

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

School Year

2024-25

Date of Board Approval

6-20-2024

LEA Name

Redding Elementary School District

CDS Code:

45-70110-0000000

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE IV, PART A
Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template**.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

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

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

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

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

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The LEA's strategy for using federal funds is to help ensure equity and access for students who have an academic and/or social-emotional disparity when compared to peers, with a specific focus on the sub-groups of Low Income, Foster Youth, and English Learners. The CA Dashboard reflects a performance color based on the Spring of 2023 CAASPP assessments. Redding Elementary School District (RES D) scored "orange" in English Language Arts and "yellow" in math; Chronic absenteeism is listed as "yellow"; the suspension rate is listed as "orange". The suspension rate for the 2022-2023, as reflected on the CA Dashboard, is 5.5%, which is an increase of 0.9% from the previous year. However, this is still below the Shasta County average of 7.3%. Chronic Absenteeism for RES D is 23%, which is a 8.5% decrease from the previous year (as reflected on Dataquest). Local measures are showing growth in the area of reading foundational skills. Also, there are strong local measure results in math for grades K-5th. Following a state-wide trend, RES D reflects a decrease in proficiency in grades 6-8. RES D is 43% proficient in ELA and 32% proficient in math overall on the CAASPP statewide assessment.

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.

Federal funds will be aligned with State and Local funds through the engagement of the School Site Council and District Advisory Committee. Actions currently defined to support and enhance are the implementation of Instructional Coaches, site-based Instructional Assistants, tutoring, interventions, transportation, and the use of a Parent Liaison.

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 CDE's 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:

The Redding School District (RSD) reports quarterly to the Governing Board in regard to the Williams Act. In addition, RSD submits an annual School Accountability Report Card that reports mis-assignments, as well as Priority 1 in the LCAP. There have been found to be 7% of Teachers (10 out of 134) to be in mis-assignments. In schools where there are inexperienced Teachers or Teacher turnover support is provided through additional resources (e.g., additional professional development, additional support staff, etc.). In addition, RSD maintains a Seniority List for the District that serves as a tool in identifying disparities, which categorizes school characteristics, such as staff by site, years of service, types of credentials held, and principal tenure. Through this tool and other means, the District then determines schools that are disproportionately staffed by ineffective, inexperienced, or out-of-field teachers, and seeks to provide additional resources to the schools (e.g., additional teacher/administrator positions, additional preparation time for new teachers, funding for professional development, etc.).

Ineffective Teachers:

This is defined as any of the following:

1. An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
2. 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)
3. An individual who holds no credential, permit, or authorization to teach in California.

Under this definition, teachers, teachers with the following limited emergency permits would be considered ineffective: Provisional Internship Permits, Short Term Staff Permits; Variable Term Waivers, Substitute Permits for Statutory Leave (TSPL) holders serving as the teacher of record

Redding School District actively recruits highly qualified teachers by taking part in job faires. The Human Resources Department screens applicants during the hiring process to ensure candidates are highly qualified.

Inexperienced Teachers:

The work of our Principals is crucial for the retention of new and inexperienced Teachers in RSD. To promote the retention of these Teachers and develop their growth in the teaching profession, Principals:

1. Facilitate weekly collaboration meetings in which new Teachers receive the opportunity to collaborate with experienced colleagues in the areas of academics and social-emotional health.
2. Ensure that materials are provided to inexperienced Teachers to support their onboarding process into the classroom and school site.
3. Meet with inexperienced Teachers individually to provide a space and venue for open feedback on their teachers' new experience and growth.

Additionally, District personnel at the Local District level work with Principals, Universities, and other support providers to coordinate the support and development of new and inexperienced Teachers.

Out of Field Teachers:

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 would be considered out of field: (1) General Education Limited Assignment Permit (2) Special Education Limited Assignment Permit (3) Short Term Waivers (4) Emergency English Learner or Bilingual Authorization Permits (5) Local Assignment Options District staff provide Assignment Monitoring and ESSA Compliance information to the school sites to help educate them on alternative options available to assist with mis-assignments. (1) Education Code Options available at no cost(2) Committee on Assignments(3) University and District Internship options (in approved subjects). CTC issued documents,(1)Supplemental Authorization

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
Ineffective teacher	An ineffective teacher is any of the following:

	• 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. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record
Out-of-field teacher	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: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])
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.

