprised of parent/guardian and staff members) work collaboratively to annually review, update, and adopt the District Parent/Guardian and Family Engagement Policy and Plan during one of their meetings each school year; District Parent/Guardian and Family Engagement Policy and Plan was developed jointly with, agreed on with, and distributed to, parents/guardians through the Annual Notification process each fall at the beginning of the school year, meaning that all students' parents/guardians receive a copy of the Policy. It is also available on the district website.

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.

SWP: Schoolwide Program at four school sites, Boulder Ridge Elementary School (BRES), Harvest Valley Elementary School (HVES), Romoland Elementary School (RES), and Ethan A. Chase Middle School (EACMS):

- Teachers support students through a Multi-Tiered System of Support for Academics, Attendance, and Social Emotional Learning & Behavior
- All teachers have access to high-quality professional development to improve their instructional offerings to all students
- Parent/guardian engagement activities offered include: Parent Institute for Quality Education, Math and Literacy Nights, and events such as movie nights, dances, Fall Festival, etc.
- All students have access to field trips
- Each school implements a schoolwide reform initiative: The Leader in Me (at BRES & RES), AVID (at HVES & EACMS)

TAS: Targeted Support Program at one school site, Mesa View Elementary School (MVES) and Hillside Innovation Academy (HIA):

- Students performing below standard are represented in each classroom at the school(s)
- Teachers provide targeted support for students through a Multi-Tiered System of Support for Academics
- All teachers have access to high-quality professional development to improve their instructional offerings to targeted support students
- Parent/guardian engagement activities offered include: Parent Institute for Quality Education, Math and Literacy Nights, and events such as band and choir concerts, movie nights, dances, Fall Festival, etc.
- All students have access to field trips

Neglected or delinquent: N/A

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: Targeted Support Program at one school site, Mesa View Elementary School (MVES) and Hillside Innovation Academy (HIA):

- Students performing below standard are represented in each classroom at the school(s)
- Teachers provide targeted support for students through a Multi-Tiered System of Support for Academics
- All teachers have access to high-quality professional development to improve their instructional offerings to targeted support students
- Parent/guardian engagement activities offered include: Parent Institute for Quality Education, Math and Literacy Nights, and events such as band and choir concerts, movie nights, dances, Fall Festival, etc.
- All students have access to field trips

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:

- Through district Title I funds, monies are budgeted to support homeless students
- Funds provide clothing, food, transportation, and school supplies to support student success
- There is a district School Engagement/Foster Youth Liaison who supports the enrollment and attendance of homeless students and who also coordinates resources and events for homeless students throughout the year
- Each school has a Community Engagement Clerk who can assist parents/guardians of homeless students with resources and give support with enrollment forms and processes
- Each school site monitors homeless students' attendance, behavior, and academic data monthly; Data is analyzed during Professional Learning Community grade level/department meetings, and strategic actions are planned accordingly to support student success

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.

- Annual spring vertical articulation and alignment meetings occur between the Romoland School District and Early Childhood Education Program (Preschool) Director with elementary site principals and kindergarten teacher leaders to ensure a positive transition of preschool students to elementary school
- Preschool assessment data is provided to all elementary schools for transitioning students
- There are transition IEP meetings that occur for all preschoolers with IEPs transitioning to elementary school
- State Preschool is available for three-year-old to five-year-old students for families that qualify per income guidelines
- All elementary schools offer transitional kindergarten classes for 4-year-olds; transitional kindergarten is taught by credentialed teachers and is offered full day

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:

- Annual spring vertical articulation and alignment meetings occur between the Romoland School District Early Childhood Education Program (Preschool) Director with elementary site principals and kindergarten teacher leaders to ensure a positive transition of preschool students to elementary school
- Annual spring vertical articulation and alignment meetings occur between elementary principals and 5th grade teacher leaders with the middle school counselors and 6th grade teacher leaders to ensure a positive transition for incoming middle school students
- There is a middle school Student Advisor to support students and coordinate the transition of incoming 6th graders and outgoing 8th graders going to the high school district
- There is a spring field trip for 5th graders to the middle school to engage in welcome activities
- There is a high school counselor presentation to 8th graders to assist them in preparing for high school courses, expectations, and activities; high school counselors visit 8th grade students in class to make course selection presentations
- There are transition IEP meetings that occur for all transitioning preschoolers, 5th graders to middle school, and 8th graders to high school
- 8th grade students have access to taking the Advanced Placement (AP) Spanish Language course and corresponding test, which would fulfill high school A-G foreign language coursework requirement for high school graduation and college readiness/application requirements and earn them potential college credit
- 8th grade students have access to taking the Algebra 1 course, which would fulfill a high school A-G math coursework requirement for high school graduation and college readiness/application requirements
- All 8th grade students take the PSAT test, and all 7th grade students take a practice ACT test; These tests offer them experiences to prepare for college admission and to learn their skill strengths and needs to then prepare a course of study for themselves
- The middle school uses AVID schoolwide strategies and offers the AVID elective for college preparedness skill development; The students are offered the opportunity to transition to the AVID program at the high school district

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:

Gifted and Talented:

- There is a district Gifted and Talented Education Coordinators
- Each school site has a Gifted and Talented Education teacher leader
- Gifted and Talented Education assessment for identification of students is conducted annually for all grade 2 students and referred students in grades 3-8
- Funds are allocated for school site Gifted and Talented Education program development, including professional development for teachers

School Library Programs:

- Funds are allocated for school sites to develop and add to library book collections annually
- Funds are allocated for school sites to develop and add to maker-space activities in their libraries annually
- School libraries are outfitted with flexible furnishings to support maker-spaces and collaborative learning activities
- Library technicians across the district have regular collaborative meetings throughout the school year to gather as a professional learning network and share ideas for continued library development
- Library technicians have the opportunity to attend regional (county) network events to broaden their professional learning network
- Student access to free-reading books is expanded with access to digital books through Myon

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:

Romoland School District does not receive Title 1, Part D funds.

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

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

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

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

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

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

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

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

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

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

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

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.

Professional development plan for teachers:

- District Professional Learning Plan to ensure all staff have access to high-quality professional learning opportunities
- New teacher induction program via contract with Riverside County Office of Education; includes teacher coach mentors
- Digital certifications (NewsELA, Brainpop, Google) with incentives for certification completion
- Access to five instructional coaches and coaching cycles
- District Universal Design for Learning (UDL) Team and Google Site with PD modules, videos, and resources
- Planning days, by grade level or department, to use data and a UDL Lesson Planning Organizer to universally design first best instruction for students
- Access to site-based professional learning through two Wednesday sessions per month (site initiative professional learning includes: UDL, AVID, PLCs, and/or Leader in Me)
- Navigating Difference workshops for all new employees
- Orton-Gillingham dyslexia and literacy instructional methodology summer workshop for all elementary, special education, and ELA teachers
- Literacy Workshops and virtual book study groups
- Math Workshops focused on instructional routines and UDL and virtual book study groups
- Comprehensive ELD Workshops
- Professional Learning Community (PLC) grade level or department collaboration for all teachers
- Access to a wide range of workshops and conferences offered by the Riverside County Office of Education and across the state
- District Literacy and Math Teams focused on UDL through curriculum, instruction, and assessment
- Teachers provided monthly feedback from site administrator classroom walk-throughs
- Lesson Study activities and workshops
- Annual ELPAC training for all teachers
- Annual CAASPP training for all teachers
- Learning walks at each school as part of job-embedded ongoing professional development called Ro-Mo Classrooms
- Student-Centered Coaching Cycles PD for Coaches

Professional development plan for principals:

- Access to a wide range of workshops and conferences offered across the state
- Navigating Difference workshops for new administrators
- Weekly Instructional Leadership Memo
- Four full-day PLCs for both Principals and Assistant Principals focused on student data, UDL, and district initiatives
- Three full-day administrative PD days focused on providing information, data, and training
- Monthly full day sessions with on-going leadership training and development, including Arbinger Outward Leadership
- Members of District LCAP Team
- Annual ELPAC training for all principals
- Annual CAASPP training for all principals

Professional development plan for counselors:

- California Association of School Counselors annual conference
- Monthly counselor district professional learning network sessions
- Riverside County Office of Education College Kick-off network participation and Counselor Conference