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:

In order to implement effective parent and family engagement as described under Section 1116, RSD employs multiple strategies. Research has shown that authentic parent and family engagement and support must occur closest to the school. Therefore, the District will make sure that all family engagement focuses on students and their needs.

In the event Redding School District (RSD) is identified as having a CSI school site, parents are engaged by being invited to take part in a stakeholder process, which includes a review of the data that caused the site to be identified as a CSI site. A needs assessment is conducted with all stakeholders. This is followed with a planning session in order to discuss and develop actions to support increased outcomes for students. These actions are then supported with the allocation of fiscal resources.

In the event a RSD site is identified as a TSI/ATSI site, stakeholders will be engaged to address those identified sub-groups who reflect red on the California Dashboard over two year period through the School Site Council. The following process will take place: a review of the data that identifies the site as TSI/ATSI; a needs assessment will be conducted; a specific plan of action(s) will be created to support increased outcomes for these identified sub-groups; then fiscal resources will be tied to the actions identified by stakeholders.

Collaboration:

The first strategy involves collaborating with parents as leaders, encouraging them to participate in various forms of governance both in schools and at the District level. At schools, parents will be given opportunities to participate in the School Site Council, the English Learner Advisory Committee and Parent Club. The first two of these school groups will provide input into the Single Plan for Student Achievement, containing programs and expenses related to Federal categorical funding. The third group will review various general school programs and expenses. Parents' consistent and informed participation will enable meaningful consultation with them as stakeholders. In partnerships with school staff, parent leaders will develop and approve each school's Title I Parent and Family Engagement Policy and School-Parent Compact. In addition, the District has a robust parent volunteer program which provides parents opportunities to be involved in their child's school by providing a variety of volunteer activities.

At the Local Sites, parents are invited to participate in Parent Nights. These parent nights include information on college and career readiness, current instructional materials, programs being used, how to access materials, and the social-emotional needs of students.

Communication:

A second strategy involves establishing multiple modes of communication between families, School and District staff to address families' diverse needs and interests. To facilitate communication from schools to families, the information will be provided through online postings and newsletters, with notices mailed home in a timely fashion and translated into languages parents can understand. Families receive text messages if they opt in, and phone calls providing them with critical school information. In addition, parents will have access to an online Parent Portal through which they can learn about their students' daily attendance, grades, test scores, Individualized Education Plan, English Learner status, graduation requirements, discipline records, transportation schedule, lunch application, health records, and contact information. Gaining access to their children's school information through the Portal will allow for families and school staff to have the same foundational information about their students so that they can better focus on coordinating strategies for targeted support. Also, the Parent and Family Engagement Policy is distributed annually during the first week of school or upon enrollment in the Parent Rights Handbook.

Facilitating the communication from parents to schools, parents will be provided with various opportunities for communicating with school and District staff. Each family is invited to an annual Back to School Night in which curriculum (standards), instruction, and assessment are discussed. In addition, families are invited to attend an annual Parent Conference in which the teacher goes over with each family individually the learning outcomes, assessments, present levels, and how to read the report card in order to understand the progress of the student. Along with this, teachers share strategies with parents on how to monitor the progress of the student through the distribution of a grade level standard booklet. Through the online platform of AERIES, accessed through the Parent Portal, parents can communicate with their children's Teachers over email, while reviewing specific assignments for each class online. Families can also use traditional means of communicating with School and District staff by calling, visiting and writing. Appointments to confer with School Teachers and other staff will be made directly with each school through email, phone calls or in person. Special accommodations will be made for communicating with families that have accessibility needs, with the Translations Unit providing material in multiple languages at schools upon request, and with the needs of Disabled, Homeless and Migrant families being considered and addressed at each school site in coordination with the Division of Special Education, the Homeless Education Program and the Migrant Education Program staff. Parents are invited to complete an annual Parent Survey for schools to be better informed about the needs of their families and the effectiveness of their family engagement programs. The results from this Survey will be published annually for all stakeholders to review by school site.

Capacity Building:

A third strategy will involve building the capacity of both parents, School and District staff to partner with one another. To address this strategy, schools will offer training to parents to understand District academic initiatives and to provide parents with opportunities to learn how to support learning in the home. The workshops presented will enable parents to support their schools around the area of instructional strategies and social-emotional support including school attendance. A Title I meeting will be held at each Title 1 site annually to share detailed information about the Title I programs with families.

Staff will continue to be trained in regard to effectively communicating with parents through receiving training in Capturing Kids Hearts (CKH's). CKH's promotes positive relationship building amongst all stakeholders. When there are relationships between Families, Staff, Students, and Community there is more involvement. In addition, site administrators will work with staff during collaboration and/or staff meetings on how to communicate with, and work with parents as equal partners.

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.

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:

Targeted Assistance Program (TAS):

The District's Title I Targeted Assistance School (TAS) participates in programs funded through the state's consolidated application process and are required to develop a TAS Single Plan for Student Achievement (SPSA). The School Site Council (SSC) is responsible for the development, annual review, and update of this plan. The District requires the content of the TAS SPSA to be aligned with goals for improving student achievement and to address how funds will be used to improve academic performance. TAS use these funds only for programs that provide services to Title I-eligible students identified as having the greatest need for supplemental assistance. Eligible students are identified by the school as failing to meet the state's challenging academic achievement standards.

The Local District supports the Targeted Assisted School (TAS):

1. Assists schools in identifying eligible Title I students using a measure of who qualifies for free and reduced lunch.
2. Provides a TAS SPSA template containing all of the required activities of TAS schools.
3. Provides a checklist to ensure that the required TAS activities are addressed in the plan.
4. Monitors through the Local District the effective implementation of the TAS plan.
5. Disseminates the SPSA Annual Evaluation to determine the effectiveness of the SPSA.
6. Provides workshops to parents on topics related to partnering with schools to support students' high academic achievement.
7. Provides technical assistance and resources to develop and complete SWP SPSA or assist schools in meeting the responsibility of providing for identified Title I students the opportunity to meet the state's challenging academic achievement standards.

TAS is required to use the following procedures for identifying Title I-eligible students:

- Use test results from a minimum of two reading/language arts and two mathematics assessment measures at each grade level to determine which students are performing below grade level. The same two measures must be used with all students within a grade level and preferably across grade levels. The measures must have grade-level performance criteria and may be supplemented with additional information from other sources. The use of a variety of information enables the teacher to make an informed decision about the achievement level of each student.
- Analyze all achievement data collected for each student. Based on the analysis, identify each student, by name, who is performing below grade level in reading/language arts and/or mathematics and who has been identified as being most at risk of failing to meet grade-level standards.
- Identify a student as Title I-eligible if the student is judged to be performing below grade level in either reading/language arts or mathematics and is judged to be most at risk of failing to meet grade-level standards in reading/language arts or mathematics.
- Document the school's Title I student identification procedures and submit the assessment measures used and roster of students identified to the Local District.

In Targeted Assistance Schools, a student is Title I-eligible based on multiple academic measures that identify the student as performing below grade level in reading/language arts and/or mathematics. In addition, Title I-eligible students are considered at risk of failing if they meet one or more of the following criteria:

1. Students in an institution for neglected or delinquent children and youth or attending community day program for such children
2. Identified homeless students coded in the student information system, Aeries

School-Wide Program (SWP):

A school may operate a Title I school-wide program in order to upgrade the entire educational program of the school when at least 40 percent of the students in the school attendance area, or at least 40 percent of the students enrolled in the school, are from low-income families. The Superintendent or designee shall inform any such eligible school and the school's parents/guardians of the school's eligibility and its ability to consolidate funds from federal, state, and local sources for program purposes.

Any participating school shall develop, annually review, and update a single plan for student achievement which incorporates the plan for reforming the school's total instructional program and plans required by other categorical programs included in the state's consolidated application.