Data that Guides Professional Learning System Development:

- Student achievement, behavior, and attendance data
- California Healthy Kids Survey data
- LCAP Community Annual Survey
- Professional development session survey feedback (OMS)
- School site staff surveys
- District team feedback (UDL, Literacy, and Math)

How the professional development plan:

1) enhances educators' expertise to increase students' capacity to learn and thrive:

- educators in the district have numerous and varied types of professional learning options for improving their practice
- they can experience whole group, small group, one-on-one, and/or digital synchronous and asynchronous professional learning options
- they can collaborate with their peers through Professional Learning Community meetings
- they receive ongoing feedback from their principals to consistently improve their practice to increase student performance

2) addresses equitable access, opportunities, and outcomes for all students:

- all staff have the opportunity to receive and will continue to receive Navigating Difference professional learning
- principals lead for educational equity and discuss this with staff members through Wednesday professional development sessions and PLC meetings
- there is a district-wide focus on teachers providing all students with personalized goal-setting conferences and learning experiences throughout the school year

3) addresses achievement disparities between student groups:

- all staff analyze student performance data monthly and discuss achievement gaps and methods for addressing gaps
- the various leadership committees in the schools and across the district analyze student performance data regularly and make needed adjustments to the program

4) uses evidence-based approaches, such as focused, sustained learning that enables educators to acquire, implement, and assess improved practices:

- the strength of the Romoland School District since the inception of LCAP has been to align School Plans for Student Achievement (SPSAs) with the LCAP and to provide school sites with implementation data and student performance progress monitoring data monthly

5) facilitates a shared purpose for student learning and collective responsibility for achieving it:

- all members of the organization are focused on a growth mindset of continuous growth and continuous learning
- all professional development is linked to the District Professional Learning Plan, Local Control and Accountability Plan goals, and School Plans for Student Achievement goals
- all staff are focused on data and results that support the goals and actions of the District

6) dedicates resources for professional learning that are adequate, accessible, and allocated appropriately toward established priorities and outcomes:

- resources for professional development are allotted through multiple funding sources: Title I, Title II, Title III, and Local Control Funding Formula Supplemental and Concentration Grants (state funds)
- all staff members in all positions have the opportunity to attend and receive professional development
- there is a District Professional Learning Plan that accounts for all staff members' professional development opportunities

7) contributes to a coherent system of educator learning and support that connects district and school priorities and needs with state and federal requirements and resources:

- the District Professional Learning Plan is aligned with the goals of the Local Control and Accountability Plan and this Federal Addendum
- School Plans for Student Achievement and any and all professional development activities within the plans are aligned with the Local Control and Accountability Plan and Federal Addendum

8) evaluates its system of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems:

- metrics for Local Control and Accountability Plan goals are compiled and distributed monthly for site stakeholder groups to analyze, comment on, and refine the professional learning plan as needed throughout the year
- the Local Control and Accountability Plan Steering Committee meets four times in the spring to annually analyze the plan data and make plan adjustments based on data and stakeholder input
- participant surveys are conducted after each in-house professional development offering
- participant survey data about professional development is collected within the digital OMS system

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 LEA will prioritize funds to schools that are implementing comprehensive support and improvement (CSI) activities and targeted support and improvement activities (ATSI) by allocating \$40,000 of Title II funds to provide ongoing relevant professional learning opportunities to make the greatest positive impact on instruction and services for on all students.

1. The LEA determines the amount of funds available for Title II, Part A equitable services for private school teachers and other educational personnel by calculating, on a per-pupil basis, the amount available for all public and private school students enrolled in participating private elementary and secondary schools in areas served by the LEA (regardless of a student's residency), taking into consideration the number and needs of the children, their teachers, and other educational personnel to be served. For the 2024-25 school year, we have allocated \$150,000.
2. Based on a comprehensive data review of the CA Dashboard metrics, the LEA has determined that Ethan A. Chase Middle School meets the eligibility for comprehensive support and improvement (CSI). We applied for a grant offered through the state that will provide additional funds to support this school and the strategic actions developed in their CSI plan for 2024-25.
3. The decisions the LEA makes regarding students attending a CSI or TSI school and/or being served under Section 1124(c) is as follows: a team of educational partners is formed to engage in the use of a variety of root cause analysis tools to analyze student data and then select evidence-based practices to best meet these students' areas of need. Collective agreements and ongoing analysis of implementation are used to progress monitor the team's CSI or TSI plan to ensure the greatest positive impact on student achievement.