A school-wide program shall include:

1. A comprehensive needs assessment of the entire school, including the needs of migrant students, which includes the achievement of students in relation to state academic content and achievement standards
2. School-wide reform strategies that:
 - a. Provide opportunities for all students to meet the state's proficient and advanced levels of achievement
 - b. Use effective methods and instructional strategies, based on scientifically based research, that strengthens the school's core academic program, increase the amount and quality of learning time, help provide an enriched and accelerated curriculum, and include strategies for meeting the educational needs of historically under-served populations

- c. Include strategies to address the needs of all students in the school, but particularly the needs of low-achieving students and those at risk for not meeting state achievement standards who are members of the target population of any program that is part of the school-wide program, such strategies may include counseling, student services, mentoring services, college and career awareness and preparation, and the integration of vocational and technical education programs.
- d. Address how the school will determine if student needs have been met
- e. Are consistent with and designed to implement state and local improvement plans, if any
- 3. High-quality and ongoing professional development for teachers, principals, paraprofessionals, and, if appropriate, student services personnel, other staff, and parents/guardians to enable all students in the school to meet state academic achievement standards
- 4. Strategies to attract high-quality, highly qualified teachers to high-need schools
- 5. Strategies to increase parent involvement
- 6. Plans for assisting preschool children in the transition from early childhood programs to elementary school programs
- 7. Measures to include teachers in decisions regarding the use of academic assessments to provide information on and to improve the achievement of individual students and the overall instructional program
- 8. Activities to ensure that students who experience difficulty mastering the proficient and advanced levels of academic standards shall be provided with effective, timely additional assistance, which shall include measures for timely identification of students' difficulties and provision of sufficient information on which to base effective assistance
- 9. Coordination and integration of federal, state, and local services and programs

The following assistance is provided by the District to support schools that are school-wide programs:

- 1. Assists schools in identifying eligible Title I students using multiple measures.
- 2. Provides an online Single Plan for Student Achievement (SPSA) template that addresses all required elements needed to upgrade the entire school's academic program.
- 3. Provides schools and Local District a checklist to ensure that the elements of SWP are addressed in the plan.
- 4. Assists schools in revising or reformatting their submitted SPSA to meet the components for SWP prior to obtaining Board approval.
- 5. Instructs schools to review, evaluate, and revise the plan annually based on current student academic achievement data.
- 6. Monitors through the Local District the effective implementation of the plan.
- 7. Disseminates the SPSA Annual Evaluation to determine the effectiveness of the SPSA.

Comprehensive Support and Improvement:

For a school(s) that has been identified as a Comprehensive Support and Improvement School, specific steps are taken to engage stakeholder's in identifying root causes and the supports needed in order to increase educational outcomes for students based on relevant data. the steps are as follows: stakeholder's look at and discuss the student data; then stakeholders collaborate together to identify root causes based on the data; then stakeholder's define high leverage supports that are needed along with a timeline of implementation. This is monitored through the continued engagement of stakeholder's.

Targeted Support and Improvement:

For a school(s) that has been identified as a Targeted Support and Improvement school, the School Site Council will review and discuss the data; then root causes are identified, followed by identifying supportive actions that increase outcomes for students. These specific actions are placed in the School Plan for Student Achievement.

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:

Federal and State Law mandate that all school districts identify homeless students annually. RSD uses the Student Enrollment Form and a Student Residency Questionnaire (SRQ) found in the annually distributed Parent Rights Handbook to identify eligible homeless students and provide support services.

The education subtitle of the McKinney-Vento Act was reauthorized by the Every Student Succeeds Act of 2015. This law entitles all homeless school-aged children equal access to the same free, appropriate public education that is provided to non-homeless students. Accordingly, schools and centers are required to identify homeless students, inform them of their rights, remove barriers to enrollment, attendance or academic success and are not to stigmatize homeless students.

Students are identified through the SRQ that is required to be included in every enrollment packet and distributed to all students annually with the emergency cards. Families self-identify their current nighttime residence on the SRQ. The District has a Homeless Liaison that provided needed support to the family. Parents can self-identify via the SRQ at any time during the school year at their school site or directly with Students Services located at the RSD office or at the school site that students attend.

Per federal law, all schools are responsible for the annual identification of homeless students. Therefore, designated liaisons shall ensure that their school site annually identifies all homeless students and accurately inputs student information and indicates the nighttime residence in Aeries for accounting purposes. Additionally, each school site is required to provide public notice of the educational rights and protections of students experiencing homelessness.

In addition, designated LEA Homeless Liaison will support the identified specialized student population and work with school site staff to ensure compliance with district policy and federal mandates regarding:

1. Immediate Enrollment;
2. Appropriate educational placement (e.g., school of origin); this provision is inclusive of preschool enrollment;
3. Proper withdrawal from school, which includes timely awarding and transfer of credits (full or partial), records and grades;
4. Identification of all students experiencing homelessness
5. Awareness and training for school site staff on support to be provided to students and parents in transition; and
6. Consultation and collaboration with Counselors in the Homeless Education Program
7. Transportation assistance to the school of origin, even if the student becomes permanently housed during the school year

RSD Student Services provides the following support to children, youth, and families:

1. Facilitate school enrollment as needed to ensure compliance with District policy (e.g., school of origin rights) and to equal access to educational and meal programs, as well as tutoring and other support services
2. Conduct professional development training for school personnel and community agencies regarding the educational rights and supports afforded to homeless students
3. Remove enrollment barriers, including barriers related to a missed application or enrollment deadlines, fines, or fees; records required for enrollment, including immunization or other required health records, proof of residency, or other documentation; or academic records, including documentation for credit transfer
4. Provide technical assistance to schools regarding the proper identification, enrollment, and service needs of students and families experiencing homelessness and educate on the importance of ensuring the privacy of student records, including information about a homeless child or youth's living situation
5. Provide assistance with transportation, backpacks, school supplies, hygiene kits, and emergency clothing/shoes
6. Provide medical, dental, and mental health referrals, in addition to other school/community services
7. Educate students and parents on their educational rights, and promote parent participation in school-related activities
8. Assist unaccompanied youth with enrollment procedures, educational/vocational placement options, and linkage to community resources such as job placement services, post-secondary educational programs, and housing resources
9. Provide advocacy services for parents and students during school-related educational meetings, such as the Student Study Team (SST), Individualized Educational Program (IEP), and/or School Attendance Review Board (SARB) meetings
10. Participate in the mediation of school enrollment disputes
11. Provide assistance to specialized populations of homeless students, including preschoolers, homeless teen parents, children with special needs, and unaccompanied youth
12. An annual Kindergarten Round-Up occurs.

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.

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:

Transition from Early Education Centers and California State Preschool Programs:

The District's early education programs maintain assessments of children's learning strengths and needs. Articulation and a smooth transition from pre-kindergarten to kindergarten are critical to learners continued educational success. Articulation and transition are the responsibility of both the sending early education program and the receiving elementary school.

Preschool children enrolled in Early Childhood programs including Early Education Centers (EECs), Expanded Transitional Kindergarten (ETK), and California State Preschools (CSPP) will maintain a preschool folder. The preschool folder will alert elementary schools that the entering student has attended an early education program prior to enrolling in elementary school. The preschool folder will contain a copy of the Kindergarten Readiness snapshot and a developmental profile.

Each pupil transitioning from Special Education preschool services will have Special Education folder with the cumulative record folder. In addition, a transitional IEP will be held in the Spring that precedes the student's kindergarten year.

Transition from Elementary School to Middle School:

Each fifth-grade student will take a tour of the middle school in the Fall of the fifth-grade year. Student's will be given a tour by an 8th-grade student leader in order to be exposed to the middle school program. In addition, 5th-grade students receive the opportunity to learn about the Core program, electives, sports, and after-school activities.

In the Spring of 5th grade, all 5th-grade families are invited to the middle school's Open House. It begins in the auditorium in which the administrative team and school counselor share with families about the Core program, electives, sports, and after-school activities.

In the summer between 5th and 6th grade, students are invited to a middle school orientation day in order to support students transitioning to middle school from elementary school. This day is filled with information about the school and its programs; team building activities to get to know their classmates, faculty, and staff; a school tour that describes drop off to school, lunch, the location of classes, and pick-up to go home; a pep rally led middle school student leaders in order to increase the engagement of transitioning students, etc.

Eighth Grade Transition to High School:

In the Fall, each 8th-grade student takes the PSAT. This is used to assist students in goal setting for high school. In addition, each student is assigned a College Board account in which she/he can take the appropriate Kahn Academy tutorials to gain knowledge in areas of need.

A teacher from the feeder high school teaches one period of Spanish at the middle school in order to build relationships and expose students to the standards and opportunities at the high school.