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.

Romoland School District uses data with multiple educational partner groups throughout the year to guide continuous improvement:

- Monthly performance metrics are collected for the district and each school site in the areas of: student academic achievement, student attendance, and student behavior. Additional metrics include implementation data: site administrator classroom walkthroughs, iReady Reading student usage, and iReady Math student usage. The information is collected and provided to site administrators monthly.
- School administrators use the aforementioned data with multiple educational partner groups throughout the year. Educational partner groups and meeting types include: School Site Council, English Learner Advisory Council, Site Leadership Team, Parent-Teacher Association/Organization, and Pastries with the Principal meetings. Each educational partner group learns about the metrics, the school and district goals and actions, and offers feedback about continuous district and school site program refinement and improvement.
- School administrators lead teachers in analysis of the school and grade level data through scheduled Professional Learning Community (PLC) meetings. The meetings are done by grade level in the elementary schools and by content area department at the middle school. School administrators facilitate conversations in data analysis with the four PLC questions: 1) What do we expect students to learn?, 2) How will we know they have learned it?, 3) How will we respond if they have not learned it?, and 4) How will we extend their learning if they already learned/know it? In addition to academic performance data, PLC groups also discuss student attendance and behavior.
- The District LCAP Team meets three times during the school year. That educational partner group of teachers, administrators, classified staff, union leaders, and parents/guardians analyzes district and school site data in depth and makes recommendations for annually adjusting the goals and actions of the School Plans for Student Achievement and Local Control and Accountability (District) Plan.
- Staff and parent/guardian survey is conducted with an Annual LCAP Community Survey.

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:

Romoland School District invests in multiple methods, personnel, and resources for professional development focused on increasing the achievement of English learner students:

- Five full-time instructional coaches are dedicated to the development of all content areas through the use of student-centered coaching cycles and Universal Design for Learning, with an added and specific emphasis on meeting the academic and learning needs of English learner students. The coaches provide teachers with whole group, small group, and one-on-one instructional coaching. The coach supports site administrators with developing the school's School Plan for Student Achievement, goals 1-5 supported with evidenced-based strategic actions, and services based on a review of student performance data.
- All teachers receive annual professional development on the state English learner assessments.
- School administrators, district administrators, parents, and English learner teacher leaders are given the opportunity to attend California Association of Bilingual Educators annual and regional conferences.
- The administrator overseeing the district English learner program attends monthly Project and English Learner Directors meetings for policy updates and across-county collaboration regarding best practices to serve English learner students.
- School sites schedule grade-level full-day Professional Learning Community sessions focused solely on the development of the site and grade-level English learner program, including data analysis of the academic performance data of grade-level English learners and the development of personalized plans of support to move students to reclassification.
- All school sites offer PIQE, Parent Institute for Quality Education, to our community.
- The District allocates Title III funds to each school site based on the number of EL students they serve in order to personalize professional learning opportunities and resources to best meet the unique needs of their population.
- Site administrators consistently observe instruction in classes and provide timely feedback to ensure a comprehensive ELD program is being implemented.

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:

Support for immigrant students is offered through individualized outreach. A dedicated staff member contacts the parent/guardian of each immigrant student and offers a one-on-one support conference and resources. During the conference, the student and their parent/guardian are provided information about the public education system in California, from Preschool through the college level. They are also provided with an overview of the Romoland School District, including contact and resource information. They are also provided with advocacy information and information about local resources. They are also given student school supplies, including books, paper, pencils, and art supplies. Immigrants students, including refugees, may additionally need and receive resources to support their needs for clothing, food, shelter, and transportation so they can be successful at school.