In collaboration with the feeder high school, a career pathway is being developed in the area of coding for students. This career pathway helps students matriculate to the Science and Engineering pathway at the High School.

Each Winter, high school counselors go to the middle school in order to enroll each 8th-grade student into high school courses based on multiple assessments and teacher recommendations.

In the Spring of the 8th-grade year, students take a tour of the feeder high school and participate in a pep rally. In addition, there is a Fall and Spring Parent Night in which parents learn about A-G requirements and the courses offered at the feeder school. The Fall Parent Night is done at the middle school. The Spring Parent Night is done at the high school.

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 Students:

Schools identify Gifted and Talented students using a variety of measures, such as academic scores, teacher input, family input, and interests of students. Gifted and Talented students have the opportunity to take part in activities and clubs throughout the year, such as Odyssey of the Mind.

Library Programs:

Redding School District employs Information Specialist's to assist students in the Library. These Specialists attend County Librarian meetings twice a year. This training is provided to give employees the training to better assist the needs of students in the area of digital literacy skills and improved academic achievement.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

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:

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:

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:

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:

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:

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:

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:

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:

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:

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:

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.

Induction for Teachers, Principals, and Other School Leaders:

Beginning Teachers:

New teachers have the opportunity to receive training twice a month. Support is given that is aligned with current District initiatives and goals leading towards accelerating new teacher practice.

New teachers also participate in the Alliance for Teacher Excellence program. This is a program that supports new teachers in earning a clear credential from the Commission on Teacher Credentialing.

Beginning Administrators:

New administrators have the opportunity to collaborate twice a month with colleagues in the area of curriculum and leadership. Support is given that is aligned with current District initiatives and goals leading towards accelerating new Principal practice. Support is also provided through monthly site visits.

Capacity Building for Teacher and Administrator Growth and Development

Salary Point Credit Program:

Redding School District provides opportunities for teachers to engage in professional learning and growth sessions and workshops. Teachers may earn college unit credit from some of the offered training's, which can be used to enhance their skills and knowledge as well as earn college unit credit that assists teachers in moving over in the pay scale.

Redding School District (RSD) is located in a rural area. Due to this, RSD offers training's to staff through the local county office and the local Special Education Local Plan Area (SELPA). District trainings are based on District aligned goals that are generated by student outcome data, such as attendance, suspensions, and academics. In addition to the offered training's, RSD also holds three professional development training days a year. These training dates are aligned with the results of a needs-based survey taken by staff and District aligned goals.

RSD supports the Title II Professional Growth and Improvement programs' continuous improvement by sharing and consulting around outcome data from employee development and support evaluation system. Data represent all indicators of the multiple measures evaluation system, including for teachers and school leaders, evidence and ratings from classroom observations, artifacts and evidence of effective leadership, stakeholder feedback, data-based objectives of student and educator achievement and performance data as well as final overall evaluation ratings and comments.

Educational Services provide annual measures of outcomes of teachers and leader program participants along with non-program participants. These data are used to guide programmatic changes and professional development for program staff. In addition to evaluation data, Educational Services staff regularly conduct post session and end of program feedback surveys and outcome reporting (including all school leader and administrator induction programs. These data are used in consultation with program staff to ensure continuous improvement for present and future participants).

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:

Redding School District (RSD) prioritized funding through School Site Council, the District Advisory Committee, and the District-wide Continuous Improvement Committee (CIC). The CIC is made up of staff from each site. Student outcome data is reviewed and initiatives are set forth and prioritized within this committee with the goal of increasing outcomes for all students. The Parent Advisory Committee may have access to the ESSA, but formal input and decisions are through School Site Council and the District Advisory Committee.

RSD determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under section 1124(c) by looking at student outcome data to see which and if any sites qualify by having sub-groups reflect red on the California Dashboard for two years in a row. If a site(s) qualifies then a stakeholder engagement meeting occurs in which a needs assessment is completed. Based on stakeholder input money is allocated to support the increased outcomes of students.

Title II funding is prioritized to support teachers in areas of identified need based on student outcome data, a staff development survey, and new/beginning teacher status.

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.