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:

Romoland School District invests in multiple methods, personnel, and resources for supporting the achievement of English learner students:

- Full-time instructional coaches are dedicated to the development of the English learner program and improving instruction and outcomes for English learner students. The coach provides teachers with whole group, small group, and one-on-one instructional coaching on how to teach Designated English Language Development (dELD) and Integrated English Language Development (iELD).
- All teachers receive annual professional development on the state English learner assessment, entitled English Language Proficiency Assessments for California (ELPAC). Thus, all teachers are equipped with the knowledge of the state assessment and can provide lessons to best prepare their English learner students for making one level of growth on the assessment annually.
- All teachers are informed about the criteria for English learner reclassification to fluent English proficient. Teachers monitor the progress of their English learner students through a quarterly monitoring tool which is monitored by the school administrators and district English learner administrator.
- Professional Learning Community meetings throughout the school year for each grade level or department team of teachers is dedicated to discussing the achievement data of English learner students and adjusting the instructional program to better meet the needs of the students.
- Each English language development teacher conducts one-on-one personalized goal-setting conferences with English learner students throughout the school year. The conferences support students in understanding their own strengths and needs as well as supports each English learner student in learning the criteria for reclassification and growing as his/her own self-advocate.
- All English learner students receive daily dELD and iELD instruction.
- All English learners at the middle school level are provided with access to an enrichment elective course.
- All English learner students take the P-SAT or P-ACT exam.
- All grade 6-8 English learner students and Reclassified as Fluent English Proficient students have access to taking Spanish for Native Speakers course, as well as Advanced Placement Spanish Language course and exam.
- Parents/guardians of middle school English learner students have access to the Parent Institute for Quality Education (PIQE) courses which provide them information about supporting their student with high school graduation requirements and college admissions requirements.
- AVID Excel is offered for middle school students and Ethan A. Chase Middle School as an elective to support their reclassification.

Educational Partner Engagement:

- School site English Learner Advisory Committees (ELAC) meet four-eight times per year at each site; at each meeting the group analyzes LCAP metrics data and services; the group offers analysis and recommendations for ongoing improvement
- District English Learner Advisory Committee (DELAC) meets three times per year; at each meeting the group analyzes LCAP metrics data and services and offers analysis and recommendations for ongoing improvement
- Each School Plan for Student Achievement includes a goal for English learner student achievement, along with actions and services
- Parents/guardians are surveyed annually for program feedback about the English learner program through the LCAP Annual Community Survey
- Educational Partners have reported the need to expand Parent/Guardian and Family Engagement offerings, with new actions and services for this documented in the LCAP

Metrics:

- Reclassification rates for the district and by school site (annual)
- English learner student ELPAC state assessment data for the district and by school site (annual)
- English learner CAASPP state assessment data for the district and by school site (annual)
- English learner student performance on local assessments: iReady Reading, iReady Math, ESGI
- English learner student attendance rates and chronic absenteeism rates (interim)
- English learner student behavior data, including suspensions and expulsions (interim)
- California School Dashboard indicators for Academics ELA, Academic Math, English Learner Progress Indicator, Chronic Absenteeism, and Suspension (annual)
- Analysis of achievement gaps for English learners on the California School Dashboard (annual)

Use of Data:

- Monthly (interim) performance metrics are collected for the district and each school site in the areas of: student academic achievement, student attendance, and student behavior. Additional metrics include implementation

data: site administrator classroom walkthroughs, iReady Reading student usage, and iReady Math student usage. The information is collected and provided to site administrators monthly.

- School administrators use the aforementioned data with multiple educational partner groups throughout the year. Educational partner groups and meeting types include: School Site Council, English Learner Advisory Council, School Leadership Team, Parent-Teacher Association/Organization, School LCAP/SPSA Team, and Pastries with the Principal meetings. Each group learns about the metrics, the school and district goals and actions, and offers feedback about continuous district and school program refinement and improvement.
- School administrators lead teachers in analysis of the site and grade level data through scheduled Professional Learning Community (PLC) meetings. The meetings are done by grade level in the elementary schools and by content area department at the middle school. School administrators facilitate conversations in data analysis with the four PLC questions: 1) What do we expect students to learn?, 2) How will we know they have learned it?, 3) How will we respond if they have not learned it?, and 4) How will we extend their learning if they already learned/know it? In addition to academic performance data, PLC groups also discuss student attendance and behavior.
- The District LCAP Team meets three times during the school year. That educational partner group of teachers, administrators, classified staff, union leaders, and parents/guardians analyzes district and school site data in depth and makes recommendations for annually adjusting the goals and actions of the School Plans for Student Achievement and Local Control and Accountability Plan.

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:

Accountability:

- Monthly (interim) performance metrics are collected for the district and each school site in the areas of: student academic achievement, student attendance, and student behavior. Additional metrics include implementation data: site administrator classroom walkthroughs, iReady Reading student usage, and iReady Math student usage. The information is collected and provided to site administrators monthly.
- School administrators use the aforementioned data with multiple educational partner groups throughout the year. Educational partner groups and meeting types include: School Site Council, English Learner Advisory Council, School Leadership Team, Parent-Teacher Association/Organization, School LCAP/SPSA Team, and Pastries with the Principal meetings. Each group learns about the metrics, the school and district goals and actions, and offers feedback about continuous district and school program refinement and improvement.
- School administrators lead teachers in analysis of the site and grade level data through scheduled Professional Learning Community (PLC) meetings. The meetings are done by grade level in the elementary schools and by content area department at the middle school. School administrators facilitate conversations in data analysis with the four PLC questions: 1) What do we expect students to learn?, 2) How will we know they have learned it?, 3) How will we respond if they have not learned it?, and 4) How will we extend their learning if they already learned/know it? In addition to academic performance data, PLC groups also discuss student attendance and behavior.
- The District LCAP Team meets three times during the school year. That educational partner group of teachers, administrators, classified staff, union leaders, and parents/guardians analyzes district and school site data in depth and makes recommendations for annually adjusting the goals and actions of the School Plans for Student Achievement and Local Control and Accountability Plan.

Site activities with Title III funds:

- Parent and family engagement activities for parents of English learner students
- Professional learning for teachers and instructional aides who work with ELs, focused on instructional methodology to meet the needs of ELs to increase their achievement
- Extended learning time for ELs to increase their achievement
- Supplemental instructional materials and resources for ELs

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:

- A) Not applicable
- B) Well-rounded education--A portion of the funds (twenty percent) will be used to ensure middle school student access to STEM (Science Technology Engineering Math).
- C) Safe and healthy students--A majority of the funds (sixty percent) will be used for providing mental health services to students as part of the district Social-Emotional Learning and Behavior Multi-tiered System of Support.
- D) Technology--A portion (twenty percent) will be used to provide staff access to attend the Computer Using Educators (CUE) annual conference to stay current with Ed Tech research, practices, and resources/tools.
- E) The actions and activities described here will be annually evaluated as part of the Local Control and Accountability Plan continuous improvement process which includes analysis of performance metrics for district goals.

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.

Alignment of federal funds with activities funded by state and local funds occurs through the LCAP annual review process. All School Plans for Student Achievement are aligned with the goals of the LCAP. The District LCAP Team meets three times per school year to analyze performance data for all LCAP goals and SPSA goals. The Team works to amend and establish actions for continued improvement of LCAP goals and SPSA goals. Federal categorical funds are considered within the context of all LCAP and SPSA goals and actions, and funds are aligned based on need per the performance data. Performance data, program quantitative data, and program qualitative data are reviewed over the three Team meetings to identify needs. Program objectives and activities are monitored through monthly data collection which is compiled and shared with education partners via school site committee meetings, and district committee meetings, including but not limited to the District LCAP Team.

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

Well-rounded education (\$10,000)--A portion of the funds (twenty percent) will be used to ensure student access to STEM (Science Technology Engineering Math). The funds will be used to purchase instructional materials for STEM opportunities for students.

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?

A variety of indicators and data points will be used to evaluate the effectiveness of these actions. They include:

Monthly (interim) performance metrics are collected for the district and each school site in the areas of student academic achievement, student attendance, and student behavior.

Additional metrics include implementation data: site administrator classroom walkthroughs, iReady Reading student usage, and iReady Math student usage. The information is collected and provided to site administrators monthly. Site administrators then use the aforementioned data with multiple stakeholder groups throughout the year as well as to adjust or modify programs to best meet students' needs.

School administrators lead teachers in the analysis of site and grade-level data through weekly/monthly PLCs.