Redding School District (RSD) supports the Title II Professional Growth and Improvement programs' continuous improvement by sharing and consulting around outcome data from employee development and support evaluation system. Data represent all indicators of the multiple measures evaluation system, including for teachers and school leaders, evidence and ratings from classroom observations, artifacts and evidence of effective leadership, instructional and professional growth objectives data, stakeholder feedback, data-based objectives of student and educator achievement and performance data as well as final overall evaluation ratings and comments.

The Redding School District District Advisory Committee, the School Site Council's of each school, and the Continuous Improvement Committee are consulted with to gain feedback in regard to increasing outcomes for students and the expenditures used to support increasing these.

RSD evaluation data of the Title II program consists of, post session and end of program feedback surveys, walk through forms and outcome reporting. These data are used in consultation with program staff to ensure continuous improvement for present and future participants. This data is analyzed annually.

RSD meaningfully consults with stakeholders to update and improve Title II Part A funded activities through conducting annual surveys in order to gain input. In addition, a meeting is held at each site annually in order to gain input in regard to programs and outcomes. Also, there is an annual mid-year meeting in which all stakeholders throughout the district come together in order to discuss Local Control Accountability Plan (LCAP) actions and the progress made towards the stated actions. Discourse occurs in regard to whether additional actions need to occur.

Title II supports RSD in the achievement of the LCAP goals.

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

Students have the right to a well-rounded education. Redding School District supports students in the areas of academics, social/emotional learning, and the arts. In order to offer targeted support, a needs assessment is conducted annually through parent, student and staff surveys. In addition, there are stakeholder meetings held multiple times during the year in which community input is solicited based on the outcomes of students. This input assists in the creation of the LCAP and the ESSA. Students in grades K-8 have the opportunity to take part in computer science activities, such as coding. Students in grades third through eighth grade have the opportunity to participate in performing arts, such as recorder, band, violin, and/or choir. In grades sixth through eighth, students can participate in visual art.

Redding School District fully supports safe and healthy students. The District conducts a climate survey annually in order to gauge the safety and health of its students. The District employs four counselors to help in supporting the needs of students. In addition, the District offers parent engagement activities with the intent to increase the opportunity for families to better access their child's school in order to increase equity. Positive Behavior Intervention and Supports, along with Restorative Practices are cornerstones in supporting a healthy climate for students. Character education is also embedded at each site in the District in order to further support the social /emotional well being of all students.

Redding School District also emphasizes the effective use of technology. Professional development occurs in the area of technology in order to increase the use among students, families, faculty, and staff. Families are invited to attend training's around programs and the student information system, Aeries. Students receive instruction around software programs and instructional tools. Teachers receive training in how to better access technological tools in order to personalize learning and to increase access and equity for students.

Chronic Absenteeism, Suspension, Local Indicators and Academic Indicator results are reviewed and discussed annually with stakeholders in order to effectively measure the actions taken to increase student outcomes with the ultimate objective of all students having benefiting from a well-rounded education, improved school conditions for student learning, and improved use of technology that increases student achievement and digital literacy.

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.

We used referral and suspension data for SEL. CAST results for 5th and 8th grade students for well-rounded education. In addition, the staff development survey results were used to guide expenditures.

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

Well-rounded education activities include Science and STEAM nights at the middle school, having a Science Bowl advisor for middle school participation, support for a districtwide robotics tournament for middle school students, Breakout Boxes and supplies for each school site, and AI training and planning for teachers.

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?

Activities will be evaluated based on student participation rates and teacher surveys.

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.

All staff who work in the district's Resource Programs, Special Day Classes, ERICS classroom required training in de-escalation strategies. Five school counselors attended the NorCal Counselors Conference during the school year.

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

Continued training in de-escalation strategies for district staff. School counselors will continue to be represented on all district campuses.

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?

Decrease in the number of discipline referrals and a decrease in the district's suspension rate.

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.

Parent communication and CTE for software and devices. Coding classes for students across the district. Career and Technical Education opportunities for middle school students.

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])

Continue coding opportunities for elementary and middle school students. Opportunities and pathways for students to explore career and technical education will be offered at middle school level.

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?

Future planning in this area will be based on the number of students and classes involved in coding classes. Additionally, we will look at the number of students who participated in our CTE pathways program.

- 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:

April 19, 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/>

California Department of Education
February 2022