The District LCAP Team also meets three times during the school year to analyze data and make recommendations. Additionally, all educational partners are provided access to our annual LCAP Community Survey, and this data is analyzed for trends and recommendations.

There are also school Student Focus Groups for each school, in which students provide feedback to administrators about the effectiveness of the instructional program and areas for growth.

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.

Alignment of federal funds with activities funded by state and local funds occurs through the LCAP annual review process. All School Plans for Student Achievement are aligned with the goals of the LCAP. The District LCAP Team meets three times per school year to analyze performance data for all LCAP goals and SPSA goals. The Team works to amend and establish actions for continued improvement of LCAP goals and SPSA goals. Federal categorical funds are considered within the context of all LCAP and SPSA goals and actions, and funds are aligned based on need per the performance data. Performance data, program quantitative data, and program qualitative data are reviewed over the three Team meetings to identify needs. Program objectives and activities are monitored through monthly data collection which is compiled and shared with education partners via school site committee meetings, and district committee meetings, including but not limited to the District LCAP Team.

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

Safe and healthy students--A majority of the funds (sixty percent) will be used for providing mental health services to students as part of the district Social-Emotional Learning and Behavior Multi-tiered System of Support. The funds will be used to pay for a portion of a contract with a mental health services agency to provide all elementary students access (as needed) to a school-based mental health therapist. The mental health therapist contracted through the agency will be full-time to support students at the District's four elementary schools and the TK-8 school.

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?

A variety of indicators and data points will be used to evaluate the effectiveness of these actions. They include:

Annual California Healthy Kids Survey (CHKS) Data collection and analysis.

Monthly (interim) performance metrics are collected for the district and each school site in the areas of student academic achievement, student attendance, and student behavior.

Additional metrics include implementation data: site administrator classroom walkthroughs, iReady Reading student usage, and iReady Math student usage. The information is collected and provided to site administrators monthly. School administrators then use the aforementioned data with multiple stakeholder groups throughout the year as well as to adjust or modify programs to best meet students' needs.

School administrators lead teachers in the analysis of site and grade-level data through weekly/monthly PLCs.

The District LCAP Team also meets three times during the school year to analyze data and make recommendations. Additionally, all educational partners are provided access to our annual LCAP Community Survey, and this data is analyzed for trends and recommendations.

There are also school Student Focus Groups for each school, in which students provide feedback to administrators about the effectiveness of the school climate and areas for growth.

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.

Alignment of federal funds with activities funded by state and local funds occurs through the LCAP annual review process. All School Plans for Student Achievement are aligned with the goals of the LCAP. The District LCAP Team meets three times per school year to analyze performance data for all LCAP goals and SPSA goals. The Team works to amend and establish actions for continued improvement of LCAP goals and SPSA goals. Federal categorical funds are considered within the context of all LCAP and SPSA goals and actions, and funds are aligned based on need per the performance data. Performance data, program quantitative data, and program qualitative data are reviewed over the three Team meetings to identify needs. Program objectives and activities are monitored through monthly data collection which is compiled and shared with education partners via school site committee meetings, and district committee meetings, including but not limited to the District LCAP Team.

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])

Effective use of technology in schools--A portion of the funds (twenty percent) will be used to support ongoing professional development in Educational Technology.

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?

A variety of indicators and data points will be used to evaluate the effectiveness of these actions. They include:

Annual "Effective Use of Technology" staff survey.

Monthly (interim) performance metrics are collected for the district and each school site in the areas of student academic achievement, student attendance, and student behavior.

Additional metrics include implementation data: site administrator classroom walkthroughs, iReady Reading student usage, and iReady Math student usage. The information is collected and provided to site administrators monthly. School administrators then use the aforementioned data with multiple stakeholder groups throughout the year as well as to adjust or modify programs to best meet students' needs.

School administrators lead teachers in the analysis of site and grade-level data through weekly/monthly PLCs.

The District LCAP Team also meets three times during the school year to analyze data and make recommendations. Additionally, all educational partners are provided access to our annual LCAP Community Survey, and this data is analyzed for trends and recommendations.

There are also school Student Focus Groups for each school, in which students provide feedback to administrators about the effectiveness of the school resources and areas for growth.

- 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:

Spring 2024

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/>